BEHAVIOUR FOR EXCELLENCE POLICY 2026 - 2027

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(*Linked Policies: Uniform, Anti-Bullying, Teaching and Learning, Attendance)*

Version 2.0

CLEEVE SCHOOL
AND SIXTH FORM CENTRE OF EXCELLENCE

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BEHAVIOUR FOR EXCELLENCE POLICY 2026-2027

To achieve our vision and mission, Cleeve School places a large emphasis on a safe, respectful and tolerant environment, where every student and staff member is able to learn and work safely and without any impediment. Whilst Cleeve School understands that there may occasionally be a 'trigger' which causes a student to behave in a disruptive or non-compliant way, we will not condone that behaviour or in any way attempt to justify or 'normalise' behaviour that is detrimental to the values of our school and to the wellbeing of our students and staff.

Whilst a student might have a situation that points to challenges within our community and culture, it does not give any student the right to make another student feel unhappy, unsafe or as if they do not belong to our school community. Cleeve School will work closely with the family and with external agencies to pursue extra support where this is required, however, it will not lower its standards or expectations. All students require and deserve a safe and disciplined environment so that they can enjoy and flourish within their education, which befits our values and mission.

Repeated poor behaviour will be sanctioned via internal or Fixed-term Suspension, leading to the possibility of permanent exclusion. Equally, a one-off serious offence involving, for example, any amount of an illegal drug being used or brought on to the school site, or being involved in a fight or an assault of any type, could lead to a permanent exclusion. The decision to permanently exclude will be based on a good understanding of the student in question – and on the wellbeing and safety of other students and adults.

Cleeve School recognises that rewards are much more effective than punishment in motivating students. Correct behaviour that meets high expectation is reinforced by praise, encouragement and the rewarding of achievement. A College Points system is in place to reward positive behaviour, excellent achievements in lessons, efforts and attitude within the classroom and beyond. The purpose of this is to motivate and encourage students in their school endeavours, promote a culture of attendance and hard work and promote the characteristics of being successful learners who strive for excellence. College Points can be awarded by teachers, Heads of College/ Learning, Student Support Leaders, and other members of support staff; these points are collected by students and help them earn individual awards (Appendix 1) as well as being collected as part of the College Championship.

The rewards issued may range from praise to College Points, certificates, letters home, breakfast with the Executive Head/SENDCo, as well as an annual prize giving evening.

We also embrace the need for a range of carefully measured sanctions (Appendix 2) to reinforce our shared expectations of students and their behaviour. We believe that every student has the right to high quality teaching and that no student should be allowed to disrupt this and disadvantage other students in the same classroom. Students make choices and where they cannot allow others to learn, then they will, as a starting point, be removed from lessons and isolated from their peers. We also believe that for a behaviour system to be effective, staff must be consistent in their approach to behaviour management and following the procedures and protocols that are in place. Every student has the right to experience consistent, disruption-free learning across the school; no student, regardless of their circumstances, has the right to interfere with others' access to an exceptional education.

School Expectations

As a member of the Cleeve School Community, the following is expected from our students:

- Attend school in full uniform, on time, ready to learn and fully equipped every day
- Do the best you can every day and take pride in your work
- Follow staff instructions without question
- Allow others to complete their work without disrupting their learning
- Respect all members of our community, both inside and outside of school

Please see Appendix 3a and 3b for our Home School Agreements.

Standards Cards

All students will have a virtual Standards Card on Class Charts. The virtual Standards Card will re-set at the start of every half term. The Standards Card aims to promote student ownership of their behaviour. All students are expected to arrive to school and lessons on time, fully equipped and dressed correctly. If a student is late to school or their lesson, wears their uniform incorrectly or does not have the correct equipment, they will receive a Standards Mark on Class Charts and students who accrue five Standards Marks on their card in one half term will receive a centralised after-school detention.

Ready to Learn

To ensure that all students are ready and equipped to learn, there is a compulsory school equipment list. The items on this list (see below) are required at all times and regular checks will be made to ensure students have the correct equipment they need for their lessons, to avoid lost learning time.

Students will have a 'ready to learn' check four mornings a week within their tutor room, or with their year group in a centralised location. This gives their Tutor, and Head of Learning, an opportunity to check uniform and equipment before the school day begins and ensures all students are on time, dressed correctly and fully equipped. Incorrect uniform, or missing equipment will be logged and rectified and tutors will issue students with a Standards Card mark on Class Charts.

If students receive five 'marks' on their Standards Card, they will receive a Centralised after-school detention.

Compulsory Equipment:

- Waterproof school bag
- Clear pencil case
- Two blue/ black pens
- Green pen
- Two pencils
- A 30cm ruler
- An eraser
- Cleeve student AFL pack (provided)

Conduct in Lessons

We teach students to STRIVE for Excellence which means Cleeve School students Start Now, Think Deeply, Respect All, (are) Independent, (are) Vocabulary-Rich and Engage Fully.

Classroom discipline is the responsibility of the classroom teacher and initially the teacher should oversee the behaviour in their classroom, closely supported by the Head of Department. Cleeve School recognises that most behaviour is best dealt with by positive teacher / student relationships and conversations to avoid further conflict. However, the school expectations above are the basic expectations that must be adhered to within all classrooms. The following is a list of what is expected in terms of behaviour, every lesson, although it is not exhaustive:

- Teacher is prompt and welcomes students at their classroom door and checks uniform, so that students enter in a calm and focused manner creating a sense of purpose and anticipation from the outset. A good start is crucial.
- Students **Start Now** by completing a 5 in 5 Recall Quiz on entry to every lesson.
- Students are encouraged by their teachers to **Think Deeply** throughout a lesson and show resilience in their learning.
- Students show **Respect for All** in the classroom at all times.
- Students are supported with learning scaffolds that are gradually removed to allow them to become more **Independent** learners.
- Students are supported in becoming **Vocabulary-Rich** within their lessons.
- Students are expected to **Engage Fully** in all learning activities.

Teachers should feel empowered to use Consequence Points to amend and support behaviour in lessons that disrupts the learning of others, although these must be time-bound and the process should be closely worked through with parents/ guardians. It will be the case with some students that further action is needed if they choose not to amend their behaviour and this could include an internal or Fixed-term Suspension or a formal support process such as a My Plan (My Plan – Appendix 4), with formal reviews with parents/ guardians.

When giving sanctions these general guidelines should be observed:

- Punishment of a whole group for the actions of individuals within that group should be avoided.
- Punishments or words which are humiliating or degrading must not be used. Comments should be confined to discussion of the behaviour, rather than the individual.

Cleeve School uses Class Charts, a classroom management platform, to record both negative and positive behaviour against our STRIVE principles. Points are allocated as follows: **Consequence 1 =** verbal warning (and recorded on Class Charts), **Consequence 2 =** removal from classroom to a centralised parking room and an after-school detention set**. Consequence 3 =** failed parking and moved to the Internal Room. These sanctions, and points, will be monitored by Heads of Learning and members of the Senior Leadership Team on a weekly basis. Where students are accumulating points in one or more areas, the Head of Learning will speak to the student individually and use their discretion to decide upon an intervention strategy, this could include the use of a pastoral report or detention and may involve an 'early alert' communication home. As well as the C1-3 system for disturbing the learning of others, a single consequence point can be issued to students for a number of misdemeanours that would go against our STRIVE principles. The following list is not exhaustive:

- Demonstrating a lack of pride, or careless attitude, to their learning/ presentation of work
- Exhibiting non-STRIVE behaviour
- Receiving five 'marks' on their virtual Standards Card
- Outside of lesson poor behaviour
- Failing to complete homework

If a child receives multiple Consequence Points the Year Team will speak to the student and put steps in place to support the student. If the student continues to receive Consequence Points, a phone call will be made to parents/ guardians and a time-bound and closely monitored intervention strategy put in place. Further accumulation of Consequence Points may result in additional meetings with parents/ guardians and the Head of Learning along with a formal action plan being put in place. If a student does not rectify their behaviour, a meeting with members of the Senior Leadership Team, including the relevant Head of School, may be arranged. An accumulation of Consequence Points could lead to exclusion from enrichment events, including the Year 11 prom and school trips; internal and Fixed-term Suspension or potentially Permanent Exclusion for persistent disruptive behaviour.

Where a student fails to follow staff instructions, or disrupts the learning of others, a verbal warning will be given by their classroom teacher, **C1**, which will then be recorded on Class Charts. If a student then fails to meet these expectations for a second time in the lesson, they will be removed from the lesson and sent to the centralised 'Parking Room', at this point they will be given a **C2**, which will be recorded on Class Charts, and a detention will be set by the classroom teacher. The student will then be made aware that if they fail the next step they will be internally suspended from lessons, **C3**, for the next 24 hours.

If a student refuses to go to the Parking Room, or once they have been removed continues to fail to follow staff instructions, then the classroom teacher will ask for Emergency Duty to be called and a **C3** will be issued whilst the incident is investigated. The student will be taken to the Internal Room by the member of staff on Emergency Duty and the incident, and **C3** will be issued. The student will remain in the Internal Room for one day as their sanction or they may be issued with a Fixed-term Suspension, depending on the severity of the incident.

If a student is taken to the Internal Room, they will be given work to complete each lesson. If a student refuses to complete the work they have been given, the Internal Room Manager will contact the member of staff on Emergency Duty and the student may receive a Fixed-term Suspension. If a student does not complete an acceptable amount of work, their stay in the Internal Room will be extended. Disturbing the learning of other students in the Internal Room will not be tolerated and students will be issued with a 'strike' if they do so. If a student receives three strikes, the student will be removed by a member of staff and may be issued with a Fixed-term Suspension. If issued with a Fixed-term Suspension under these circumstances, it is likely that the student will also need to re-complete their period in the Internal Room on their return. A Fixed-term Suspension is not a means to avoid an Internal Room sanction.

Students should do their best at all times within lessons and take pride in their work. If a teacher feels that a piece of work, or several pieces of work, are poorly presented, or lack detail and effort, they will set a thirty-minute 'Intervention' after-school detention where the student will be asked to improve the work. These detentions are set and run by individual classroom teachers between 3.15pm-3.45pm.

If a student has not attempted a piece of work, or homework (not including Sparx), the teacher will issue an after-school detention, between 3.15pm-3.45pm, where the students will be asked to produce the work. These sessions will be allocated on Class Charts by the classroom teacher, with at least 24 hours' notice. An email will be sent to the parent/ guardian and the detention will be visible on Class Charts for parents/ guardians and students.

If a student fails to attend the 'Intervention Required' detention, the classroom teacher will upscale the detention to a forty-five minute 'Head of Department' detention; this will be visible on Class Charts for students and parents/ guardians.

Whilst tutors will endeavour to remind students when they have a detention, this is ultimately the responsibility of the parent/ guardian and student as dates of detentions are visible on Class Charts.

Sparx Maths

Students must complete Sparx Maths homework to 100% each week. They will have one week to complete this. Failure to complete this will result in a lunchtime catch up detention session to complete the work. Non-attendance at this session will result in a Sparx HOD detention after school. Non-attendance at this session will escalate to a centralised after-school detention.

Sparx English

Students must complete Sparx Reader homework to 600 SPR each week. They will have one week to complete this. Failure to complete this will result in a lunchtime catch up detention session to complete the work. Non-attendance at this session will result in a Sparx HOD detention after school. Non-attendance at this session will escalate to a centralised after-school detention.

Sparx Science

Students must complete Sparx Science homework to 100% each week. They will have one week to complete this. Failure to complete this will result in a lunchtime catch up detention session to complete the work. Non-attendance at this session will result in a Sparx HOD detention after school. Non-attendance at this session will escalate to a centralised after-school detention.

Daily repetition of C2

Cleeve School monitors and tracks the behaviour of students. Where a student is removed from more than one lesson during the school day and a **C2** given, they will be issued with an Extended Senior Leadership Team Detention. If a student is removed from more than two lessons during the school day, this could lead to an internal or Fixed-term Suspension. Parents/ guardians will be contacted.

Daily accumulation of C1s for the disturbing learning of others

Year Teams will monitor the daily accumulation of C1s for 'disturbing the learning of others'. Where a student accrues two C1s, in one day, they will receive a lunchtime detention, which will then be recorded on Class Charts. If a student receives three C1s, in one day, they will receive an after-school detention. If a student receives four C1s, in one day, they will receive an Extended Senior Leadership Team detention. If a student receives five, or more, C1s, in one day, they will receive an Internal Suspension, and parents/ guardians will be contacted.

Report Card

If a child has fallen below the standard that can reasonably be expected of them, a range of sanctions will be utilised such as: verbal warnings; removal from lessons; lunchtime or after-school detentions; suspensions; or, in the most serious case, permanent exclusion.

The school will also use a range of appropriate and individually agreed support where it is felt appropriate. This may include placing a student on a report card.

The following table summarises the report card escalation system:

Stage	Daily Sanction, if student fails	Two-week Review Meeting Outcome Pass:	Fail:	Two-week Review Sanction, if student fails	Mentor
1	Lunchtime Detention Removal of Breaktime	Phone call home	Meeting with Tutor and Head of Learning	Centralised lunchtime detention	Tutor
2		Phone Call home	Meeting with Head of Learning and a member of the Senior Leadership team	Centralised after-school detention	Head of Learning
3		Phone Call home	Meeting with Head of Learning and a member of the Senior Leadership Team	Extended after-school detention	Assistant Head
4		Phone Call home	Meeting with Head of Learning and the Deputy Head, Head of School or Executive Head	Internal suspension Or Fixed-term Suspension	Deputy Head / Head of School

Serious Incidents

On a rare occasion, a serious incident may occur, either during a lesson, at another point during the school day, or outside of school time within the community. Such incidents may include a student who:

- Swears directly at a member of staff
- Is verbally abusive to, or physically threatening towards, a student or member of staff
- Repeatedly refuses to follow staff instructions
- Physically attacks another student or member of staff
- Is involved in a physical altercation with another student
- Uses derogatory, racist, sexist, misogynistic, ableist or homophobic language, against another student or member of staff in person, on social media or via text
- Physically assaults a student, potentially with a sexualised motivation
- Brings a prohibited item onto school site
- Is in possession of a weapon on school premises or communicates an intention to use a weapon
- Engages in sexual misconduct

- Is in possession of illegal drugs in school, or consumes an illegal drug on school premises

Should one of the above occur, the Emergency Duty Manager will be called. A **C3** will initially be issued and the student will be taken to the Internal Room whilst the incident is investigated by the Head of Learning or investigating member of staff, which could also necessitate police involvement. The school takes a zero-tolerance approach to incidents of this nature and considers them to be among the most serious breaches of the Behaviour for Excellence Policy. Such incidents will be investigated thoroughly and robust sanctions will be applied accordingly. Depending on the severity of the incident, this may result in a Fixed-term Suspension or a recommendation to the Executive Head for Permanent Exclusion.

The background circumstances of a student will always be considered, however consistent expectations for all students are rightly expected. It would be damaging to the school's excellent reputation if such behaviours became 'normalised' and would also be highly disruptive to other children's education. All students should feel safe and Cleeve School will always take clear and strong action against such behaviour. Whilst some students' backgrounds demonstrate significant challenge, this cannot be used as a reason to avoid a permanent exclusion by any party, if this is the decision reached.

Diversity

Cleeve School embraces and enjoys its diversity. Diversity places an emphasis on respecting all individuals as well as strong collaboration and inter-community. This applies to students, staff, visitors and those in our locality. Diversity is celebrated and our mission is to make it an integral part of our school, where everyone feels welcome, respected and safe. It is also a key aspect of our REACH provision, which places an emphasis on health, safety and tolerance.

Cleeve School will strongly challenge all behaviours that, intentionally or unintentionally, are detrimental to our full embracement of diversity. Every staff member and student should, in their behaviours, role model tolerance and respect towards all members of our community. If a member of staff, or student, experiences bullying, discrimination or disrespectful behaviour from a student, the incident will be fully investigated by a Head of Learning or investigating member of staff (see Appendix 5). Wherever possible, and when reasonable, mediation and Restorative Justice will be used to resolve the issue for the two parties and allow them to move forward positively. However, this should never replace a sanction, if a sanction is warranted, and it is for a senior member of staff to determine what that is.

The school will use a variety of sanctions depending on the context and severity of the incident. The previous behaviour and conduct of a perpetrator will be considered, as well as the need to consider how education (short or long-term) can be used to *educate,* and therefore improve*,* a student who has demonstrated behaviours that are not aligned to our culture of respect and diversity. The school will continue to consider how it can best use education to enhance its embracement of diversity. The way, for example, that diversity is presented within the school's marketing and communications, reflects and mirrors its culture. Equally, how student leadership of diversity and inclusion will continue to play a prominent role within our culture. Behaviours that continue to be prejudicial will be increasingly strongly sanctioned. Ultimately, any sense of sustained bullying, discrimination or disrespectful behaviours will lead to suspension, including the possibility of a permanent exclusion. Our main aim is to educate children who may transgress our expectations for tolerance, inclusion and respect; utilising our right to suspend could be part of this approach to education.

General Conduct around the School Site

Students are expected to behave in a sensible manner around the school at all times and consider the impact of their actions on others. Students are expected to walk (not run) on the left of corridors and get to lessons promptly and by the second lesson bell. If students arrive to their lesson after the second bell, and without a note explaining their absence, they will be marked as late on the register and the teacher will issue them with a Standards Card mark on Class Charts. This will be consistently followed by all teachers.

During social times, students are expected to behave in an appropriate manner that embraces the Cleeve ethos and values, considering the impact of their actions and words on other students, staff and the wider Cleeve community. If a student fails to behave in an acceptable way it is likely that they will have their social time removed, and particularly so it if is a repeated offence, and remain in isolation during break and lunchtime for a period of time. This sanction will initially be overseen by the Year Team, supported by members of the Senior Leadership Team.

Outside School, including the Journey to and from home

Students must remember that they are part of the Cleeve School community at all times and are therefore expected to behave appropriately outside school and on the journey to and from school; every student is an ambassador for Cleeve School. As such we expect students to:

- arrive at school, and leave school, in the correct uniform
- treat their local environment with respect and not drop litter
- consider the impact of their behaviour, to and from school, on our neighbours and the local community
- behave appropriately towards other students, and members of the public, on public transport
- behave appropriately and respectfully on Social Media platforms
- be courteous and polite at all times

Students will be reprimanded if they are unable to behave in such a way and an appropriate sanction will be given. If a student, or students, have brought the very good reputation of Cleeve School into disrepute as a result of their off-site behaviour, then the sanction could be severe, including Permanent Exclusion for the most serious of incidents, for example a physical attack or sustained bullying.

Uniform

Students are expected to wear the correct uniform to and from school and at all times during the school day. Students' uniform (including jewellery, false nails, false eyelashes and make-up) will be checked daily during the morning 'ready to learn' check and where it is not correct, the Senior Leadership Team, or Heads of Learning, will make a decision on whether students are able to attend lessons according to their state of dress.

It may be necessary for students to borrow an item of uniform and where this is the case, students will hand over their mobile phone, or another personal item, as a deposit. If a student fails to do this, or refuses to wear the replacement offered, it will be seen as a staff refusal and the student will be placed in the Internal Room and a C3 will be issued. Continued, or repeated, refusal may result in a Fixed-term Suspension. It may also be the case that a student is sent home in order to correct their uniform transgression and would then return immediately to school to continue with their learning.

In exceptional circumstances, students may be given a period of 24 hours to rectify any serious uniform issues, but this is at the discretion of the relevant Assistant Head, in which case a uniform card will be issued. If a student's uniform is inappropriate for them to attend lessons, then they may be put into the Internal Room or sent home until they are able to dress according to the school Uniform Policy.

If a student attends a lesson wearing their uniform incorrectly (i.e. they have the correct skirt but it is rolled up or their shirt is untucked when they enter the classroom) they will receive a Standards Card mark on Class Charts. If the student then fails to resolve the issue the teacher will contact Duty Staff.

Smoking and vaping on the School Site

Cleeve School is a non-smoking/ vaping site and as such appreciates the serious health implications of doing so. If any student (including Sixth Form) is caught smoking, or vaping, on site, or is found to be in possession of cigarettes or a vape, they will be taken to their Head of Learning, or a member of the Senior Leadership Team, the items will be confiscated and a phone call will be made to their parents/ guardians outlining the sanction issued. Sanctions could range between an extended after-school detention set with a member of the Senior Leadership Team and a Fixed-term Suspension.

Confiscation, retention and disposal of prohibited and banned items

The Executive Head and staff authorised by the Executive Head (including all members of the Senior Leadership Team, all teaching and non-teaching members of the pastoral teams and all trip leaders) have the statutory power to search students and their possessions, including bags and lockers, without consent, where they suspect that a student is in possession of a 'prohibited' item (weapon, alcohol, illegal drugs or substances presented to others as illegal substances or stolen items) or a 'banned' item (cigarettes, vapes, any tobacco or tobacco related product, lighters, fireworks, pornography, racist, sexist or homophobic material, laser pens) or any item which may be harmful to good order and discipline.

If it is suspected that a student has a prohibited item, but a search of outer clothing including coats, blazers, pockets etc. is deemed insufficient, or a student refuses to comply, the police will be called to conduct the search.

Searches should be conducted by a member of staff who is the same gender as the student being searched. In addition, a further member of staff must also be present as a witness. Where a student's possessions are being searched, the student must be present. Parental consent is not required for such searches; however, the school will make every reasonable effort to inform parents/ guardians of such searches, and of any police involvement.

Items which are confiscated during such searches will be retained and disposed of as appropriate. If required, confiscated items could be used as evidence within a Permanent Exclusion hearing.

Mobile Phones and Lockable Pouch System

In accordance with statutory requirements, and as part of Cleeve School's commitment to a calm, focused and disruption-free learning environment, the school operates a phone-free school day. This approach is designed to safeguard student wellbeing, protect learning time and reduce the risks associated with mobile phone use, including distraction from learning, cyberbullying, safeguarding concerns and inappropriate recording.

(i) Core Expectation

Students in Year 7–11 must not use mobile phones or other personal electronic devices (including, but not limited to, smartwatches, headphones or tablets) at any point during the school day. The only exemption is where a device is required for specific medical monitoring and this has been agreed in advance with the school. Expectations for Sixth Form students differ and are outlined in section below called 'Sixth Form Mobile Phone Expectations'.

This expectation applies at all times, anywhere on the school site, including:

- Lesson time
- Break and lunch
- Movement between lessons
- Tutor time
- Assemblies
- Before school - from the point of entering the school site.

Mobile phones must be switched off and out of sight at all times while on the school site.

(ii) Bringing a Mobile Phone to School

There is no requirement for students to bring a mobile phone into school. Indeed, the school recommends that they do not, unless there are clear reasons for doing so. However, if a student chooses to, it must be placed into the School's approved lockable pouch as part of the morning *Ready to Learn* check.

Once locked, the mobile phone is considered inaccessible to the student for the duration of the school day and will remain so until it is authorised to be unlocked at the end of the day.

Students are responsible for their mobile phone and pouch at all times.

(iii) Use of the Lockable Pouch

The lockable pouch must:

- Be fully closed and locked during the morning *Ready to Learn* check.
- Remain locked and unopened throughout the school day and kept in the student's school bag.

The pouch may only be opened:

- At the authorised unlocking point at the end of the school day; or
- By an authorised member of staff in an emergency, medical, safeguarding or other exceptional circumstance, as determined by the school.

At no point should a student attempt to access their device during the school day.

(iv) Forgotten or Missing Pouch

If a student brings a mobile phone to school, but does not have their lockable pouch, the school will require the phone to be handed in and placed in secure, lockable storage until the end of the school day.

Repeated failure to bring a pouch will be treated as non-compliance with and undermining of school expectations and sanctioned accordingly.

(v) Prohibited Conduct and Sanctions

Any failure to correctly follow the system outlined above will be considered a serious breach of this policy. This includes, but is not limited to, the following prohibited behaviours:

- Using a mobile phone during the school day without permission.
- Carrying a phone outside of the lockable pouch.
- Failing to lock or fully close the pouch.
- Opening the pouch without authorisation.
- Deliberately avoiding the morning *Ready to Learn* check.
- Bringing a second phone or device to school to circumvent the policy.
- Tampering with, damaging, or attempting to bypass the locking mechanism.
- Refusing to hand over a device when instructed by a member of staff.

Non-compliance with this policy, including any of the behaviours listed above, will result in a recommendation for a Fixed-term Suspension and repeated non-compliance could see a recommendation for permanent exclusion since the actions are repeated undermining of the school's culture and standards.

The school reserves the right to use an electronic scanner for random checks, or where it suspects a phone is being carried outside a pouch. Further details can be found in the School's Search Procedures.

(vi) Pouch Care and Deliberate Damage

The lockable pouch is not a protective phone case. It is issued solely to secure mobile devices during the school day and must be used appropriately.

Students must not damage, deface, tamper with, or misuse the pouch or its locking mechanism. Examples include, but are not limited to:

- Ripped, cut, torn or burned fabric.
- Damage to the pin or locking mechanism.
- Use of magnets, tools or sharp objects.
- Visible force applied to the locking mechanism.
- Inappropriate or offensive markings.

Any accidental damage or fault must be reported immediately. Where a pouch is damaged, behaviour sanctions will apply, and the cost of a replacement (£15) will be charged directly to the student's ScoPay account.

(vii) Medical Circumstances

Students who require access to a mobile device solely for specific medical monitoring purposes may be granted an individual arrangement. Any such arrangement must be agreed in advance with the school and will be reviewed regularly.

(viii) Communication with Home

Students will not have access to their mobile phones during the school day and therefore should not be contacted directly. Urgent messages should be relayed via Student Reception or the relevant Year Team/ Tutor.

Parents/ guardians should be aware that, while stored within a lockable pouch, mobile phones will purposefully have limited or unavailable connectivity or location services.

Sixth Form Mobile Phone Expectations

(i) Rationale

In the Sixth Form, students are supported to develop the independence, self-discipline, and study habits required for future education and employment. Mobile phones can be valuable tools when used appropriately; however, unregulated use can negatively impact focus, productivity, and learning, and can lead to over-dependence, which affects wellbeing.

The Sixth Form mobile phone approach balances student independence with clear boundaries, ensuring a purposeful academic environment while preparing students for adult expectations. It is also based on trust.

(ii) Core Expectations

- Mobile phones may be brought to school and used only in line with Sixth Form expectations.
- Phones must not be used in lessons.
- Mobile phones must not be used or visible in any areas outside the designated locations.

(iii) Designated Use

- Mobile phones may only be used in approved areas of the Sixth Form Centre. They must not be used from the point of entering the school site (school gate) until students are within those designated areas.
- No-phone zones are in place to ensure a calm and focused study environment.
- Students must at all times follow signage and staff direction regarding where phone use is permitted.

(iv) Independent Study and Device Use

- Where appropriate, mobile phones may be used to support learning, including:
  - Accessing online learning platforms
  - Completing quizzes or revision tasks
  - Accessing subject-specific resources

(v) Prohibited Conduct

The following behaviours are not permitted:

- Use of mobile phones in non-designated areas.
- Use of phones for social or non-academic purposes during study time.
- Any use that disrupts the learning environment or undermines expectations.
- Failure to follow staff instructions regarding phone use.

(vi) Sanctions

- On the first occasion a student uses a phone in breach of these expectations, the device will be confiscated and taken to Reception for collection at the end of the school day. The student will receive a same-day Senior Leadership Team detention.
- Non-compliance will be treated as a serious breach and undermining of Sixth Form expectations.
- Repeated or more serious breaches will result in escalating sanctions, which may include suspension.

(vii) Conduct and Culture

- The Sixth Form operates on a trust-based model, and students are expected to uphold expectations at all times, including in unsupervised areas.
- Students are expected to act as role models for younger students, reinforcing the whole-school culture.

(viii) Monitoring and Review

- Staff will conduct regular and random checks within Sixth Form areas to ensure expectations are being met.
- The approach will be reviewed regularly, including through student voice, to ensure it remains effective.
- The school will review its approach to mobile phone use within the Sixth Form. If it is felt the trust-focused approach is not achieving the intended aims, then pouches will be considered as a necessary solution.

Truancy and Late to Lessons

At Cleeve School, every moment matters. Students who are continually late to lessons, or who purposefully truant lessons, will be sanctioned. This behaviour shows a lack of respect for the teacher and the school and is detrimental to a child's learning.

If a student is late to a lesson, without a note from a member of staff, the teacher will mark them as late on the register and issue them with a Standards Card mark on Class Charts.

Students who make the decision to truant a lesson, will make up the lost learning time after school on the same day, or at the next available opportunity. For example, if a student chooses to truant two lessons in a day, they will be kept after school on the same day, regardless of the inconvenience this might cause. It is at the discretion of Cleeve School to decide when lost learning time will be repaid.

Repeated truancy (occurring more than once) will result in an escalated response as outlined in the table below:

Stage	Criteria (typically)	Actions	Support could include:	Sanctions:	Who?
1	First instance of truancy	Phone call home from Head of Learning	Student teacher discussion SSL accompany student to lesson that was truanted	Centralised after-school same day detention.	HoL
2	Second instance of truancy	Meeting with Year Team and family		Extended after-school detention.	HoL

3	Third instance of truancy	Meeting with Assistant Head and family	Teacher contact/meeting with parent/ guardian Seating Plan review Class Change consideration Band Change consideration SEND investigation, if appropriate Mental Health Support/coping strategies Report Card Outside agency support Alternative Provision Managed Move	SLT Centralised parking representative of lessons missed in addition to extended after-school detention and Internal Room suspension (including 4pm detention).	AH
4	Fourth instance of truancy	Meeting with Deputy Head and family		Prepare suspension pack. Sanction could include: ▪ Report Card ▪ Internal Room/ Centralised Parking ▪ Removal of social time ▪ Suspension	DH / HoS

Late to School

At Cleeve School lateness is not tolerated and will be sanctioned.

The main school gates will lock at 8.40am and any student who arrives after this time will have to access the school by the side entrance at the bottom of Science (Years 7-11) and the main Sixth Form entrance (Year 12-13). They will be signed in by the Attendance Officer, marked as late on Class Charts and receive a Standards Card mark if they do not have a valid reason from their parent/ guardian in writing.

The school reserves the right to adapt its sanctions for lateness during the course of a school year, based on whether the above-described sanctions are impactful.

Internal Suspension

If a student is sent to the Internal Room, they would remain there for the equivalent of a whole school day (five lessons including break/ lunch) and will also stay in school until 4pm on the first day.

The student will:

- Complete the work provided for them
- Not disturb the learning of other students
- Remain in the Internal Room for the equivalent of a whole school day (five lessons including break/ lunch)
- Attend the after-school element of the Internal Room sanction until 4pm, unless they are serving an internal suspension for missing an extended detention; in this instance, the student will be required to stay until 4:30pm.

If the student does not engage with the expectations of the Internal Room, they may not be allowed to return to lessons after this period and may receive a further sanction or additional time in the room.

The Internal Room Manager will provide work for the student to complete.

Refusal to go to, or stay in, the Internal Room is totally unacceptable and will result in an additional sanction which could include a Fixed-term Suspension, after which the Internal Room sanction will need repeating.

Whilst in the Internal Room, students are expected to adhere to the behaviour expectations of the school. Failure to do so will result in the student being informed that they have been issued with a strike. Should a student receive three strikes during their time in the Internal Room they will be placed with a member of the Senior Leadership Team and a further sanction will be issued which may include a Fixed-Term Suspension.

Separation of Students for Safeguarding Purposes

In certain circumstances, the school may temporarily forbid a student from attending its premises for safeguarding reasons. This may include situations where an allegation of harm by one student against another requires the physical separation of students while safeguarding concerns are assessed and addressed. This is not a suspension or permanent exclusion on disciplinary grounds.

Any decision to temporarily forbid a student from attending the school site for safeguarding reasons will be made on a case-by-case basis, with the Designated Safeguarding Lead (or Deputy) taking a lead role and exercising professional judgement, supported by other agencies, including children's Social Care and the Police, where appropriate.

Parents/ guardians will be informed of the reason why the student has been temporarily forbidden from attending the school premises. The Board of Trustees will also be notified without delay. This measure will only be used in rare circumstances where separating students is essential and cannot practicably be achieved whilst allowing one or more students to remain on the school premises.

In making any such decision, the school will have regard to its duties under the Human Rights Act 1998, the Equality Act 2010, Keeping Children Safe in Education, and the principles of reasonableness, rationality and procedural fairness.

Where a student is temporarily forbidden from attending the school premises for safeguarding reasons, arrangements for education will be made in accordance with applicable statutory duties.

Fixed-term Suspension and Permanent Exclusion

The Executive Head is the only staff member who is able to issue a Fixed-term Suspension or, in his absence, the Head of School: Behaviour for Excellence or Head of School: Curriculum for Excellence (Appendix 6). A Permanent Exclusion must only be authorised by the Executive Head. In exceptional cases, usually where further evidence has come to light, a further Fixed-term 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 fixed period. Similarly, an initial decision to permanently exclude could be revoked if further evidence comes to light (Appendix 7).

When establishing the facts in relation to a behaviour incident, the school will apply the civil standard of proof. Decisions will be made on the balance of probabilities, determining whether it is more likely than not that an incident occurred.

All decisions to suspend or permanently exclude will be made lawfully, reasonably, fairly and proportionately, taking account of the individual circumstances of the student, including any safeguarding considerations, vulnerabilities, or Special Educational Needs and Disabilities (SEND).

In all decisions relating to suspension and permanent exclusion, the school will comply with its duties under the Equality Act 2010 and the Children and Families Act 2014. This includes ensuring that no student is discriminated against, directly or indirectly, on the basis of a protected characteristic. The school will give full consideration to any additional needs a student may have, including Special Educational Needs and Disabilities (SEND). Where a student has identified needs, the school will consider what reasonable adjustments and appropriate support have been put in place, and whether further support could be implemented to prevent exclusion.

In line with statutory duties, the school will use its best endeavours to ensure that appropriate provision is made for students with SEND, including in relation to behaviour support.

The school will always consider safeguarding implications, including risks to and from the student, when making decisions about suspension or permanent exclusion. Decisions will also take account of the need to maintain a safe environment for all members of the school community.

At Cleeve School, suspensions and permanent exclusion are used when behaviour becomes unmanageable, misbehaviour and disruption is persistent, or behaviour is threatening the safety of other students or adults in the school. The school takes the Fixed-term Suspension of a student very seriously and uses it only when the student gives them no other option or where the school believes it is necessary to safeguard the quality of education provided to the rest of the school.

If a student receives a Fixed-term Suspension, the Head of Learning will arrange for work to be provided to do at home. A reintegration meeting should always take place with parents/ guardians before the student's return to school. Reintegration will focus on providing a fresh start, rebuilding relationships, addressing barriers to success and supporting the student to feel a strong sense of belonging within the school community. Details and agreed actions will be formally recorded. Following the meeting, the student may re-join the school on a My Plan or report card to help monitor and secure an improvement in behaviour.

On occasions, it may be appropriate to use a pre-suspension letter to warn students about their behaviour, however, this is not always the case. The school may also make use of the on-site Internal Room and the off-site facility of Abbey View when it feels it will be appropriate and useful to support an individual student in changing their behaviour. On occasions the school will also work with partner schools to consider whether a student should be put forward for a period of off-site direction or a Managed Move to another school.

Where off-site direction is used, it will be implemented only where it is in the best interests of the student and supports improved behaviour, engagement and outcomes.

Off-site direction is not used as a sanction, but as a structured and time-limited intervention designed to support positive change.

Where off-site direction is used:

- A clear rationale will be established outlining why the placement is appropriate.
- The placement will have explicit objectives linked to improving behaviour, engagement and outcomes.
- A defined timescale will be agreed from the outset.
- Formal review points will take place and involve school staff, the student and parents/ guardians.
- The school will retain overall responsibility for the student's education, progress and safeguarding.
- Parents/ guardians will be informed in writing of the placement, its purpose and review arrangements.
- The school will work closely with the provider to ensure the provision is of high quality and supports successful reintegration where appropriate.

The impact of off-site direction will be monitored carefully to ensure it leads to sustained improvements in behaviour, attendance and engagement.

The school does not use informal exclusions under any circumstances. All removals from school for disciplinary reasons will follow statutory suspension or permanent exclusion procedures.

Off-site direction, alternative provision or any temporary educational arrangement will never be used as a means of removing a student from roll.

The school will not use part-time timetables as a behaviour sanction.

There may be circumstances when the school feels it has no option but to Permanently Exclude a student. This decision will be taken in response to a serious breach or persistent breaches of the school's Behaviour for Excellence 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. It is impossible to list all of the reasons that may lead to a decision to Permanently Exclude, but could include persistent disruptive behaviour inside or outside of lessons; persistent truancy; harming a student or member of staff; bringing on to the school site, or using, an illegal drug or a weapon/ potential weapon; persistent bullying, which may include cyber bullying; triggering of the fire alarm system; theft; racism; derogatory, sexist, ableist or homophobic language; sexual misconduct; failure to improve behaviour having spent time at Abbey View or Off-site Direction.

Managing, Monitoring and Evaluating the Policy

The Behaviour for Excellence Policy will be managed, monitored and evaluated through the Head of School: Behaviour for Excellence and The Board of Trustees. Matters relating to behaviour incidents and any trends arising across Departments or Year Groups will be reported half-termly to the trustees and a discussion of response as appropriate.

Associated Appendices:

- Staff Guidance on Issuing Rewards
- Detentions
- Home School Agreements
- My Plan example
- Investigating Incidents of Discrimination
- Suspensions
- Permanent Exclusion

Appendix 1 - Staff Guidance on Issuing Rewards

Cleeve Rewards

The Trustees and staff body of Cleeve School are committed to promoting high standards of behaviour. Students who demonstrate STRIVE behaviours, in addition to other exceptional achievements linked to extra-curricular activities and College achievements, are rewarded.

The aim of the rewards system is to encourage and enable all students to contribute to the ethos of a positive learning environment along with achieving their full potential.

College Points are awarded through Class Charts and are visible immediately to teachers, parents/ guardians, and students. These points contribute both to the student's individual total and to their College's overall score.

At the end of each term and academic year, students are entered into prize draws based on their **positive points residual** - this is calculated by ranking students from highest to lowest within their year group.

Students are then placed into the following categories based on their ranking:

Platinum	Top 10% of year group
Gold	11-25%
Silver	26-50%
Bronze	51-75%
Steel	76 -100%

Some examples of ways to obtain College Points include the following:

S- Start Now	Students arrive on time to their lessons and start their work promptly
T - Think Deeply	Students challenge themselves and complete the challenge tasks to 'dig deeper'
R - Respect All	Students support and encourage their peers
I – Independent	Students use feedback effectively and 'fix-it' (redraft and improve their work)
V - Vocabulary Rich	Students use subject specific vocabulary to make their answers sound more sophisticated
E - Engage Fully	Students give 100% effort in lessons and take part in all learning activities
Extra-curricular Activities	Students participate in regular clubs, teams, sports or other enrichment activities
College Activities	Students participating in College events.
Attendance	Students secure and maintain excellent attendance

Appendix 2 - Detentions

Detentions are viewed as a serious sanction.

Lunchtime Detentions

Lunchtime detentions run on a daily basis and students can be put in this by duty staff, Heads of Learning or members of SLT as required. Students can be given a lunchtime detention for receiving two C1s in one day, for disturbing the learning of others; poor behaviour during break or lunchtime; or failing their report card that day.

Intervention Detention

These detentions are set and run by individual classroom teachers between 3.15pm-3.45pm. Students should do their best at all times within lessons and take pride in their work. If a teacher feels that a piece of work, or several pieces of work, are poorly presented, or lack detail and effort, or they have failed to complete a piece of homework (not including Sparx), they will set a thirty minute after-school detention where the student will be asked to improve the work. These sessions will be allocated on Class Charts by the classroom teacher, with at least 24 hours' notice.

If a student fails to attend the Intervention detention, the classroom teacher will log it on Class Charts and book the student into a Head of Department Detention. The Head of Department detentions run from 3.15pm – 4pm.

Sparx Homework

Failure to complete Sparx homework will result in the student being required to attend a lunchtime catch up detention with a member of the Sparx team. These sessions are designed to allow the access and support to ensure that students are able to engage with the work set and to ensure that they do not develop gaps in their learning. They are a supportive system to ensure that students are able to access the work being set and are aware of how to complete it. Failure to attend these sessions triggers an escalation to a Sparx HOD detention.

Centralised Detentions

These are issued under the following circumstances:

- if a student receives a **C2** within a lesson and is extracted to another classroom;
- for **poor behaviour outside of the classroom**;
- if a student receives **three C1s** in one day for disturbing the learning of others;
- for **truancy**;
- for **failing their report card**; or
- if a student **fails to attend** their Head of Department detention.

Centralised detentions are set by individual classroom teachers, Heads of Department, or Year Teams. They are run by the Senior Leadership Team, teachers, and Heads of Learning from **3:15pm to 4:00pm.**

A session will be allocated on **Class Charts** by the classroom teacher with at least **24 hours' notice**, and an automated email will be sent to the parent. It is the student's responsibility to monitor Class Charts and the dates of any detentions.

Failure to attend a Centralised detention will mean the student is issued with an extended Senior Leadership Team detention, 3:15pm – 4:30pm.

Extended SLT (Senior Leadership Team) Detentions

Extended SLT Detentions are issued if a student receives four C1s in one day, for disturbing the learning of others; two C2s in one day, failure to attend an after-school detention, failing a report card; or extremely poor behaviour in a Centralised Detention, or inside or outside school. These detentions run Monday - Friday until 4:30pm and students can be put in this by Heads of Learning and members of SLT if required.

Appendix 3a: Home School Agreement: KS3 and 4

KEY STAGE 3 AND 4: HOME SCHOOL AGREEMENT 2026 – 2027

V2.0 – September 2026

THE STUDENT

I will:

- Arrive at school by 8.35am every Monday, Tuesday, Thursday and Friday.
- On Wednesdays, I have noted the different start time and will ensure that I arrive in school by the required time (Year 11: 8:25am, Years 7-10 plus Years 12 and 13: 8.50am), dressed in accordance with our uniform policy - https://www.cleeveschool.net/School-Information/Uniform/ - with the correct equipment, ready to learn.
- Attend every lesson, on time and understand that if I truant a lesson, I will receive a sanction in accordance with the Truancy Escalation Process.
- *Strive for Excellence* in every lesson ensuring that I: Start Now, Think Deeply, Respect All, am Independent, am Vocabulary-Rich and Engage Fully.
- Not use a mobile phone on the school site; if brought to school, it must be secured in the school-approved lockable pouch for the duration of the school day and remain inaccessible.
- Understand that failure to follow the mobile phone procedures, including misuse or tampering with the pouch system, will result in serious sanctions in line with the Behaviour for Excellence Policy.
- Do my homework to the very best of my ability and meet all deadlines.
- Follow staff instructions without question.
- Allow others to get on with their work without disrupting their learning.
- Make a positive contribution to the Cleeve School community.
- At all times, show courtesy and respect towards all members of the school community. This includes not being a by-stander to any bullying or discriminatory behaviour and ensuring we are a community free of prejudice.
- Abide by all school rules and understand that there will be consequences if I fail to do so.
- Not be involved with, or bring, any banned items - including an illegal drug or weapon - onto the school site and understand that doing so could lead to Permanent Exclusion.
- Understand the importance of reading and read for at least 20 minutes at home each day.
- Remember that I am part of the Cleeve School community at all times and I will therefore behave appropriately outside school and on the journey to and from school, and in failing to do so, I understand I will be sanctioned in accordance with the Behaviour for Excellence Policy.

PARENTS / GUARDIANS

I will:

- Ensure that my child arrives at school by 8.35am every Monday, Tuesday, Thursday and Friday. On Wednesdays, I have noted the different start time and will ensure that my child is in school by the required time (Year 11: 8.25am, Years 7-10 plus Years 12 and 13: 8.50am).
- Ensure that my child is properly equipped for lessons each day. I understand that uniform violations, or being ill-equipped, will result in my child receiving a Standards Mark.
- Support the school's mobile phone procedures by ensuring my child brings their lockable pouch to school each day and uses it correctly.
- Refrain from contacting my child directly on their mobile phone during the school day and instead communicate via the school where necessary.
- Check Class Charts and ensure that my child meets all homework deadlines.
- Demonstrate to my child the importance of treating staff and other students with respect and courtesy.
- Not plan holidays or absences during term time.
- Support the school's policies and accept the consequences for misbehaviour, making alternative arrangements for my child to get home if they are set an after-school detention or issued with a suspension.

- Read the Cleeve School Behaviour for Excellence Policy and Drugs Policy which are available on the Cleeve School website: www.cleeveschool.net/Policies.
- Attend parent consultation meetings and discussions about my child's progress.
- Value the importance of reading and ensure that my child spends at least 20 minutes every day reading.
- Work with the school to resolve challenges, avoiding at all times bulling, abusive or threatening behaviour towards staff members.

THE SCHOOL

The school will:

- Be a safe and tolerant environment, where students can access consistently excellent Teaching & Learning.
- Work with students to realise their individual potential, providing a balanced and ambitious curriculum which builds on Key Stage 2 and meets their individual needs.
- Set meaningful home learning which extends the learning of students.
- Care for each student's safety and well-being.
- Insist on high standards and hold students to account for their actions by enforcing all Cleeve School policies and setting sanctions for those who do not follow them.
- Keep parents/guardians regularly informed about general school matters and about students' progress through reports, parents' evenings and phone calls home, and contact parents/guardians if there is a problem with attendance, punctuality or behaviour.
- Respect parents/guardians, students and their views.
- Listen to feedback from stakeholders about how the school can keep moving from strength to strength.

Student Name:	**Student Signature**:	**Date:**
Tutor Name:	**Tutor Signature:**	**Date:**

Appendix 3b: Home School Agreement: KS5

KEY STAGE 5: HOME SCHOOL AGREEMENT 2026 – 2027

V1.0 – September 2026

THE STUDENT

I will:

- Arrive at school by 8.35am every Monday, Tuesday, Thursday and Friday.
- On Wednesdays, I have noted the different start time and will ensure that I arrive in school by the required time (Year 11: 8.25am, Years 7-10 plus Years 12 and 13: 8.50am), dressed in accordance with our Dress Code Policy https://www.cleeveschool.net/Sixth-Form-Dress-Code/ - with the correct equipment, ready to learn.
- Attend every lesson and study on time and understand that if I truant a lesson or independent study, I will receive a sanction in accordance with the Truancy Escalation Process.
- *Strive for Excellence* in every lesson ensuring that I: Start Now, Think Deeply, Respect All, am Independent, am Vocabulary-Rich and Engage Fully.
- Not use a mobile phone on the school site; except in designated areas in the Sixth Form Centre or under the direction of my tutor/teacher.
- Understand that failure to follow the mobile phone procedures, will result in serious sanctions in line with the Behaviour for Excellence Policy.
- Complete my homework and independent study to the very best of my ability and meet all deadlines.
- Follow staff instructions without question.
- Allow others to get on with their work without disrupting their learning.
- Make a positive contribution to the Cleeve School community.
- At all times, show courtesy and respect towards all members of the school community. This includes not being a by-stander to any bullying or discriminatory behaviour and ensuring we are a community free of prejudice.
- Abide by all school rules and understand that there will be consequences if I fail to do so.
- Not use a mobile phone when outside of the Sixth Form Centre building until 3.15pm, unless specific permission is given.
- Not be involved with, or bring, any banned items - including an illegal drug or weapon - onto the school site and understand that doing so could lead to Permanent Exclusion.
- Remember that I am part of the Cleeve School community at all times and I will therefore behave appropriately outside school and on the journey to and from school, and in failing to do so, I understand I will be sanctioned in accordance with the Behaviour for Excellence Policy.

PARENTS / GUARDIANS

I will:

- Ensure that my child arrives at school by 8.35am every Monday, Tuesday, Thursday and Friday. On Wednesdays, I have noted the different start time and will ensure that my child is in school by the required time (Year 11: 8.25am, Years 7-10 plus Years 12 and 13: 8.50am).
- Support the school's approach to mobile phones and play a key role in regulating how my child uses their smart phone, if they have one.
- Ensure that my child is properly equipped for lessons each day. I understand that dress code violations, or being ill-equipped, will result in my child receiving a Standards Mark.
- Check Class Charts and ensure that my child meets all homework and independent study deadlines.
- Demonstrate to my child the importance of treating staff and other students with respect and courtesy.
- Not plan holidays or absences during term time.
- Support the school's policies and accept the consequences for misbehaviour, making alternative arrangements for my child to get home if they are set an after-school detention or issued with a suspension.
- Read the Cleeve School Behaviour for Excellence Policy and Drugs Policy which are available on the Cleeve School website: www.cleeveschool.net/Policies.
- Attend parent consultation meetings and discussions about my child's progress.

- Work with the school to resolve challenges, avoiding at all times bulling, abusive or threatening behaviour towards staff members.

THE SCHOOL

The school will:

- Be a safe and tolerant environment, where students can access consistently excellent Teaching & Learning.
- Work with students to realise their individual potential, providing a balanced and ambitious curriculum which builds on Key Stage 4 and meets their individual needs.
- Set meaningful homework and independent study which extends the learning of students.
- Care for each student's safety and well-being.
- Insist on high standards and hold students to account for their actions by enforcing all Cleeve School policies and setting sanctions for those who do not follow them.
- Keep parents/guardians regularly informed about general school matters and about students' progress through reports, parents' evenings and phone calls home, and contact parents/guardians if there is a problem with attendance, punctuality or behaviour.
- Respect parents/guardians, students and their views.
- Listen to feedback from stakeholders about how the school can keep moving from strength to strength.

Student Name:	**Student Signature**:	**Date:**
Tutor Name:	**Tutor Signature:**	**Date:**

Appendix 4: My Plan

My Plan/My Plan + (new) for XXXXXXXX

Date of birth: Gender: Tutor group: Year group: College:

Teacher: Start date: Review date: Plan number: 1

Free school meals: Medical needs: In care: Pupil Premium: EAL: Attendance: Behaviour points:
Achievement points:

Professional Involvement

Lead Department (E.g SEND/Year Team) **Lead Professional** **Other professionals involved**

Is My Plan +? (Y/N) **Trusted adult(s)**

Assess

Areas of strength and aspirations:

Diagnoses/Medical conditions:

Classroom Strategies

Area of Need	Strategies

Plan

My Needs	My Outcomes	Further Actions	Provisions	Key staff (If needed)

Summary and additional information

Parent / Guardian contribution

Pupil contribution

Appendix 5: Investigating Incidents of Discrimination

The law, The Department of Education and Cleeve School are clear that the determining factor in deciding if an incident is discriminatory is the understanding of the victim and/or a bystander.

Incidents of discrimination could include: explicitly discriminatory language/ behaviour (e.g. racist, homophobic, transphobic or ableist slurs); including a protected-characteristic as part of a broader insult, or targeting/harassing an individual or group because of a protected characteristic.

Investigating discrimination against students

When investigating discrimination against students, the following needs to be actioned:

- Parents of both parties, and a member of the Senior Leadership Team (SLT) should be informed as early as possible.
- Perpetrators should be kept separate from complainants while the investigation takes place – this may involve the use of the Internal Room.
- Detailed statements should be collected with as much specific information as possible. They must always be signed and dated.
- Once statements have been collated, and a recommendation made on any sanctions, the information pack should be passed to the relevant member of SLT for a decision on appropriate sanction. The school will use a variety of sanctions depending on the context and severity of the incident. Ultimately, any sense of sustained discrimination or disrespectful behaviours will lead to suspension, including the possibility of a Permanent Exclusion. The police and other external agencies may also be informed.
- Staff should avoid verbally repeating in full any slurs that perpetrators have used wherever possible. Written statements and suspension packs should still contain full quotations for clarity.
- Complainants should be made aware of the reason *why* a thorough investigation needs to take place, and *why* they may need to be questioned in depth.
- Suspensions and exclusions in school are a 'civil' matter, that means that the school is expected to work 'on the balance of probability', it is therefore helpful for a perpetrator to admit their behaviour, but by no means necessary. It is rare for people to lie about these experiences.
- Victims have a legal right to report to the police, and we have a legal obligation to support the police should they choose to do so.
- The incident should be logged on CPOMS and the student's personal file.
- Parents of all parties should be informed when the incident is resolved. The incident should be followed up with the offer of additional support for the victim, the opportunity for Restorative Justice meeting if desired, and education for the perpetrator.

Investigating discrimination against members of staff

Incidents directed towards staff should follow the same process as above, with the following additions:

- Staff may require immediate support in lesson.
- A Senior member of staff will be alerted and assigned to the incident and will meet with the member of staff in private to discuss the incident, recording what happened**.** This member of staff will lead on any further investigation.
- Regular communication between the staff member and senior member of staff should be deployed throughout the process, with due consideration around teaching commitments.

- Next steps to a resolution process should be clearly communicated to all parties, specifically in relation to the student/ parent contacting the teacher.
- As part of the resolution, it may be necessary to speak to a class of students in resolving the issue.
- A central log is held so that patterns of behaviour by students can be further acted upon appropriately. This log will be overseen by the Senior Leadership Team. It is the responsibility of the lead member of staff for an incident to update this log.
- Support will be provided for the staff member so that everyone involved can move forwards with an agreed resolution so that teaching and learning can continue successfully and so that all parties can move forwards proactively and respectfully.
- The specific detail of the incident should not be recorded on CPOMs – a note on CPOMs should record that an incident of discrimination has taken place, and refer the reader to the central log in the Senior Leadership Team area.

Appendix 6: Fixed-term Suspension Process and Support

At Cleeve School Fixed-term Suspensions are used when all other avenues have been thoroughly explored. The school takes the suspension of a student very seriously and uses it only when the student gives them no other option or where the school believes it is necessary to safeguard the quality of education provided to the rest of the school. The Government, however, is rightly very clear that a school is failing if it fails to utilise its powers to manage poor and disruptive behaviour, particularly where it affects the learning and wellbeing of others.

At every level the intention is that the sanctions and support put in place will help the student to alter their behaviour and allow them to successfully re-engage with their education and the school community. If it is evident that the student is not engaging with this process and not making sufficient efforts to amend their behaviour they will be moved to the next level. The Executive Head, or the Head of School: Behaviour for Excellence or Head of School: Curriculum for Excellence, in his absence, makes the decision about a student's suspension. The relevant Head of School will determine which level a student is at and will inform the parent in writing of this suspension.

Before the end of any Fixed-term Suspension, the student and his / her parent/ guardian will be expected to attend a re-admittance meeting. The purpose of the minuted meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. The re-admittance meeting will be led by the Head of Learning and/ or a member of the Senior Leadership Team. This meeting may form part of an At Risk of Permanent Exclusion meeting, reviewing the support that is currently in place and ensuring that the student has clear targets to improve. At this meeting it will be made clear that further suspensions could be become a permanent exclusion. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded for.

Where a suspension was triggered as a result of poor behaviour within the Internal Room, then the Internal Room time must be re-served.

Suspension Stages

- **STAGE ONE**
  Student is given clear targets and support is put in place to improve their behaviour. The student will meet formally with their Head of Learning and be monitored both formally and informally within the pastoral structure.
- **STAGE TWO**
  Student is given clear targets and support is put in place to improve their behaviour. The student will meet formally with their Head of Learning and a Member of the Senior Leadership Team and be monitored both formally and informally within the pastoral structure.
- **STAGE THREE**
  Student is given clear targets and support is put in place that will be systematically reviewed and adapted accordingly. The student will meet formally with a member of the Senior Leadership Team and their Head of Learning. Alternative provision may be considered at this stage.
- **STAGE FOUR**
  Permanent exclusion or Alternative Provision will be considered at this stage. School will work with student, parents and provider to consider the appropriate next steps.

During a Fixed-term Suspension, the school will continue to set work. Please contact the School Office to arrange collection and return of the work set.

You have the right to make representations on a suspension of more than five days to the School's Board of Trustees. If you wish to do this, you should contact the Governance Officer to the Board of Trustees at Cleeve School. You also have the right to see your Child's school record.

If you wish to seek advice about this suspension, you can contact:

- Education Performance and Inclusion Team, Gloucestershire Tel: 01452 427360.

You may also find useful:

- Coram Children's Legal Centre - provide free legal advice and information to parents on Education matters, including suspensions.
  Coram's Child Law Advice service can be accessed through their website -
  https://childlawadvice.org.uk/information-pages/school-exclusion/
  or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

- Independent Provider of Special Education Advice (known as IPSEA) - is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities http://www.ipsea.org.uk/

- The National Autistic Society (Schools Exclusion Service (England) - can be contacted through their website https://www.autism.org.uk/advice-and-guidance/topics/education/exclusions/exclusion-england or contacted on 0808 800 4002 or via email at schoolexclusions@nas.org.uk.

- SENDIASS Gloucestershire (supports parents/guardians of children with special educational needs), 22nd Floor Messenger House, 35 St Michael's Square, Gloucester GL1 1HX. Tel: 01452 389345 or 0800 158 3603 - mobile users may be charged.
  https://sendiassglos.org.uk/

- Youth Support Team (supports young people aged 10-19 years old) – General Enquiries 01452 415707. Website – https://youthsupportteam.co.uk/.
  Email - YSTinfo@gloucestershire.gov.uk.

- DfE Guidance on Suspensions and Permanent Exclusions – https://assets.publishing.service.gov.uk/media/6a63426d9a419980593b2b80/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-effective-from-26-July-2026.pdf

- First-tier Tribunal SEND or County Court, www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

Appendix 7: Permanent Exclusion

There may be circumstances when the school feels it has no option but to permanently exclude a student. This serious decision will only be taken in response to a serious breach 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 student or others in the school. It is impossible to list all of the reasons that may lead to a decision to permanently exclude, but could include persistent disruptive behaviour, harming a student or member of staff, bringing on to the school site, or using, an illegal drug or a weapon/ potential weapon, persistent bullying, which may include cyber bullying, triggering of the fire alarm system, theft, racism, sexual misconduct, failure to improve behaviour having spent time at Abbey View. A serious offence that takes place off-site, for example a fight, could also lead to a decision to permanently exclude being reached. Whilst mindful of the context and background circumstances of a student, these cannot be used as a reason not to permanently exclude.

Cleeve School follows DfE guidance surrounding Permanent Exclusions. Where a decision has been made to permanently exclude a child the school will write to the parent/ guardian and invite them and their child to a Permanent Exclusion Meeting, which will be held by the School's Board of Trustees. At this meeting, the parent/ guardian will have an opportunity to ask questions and present their views on the exclusion.

If a decision is made by a panel, made up from members of the school's Board of Trustees, to overturn this decision, they will place a copy of their findings on the child's school record and write to the parents/ guardians to inform them of their decision. The child will then return to school following a readmission meeting. Where a decision is upheld by the Board of Trustees, parents/ guardians have the right to ask for the decision to be reviewed by an independent review panel.