



## **BEHAVIOUR MANAGEMENT**

### **WHY DO WE HAVE THIS POLICY?**

At Notre Dame Catholic College we strive to reflect Gospel values in all our relationships. The inherent quality and value of each individual pupil is recognised. Good discipline and behaviour in the school community depends on relationships based on mutual trust and respect. We recognise that positive responses and affirmation are the means by which we can elicit acceptable behaviour. In particular we have this policy to:

- ❖ Assist pupils to express themselves correctly and appropriately and to promote self-discipline and self-esteem.
- ❖ Encourage good behaviour and respect for others and to prevent bullying of any kind.
- ❖ Provide opportunities for pupils to take responsibility for their own behaviour and learning.
- ❖ Ensure that pupils' behaviour is acceptable to the community at large.
- ❖ to enable effective teaching and learning to take place by having good behaviour in all aspects of school life
- ❖ Create an environment in which pupils feel safe.
- ❖ Encourage pupils to have respect for their learning environment, facilities and equipment.
- ❖ Encourage pupils to be equipped for learning with the appropriate equipment.

### **LEGISLATION**

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

This policy should be used in conjunction with the following school policies:

- **Exclusion Policy**
- **Uniform Policy**
- **Home-School Agreement**
- **Code of Conduct**

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## DEFINITION

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

## HOW DOES THE SCHOOL RESPOND?

1.1. Staff members will:

- Maintain a positive and well-managed learning environment.
- Use the school's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Record all behavioural events, both positive and negative, on the school's **management information system**, by following the correct reporting procedure.
- Raise any concerns regarding pupils' behaviour with the relevant **head of year**.
- Take the necessary steps to effectively manage pupil behaviour, such as placing pupils on report where appropriate.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaise with other members of staff and the **senior leadership team (SLT)** in order to implement effective behaviour management.
- Organise detentions where appropriate.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the **headteacher and the rest of the SLT** when there has been a serious breach of the school's **Code of Conduct**.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the school's **Exclusion Policy** when dealing with more serious breaches of school conduct.
- Monitor the attitude, effort and quality of the pupils' work.

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- Make referrals to external agencies where necessary, e.g. the behaviour support service.
  - Inform the **SLT** of relevant behaviour data and trends.
  - Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.
  - Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.
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- ❖ Every member of staff has the responsibility to establish orderly conduct of pupils in school, both within lessons and around the school site, as well as implementing this policy both fairly and consistently
  - ❖ Every teacher should have a presence in the corridor, close to their teaching area, between lessons to encourage an orderly and punctual transition between lessons.
  - ❖ All staff have a responsibility to address incidents of poor behaviour if they encounter them as they move about the school. In serious cases of unacceptable behaviour, or if a serious incident has taken place, staff should seek the assistance of a senior member of staff. The member of staff who witnesses the incident should then record this on SIMS. Staff powers to discipline are at the discretion of the Headteacher;
  - ❖ All staff will be positive ambassadors of the school at all times, through their professional behaviour and conduct.
  - ❖ The school uses the SIMS behaviour management system to record incidents of positive and negative behaviour. The school will respond to feedback from parents/carers regarding information held in these management systems.
  - ❖ Heads of Departments, Heads of Year and Assistant Heads of Year should check the SIMS system daily;
  - ❖ Every teacher has the responsibility to ensure that pupils follow the school code of conduct. Pastoral staff will follow the pastoral procedures for equipment checks and uniform infractions during form time.
  - ❖ Pupils are to wait quietly outside the classroom until invited to enter by the teacher.
  - ❖ Pupils should sit (in a seating plan) as directed by the teacher.
  - ❖ Behaviour deemed to be acceptable should be encouraged, affirmed and rewarded.
  - ❖ When poor behaviour is identified sanctions will be implemented consistently and fairly in line with this policy.
  - ❖ Behaviour which prevents others from learning and/or which is lacking in respect should be dealt with immediately and appropriately according to the current disciplinary procedures (see attached flowchart and guidance on dealing with levels of behaviour).
  - ❖ Disruptive pupils may be removed from a lesson and referred to the Head of Department or other designated members of staff as a result of persistent poor behavior.
  - ❖ Members of SLT have a rota. Staff may call for assistance or to have a pupil removed to the 'Referral Room'. Staff will ensure the health and safety of the pupils and any requirements in relation to safeguarding and pupil welfare.
  - ❖ Pupils who find it difficult to manage their own behaviour will have the opportunity to access the referral room and to take part in special programmes led by the pastoral team.
  - ❖ The Headteacher and staff authorised by the Headteacher, in consultation with parent/carers, have the authority to work with other local agencies to assess the needs of pupils who display disruptive behavior.

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- ❖ Where necessary, teachers will undertake INSET in order to be best placed to implement a variety of behaviour management strategies.
- ❖ All departmental handbooks will contain specific reference to the appropriate disciplinary procedures.
- ❖ Staff may give a detention to a pupil without parental consent, but the member of staff must act reasonably when imposing a detention.
- ❖ Staff may search a pupil and their possessions, with their consent, for any item. If a personal search is considered necessary it is to be carried out by a person who is the same sex as the pupil involved and is to be witnessed by a person of the same sex.
- ❖ The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions without consent where they suspect the pupil has a prohibited item (knives and weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks, pornographic images, inflammatory materials of a religious, political, racist, homophobic or sexist nature, or any item that could be used to commit an offence, injury or damage to property). These items will be disposed of as seen fit by the school but never given back to the pupil. Knives, weapons, pornographic and/or any other illegal material will be handed to the police.
- ❖ Pupils are strongly advised not to bring mobile phones to school. The use of mobile phones, by pupils, during the school day is not permitted. If a member of staff sees a mobile phone it will be confiscated.
- ❖ Staff are allowed to confiscate mobile phones or electronic devices without consent, and data or files can be examined if there is a good reason to do so, which may result in the need to erase files or data before returning the device, if it is felt they could cause harm, disrupt teaching or break the school rules. The Headteacher or staff authorised by the Headteacher will decide if this course of action is suitable. Staff must ensure, where possible, that another member of staff is present when an item is confiscated. The device should be placed in a sealed envelope which is clearly labelled with the name of the pupil, the member of staff involved, the name of the witness, the date and the time of confiscation. Devices may be collected at the end of day by the pupil or a parent/carer if required. Staff are protected from liability for damage to or loss of any confiscated items. The use of mobile phones by pupils is restricted unless authorised by the Headteacher.
- ❖ The standard of behaviour expected will be included in the home-school agreement which parents will be asked to sign on their child's admission to the school.
- ❖ The school behaviour policy will be updated annually on the school website and app. Parents will be informed of the availability of the policy on the website/app and encouraged to read the document. A paper copy of the behaviour policy will accompany pupils' end of year annual reports at the end of the academic year.
- ❖ Rules, standards and expectations regarding behaviour will be communicated clearly to parents/carers, staff and pupils. The code of conduct (in the pupil planner) will be signed by parents/carers and pupils on an annual basis at the start of the new academic year.
- ❖ Staff have the authority to discipline pupils for misbehaving (non-criminal bad behaviour and bullying) outside of the school premises that has been witnessed by a member of staff or reported to the school. This includes: school-organised or school related activity; travelling to and from school; while the pupil is wearing the school uniform, or in some other way, identifiable as a pupil of the school.

## BEHAVIOUR AND CONDUCT

The following list is not exhaustive or exclusive but provides an indication of the sort of behaviour or offence that the school would consider serious enough to merit consideration of a

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temporary or permanent exclusion from school:

- ❖ Physical assault against pupils or adults;
- ❖ verbal abuse / threatening behaviour against pupils or adults;
- ❖ bullying;
- ❖ racism;
- ❖ sexual misconduct;
- ❖ drug and alcohol misuse;
- ❖ damage to property;
- ❖ theft;
- ❖ persistent disruptive behaviour;
- ❖ any conduct that significantly harms the reputation of the school;
- ❖ any conduct that facilitates, encourages or makes possible, any of the offences listed above;
- ❖ bringing into school a prohibited item.

Prohibited items are;

Knives or weapons or any object that might be perceived to be a weapon or threatening object

Alcohol

Illegal drugs or

Paraphernalia

Stolen

Items

Tobacco and cigarette

Papers

Fireworks

Pornographic images

Any article that a member of staff reasonably suspects has been, or is likely to be, used to threaten or cause offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

In all these circumstances the Headteacher should consider whether it is appropriate to notify the police.

Should a pupil be suffering, or be likely to suffer, significant harm, staff should follow the school safeguarding policy.

## **RESTRAINT OF PUPILS AND THE USE OF FORCE**

Notre Dame Catholic College does not use corporal punishment. The guidance from the Department for Education, "Use of Reasonable Force" (May 2012) enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- ❖ Committing any offence (or, for a pupil under the age of criminal responsibility, what

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would be an offence for an older pupil).

- ❖ Causing personal injury to, or damage to the property of, any person (including the pupil themselves).

All members of the teaching and support staff have a legal right to use reasonable force for the reasons outlined above and this power may be temporarily extended to people authorised by the Headteacher to take charge of pupils, such as unpaid volunteers or parents accompanying pupils on school activities.

Reasonable force will never be used as a punishment for a pupil – this is unlawful and unacceptable. The school also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled children or pupils with SEN.

Detailed written records of serious incidents, including those requiring physical intervention by staff, will be maintained by the school and reported to senior pastoral staff, including the Headteacher.

Staff at the school will liaise with parents/carers at appropriate stages in the discipline procedures and any complaints will be dealt with according to the complaints policy, including malicious accusations against school staff. Sanctions used for pupils who are found to have made malicious accusations will be at the discretion of the Headteacher and governing body.

## **CONCLUSION**

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and the Children and Families Act 2014, in respect of safeguarding and in respect of vulnerable pupils and pupils with special educational needs and/or disabilities (SEND).

All staff at Notre Dame Catholic College will work together to ensure a common approach to the development of pupils' ability to manage their own behaviour. All members of the school community should be treated with respect and courtesy, and this behaviour should be extended to all those with whom we come into contact in our families and the wider community. Good behaviour and discipline should be the mark of all pupils of Notre Dame Catholic College.



NOTRE DAME  
CATHOLIC COLLEGE

## **NOTRE DAME CATHOLIC COLLEGE**

### **HOME - COLLEGE COMMITMENT**

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## STUDENT'S COMMITMENT

I am committed to being a member of the Notre Dame Community. I pledge that I will do my best by trying to:-

- Attend school every day
- Arrive on time to school and be punctual to all my lessons
- Show pride in my school, respect its environment and encourage others to do so
- Not wear make-up or dye my hair or present extreme hairstyles
- Have my full uniform, including blazer and black leather shoes, at all times;
- Remember to always bring my books and other necessary equipment
- Be responsible for taking home and sharing information provided by the school
- Use my planner to organise my homework and record my achievements
- Treat others with respect, as I would want them to treat me; regardless of race, gender, ethnicity, sexuality, disability or diversity
- Inform an adult if I know of any bullying of myself or others
- Keep my phone turned off and in my bag during the school day
- Not bring onto the school premises any drugs ,weapons, replica or toy weapons, knives or anything else that can be used as a weapon, to cause offence or is intended to hurt others
- Be a good ambassador for Notre Dame in the local community and understand that any misbehaviour whilst wearing school uniform will be treated as if the incident occurred at school

Name : \_\_\_\_\_

(Block Capitals)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



NOTRE DAME  
CATHOLIC COLLEGE

## Parents'/Carers' Commitment

I/we are committed to my/our son/daughter being part of the Notre Dame Community and

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understand the high expectations and standards that the school demands. I/we accept the need to give full support and to work in partnership with the school to ensure that:-

- He/she attends every day
- He/she does not wear make-up, dye his/her hair or present extreme hairstyles
- He/she has full uniform, including blazer and black leather shoes, at all times;
- I/we will keep the school updated with accurate contact detail.
- I/we support the vision and values of the school community
- I/we will work in cooperation with staff to resolve issues that might affect my child's work, health, behaviour, attitude, punctuality or attendance
- I/we will treat staff and students with courtesy and respect
- I/we will attend meetings arranged by the school including parents' evening and other appropriate occasions
- I/we will agree to my child's photograph or film/video footage being taken for use by Notre Dame Catholic College

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Parents are asked not to use social networking sites to discuss sensitive issues relating to the school. In particular, please do not discuss any matters of complaint on social networking sites.

If you have any complaint about the school, or a member of staff, you are encouraged to use the existing formal complaints process (details can be found on the school website) or make contact with Mrs Harrison, the Headteacher, immediately.

Name(s): \_\_\_\_\_

(Block Capitals) \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



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CATHOLIC COLLEGE

## COLLEGE'S COMMITMENT

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The school is committed to providing the best possible education for all its students and will work in partnership with parents and carers to achieve this goal. .Therefore we will:

- Provide a friendly and welcoming environment for your child and a secure, stimulating and caring place in which they can learn
- Ensure that your child is valued for who they are and support them to make progress in their spiritual, moral social, emotional, physical and intellectual Development
- Provide a broad and balanced curriculum that is well taught and relevant to their needs and ability
- Work in cooperation with parents/carers to resolve any issues or concerns that may arise
- Contact you promptly if there are any concerns regarding your child's health, punctuality, attendance, behaviour or attainment
- Reward good behaviour, effort and achievement
- Listen and respond quickly to any concerns that you raise

Senior Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

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## BEHAVIOUR FOR LEARNING PROCEDURES

### Level 1 & 2

#### Classroom /Corridor Incidents

- All incidents to be reported on SIMS
- Two verbal warnings in same lesson then pupils sent to referral
- Pupils may be sent immediately to referral for more serious incidents



### Level 3

#### Classroom /Corridor Incidents

- All incidents to be reported on SIMS
- Two verbal warnings in same lesson then pupils sent to referral for subsequent incident
- Head of Year / Assistant Head of Year involvement – see pastoral staff monitoring
- HOY detention / HT detention
- Talk to pupil
- Pastoral Report Card
- Parental contact (letter or phone)

#### **CLASS TEACHER**

*Is this the first time the pupil has been sent to referral from this department?*

**YES** – 10 minute detention from class teacher and a departmental letter home

**NO** – 2<sup>nd</sup> time

#### **DEPT MONITORING – Head of Dept.**

1. Head of Dept. Sanction  
10/20 minute detention and phone call home
2. SIMS follow up completed by HOD
3. Departmental Report Card monitored by Head of Dept.

**NO** – 3+ times

Head of Dept. sanctions

1. 10/20 minute detention (HOD detentions)
2. Phone call home
3. Head of Dept. to discuss pupil with HOY and agree actions
4. Parent/Carer meeting with HOY
5. Escalation to AHT/DH/HT

#### REFERRAL PROCEDURES

- Pupils must have completed slip from teacher when going to referral or be accompanied by a member of staff
- Teacher who sent pupil must complete IRIS information by 4 pm same day
- No referrals for lack of equipment / homework

#### RECORDING INCIDENTS

- All incidents to be reported on SIMS
- Any pupil identified as being at risk of exclusion meeting arranged between SLT and Parent/Carer
- Record of meeting to be recorded on O Drive

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**Levels 4 or 5**

Classroom /Corridor Incidents

- All incidents to be reported on SIMS
- Pupil sent immediately to referral or inclusion
- Pastoral staff informed immediately
- SLT informed
- Depending on incident – DHT/HT involvement
- Depending on incident Exclusion (HT decision)
- Use of external agencies
- Parent / Carer meeting
- Governors

**PASTORAL STAFF MONITORING (HOY & AHOY)**

Monitoring SIMS incidents and REFERRALS

- Sent to referral on 6 occasions
  - Parent/Carers contacted by telephone Pupil on pastoral report
  - Support in place (Behaviour Support Plan)
  - Liaise with outside agencies if required
  - After School Detention set – parents notified (1 hour)
  - HOY / AHOY monitors behaviour
- Sent to referral on 10 occasions
  - Meeting with Pastoral AHT / EHAT / External Agencies
  - Behaviour contract in place with clear expectations
  - Behaviour Support Plan updated
  - Contact with parent/carers
  - Internal Exclusion – one day
  - HOY Detention ( 1 hour after school – HOY decision)
- **Any further referrals – possible actions (see Process Management Document)**
  - [HOY detention \(2 hours\) / Meeting between parents and AHT/DH/HT](#)
  - [Local Authority informed At Risk of Permanent Exclusion](#)
  - [Final Warning by Headteacher](#)
  - [Negotiated Transfer tp another school](#)
  - [At Risk Of Permanent Exclusion / EHAT opened](#)
  - [Refer to Social Inclusion \(City Council\)](#)

**SANCTIONS**

- Pupils who do not attend a sanction set by a teacher will be given a double detention by the teacher (up to 40 mins after school) with a phone call home
- Parents/Carers must be notified of any after school detention which is longer than 20 minutes
- The names of pupils who are in any after school detention longer than 20 minutes should be emailed to J Ball & E Neary
- Pupils who do not follow sanctions set by classroom teachers will be referred to the Head of Dept
- Pupils who do not attend a detention set by the Head of Dept. – phone call home and set a further detention of up to 1 hour after school by Head of Dept.
- Heads of Dept. should liaise with HOYs regarding pupils who are not following sanctions
- Heads of Year / Heads of Dept can refer pupils to the Headteacher’s Detention – Every Thursday after school. Maximum 2 hours after discussing with Head of Year – all sanctions must have been followed
- Headteacher’s Detention - Parents/Carers must be notified by the HOY/AHOY before Wednesday in the same week of the detention. A register of those who will be required to attend the detention will be kept on the O Drive.

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## LEVELS OF BEHAVIOUR INCIDENTS

### ALL INCIDENTS MUST BE LOGGED ON SIMS

**LEVEL 1** – Individual incidents to be dealt with by form tutor or class teachers – if persistent can be upgraded to level 2.

- Make up / jewellery / uniform violation
- Dropping litter
- Bad language (overheard and not directed at others)
- Running /Rowdy behaviour
- Lack of equipment (e.g. stationery / planner, PE kit etc.)
- Calculated idleness
- Late to lesson
- Failure to follow instructions
- Chewing gum
- Lack of co-operation
- Lack of homework
- Disrupting lesson (e.g. not following procedures, talking, turning around etc.)
- Late to school
- Bringing banned drinks to school (e.g. all energy drinks, fizzy drinks etc.)  
\*pupils permitted to have energy drinks will have a note in their planner

**LEVEL 2** – to be dealt with by classroom teacher / staff

- Graffiti (minor)
- Misuse of Equipment
- Inappropriate behaviour
- Prohibited use of devices (iPad/mobile phone etc.)
- Refusal to borrow spare PE kit
- Persistent flouting of school rules (e.g. uniform/ make up rules / misuse of equipment etc.)
- Persistent lateness to school
- Boisterous/unruly behaviour
- Selling contraband on school premises e.g. sweets/drinks etc.
- Use of inappropriate language not directed at others e.g. gay etc.

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**LEVEL 3 - SEND TO REFERRAL** (to be dealt with by Head of Year / Assistant Head of Year)

- Repeated disruption of lesson (after two warnings) (shouting/laughing/turning around/out of seat etc.)
- Serious disruption of lesson
- Minor scuffle
- Inappropriate comments to pupils/staff (e.g. homophobic, sexist remarks etc.)
- Rude / insolent behaviour to staff
- Open defiance
- Refusal to acquiesce to sanction (e.g. moving seats)
- Walking away whilst being spoken to
- Joint enterprise – encouraging others to break school rules
- Disruption of formal test / exam / assessment
- Leaving room without permission
- Water / stink bombs / flour / eggs etc.
- Graffiti (malicious)
- Internal truancy
- Intimidation of other pupils
- Harassment outside of school

**LEVEL 4 – SEND TO REFERRAL** (to be dealt with by Head of Year / Assistant Head of Year)  
REFERRED To SLT

- Arguing with staff
- Theft
- Swearing at staff/pupils
- Deliberate damage to property
- Racism
- Bullying in all its forms
- Smoking on school premises
- Sending / Forwarding threatening or abusive emails, messages, photos etc.
- Misuse of ICT network (e.g. inappropriate websites)
- Dangerous / reckless behaviour
- Threatening behaviour to staff / pupils
- Personal/insulting comments to others (e.g. homophobic, sexist remarks)
- Gambling on the school premises

**LEVEL 5 – SEND TO REFERRAL** (to be dealt with by Head of Year / Assistant Head of Year)  
REFERRED to SLT IMMEDIATELY

- Setting off fire alarm
- Sexual harassment
- Physically obstructing staff

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- Possession of banned items e.g. alcohol, drugs & paraphernalia, porn, inappropriate images etc.
- Distributing banned items e.g. alcohol, drugs & paraphernalia, porn, inappropriate images etc.
- Possession of offensive weapon in school
- Any form of physical assault on staff or pupils

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