



# ARNOLD LODGE

4 - 18 yrs Co-educational Independent Day School

## Discipline & Behaviour Policy (Seniors)

**Approved by:** David Preston, Headteacher

**Date:** 01.09.25

**Last Reviewed:** February 2026

**Review Period:** Annually

**Next Review Due:** September 2026

This policy is part of a portfolio of policies associated with Safeguarding and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

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

- > Behaviour in Schools (DfE, February 2024)
- > Keeping Children Safe in Education (DfE, September 2025)
- > Searching, Screening and Confiscation (DfE, July 2022)
- > Use of Reasonable Force (DfE, July 2013)
- > Equality Act 2010
- > Children and Families Act 2014
- > Education and Inspections Act 2006
- > "Mobile Phones in Schools" (DfE, January 2026)

## About this Policy

Promoting positive behaviour requires the commitment of all members of the school community. It requires consistent application of the rules across the school to ensure that pupils know the standard of behaviour expected of them – a key characteristic of positive behaviour being respect for others.

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## I. Introduction

*Promoting positive behaviour requires the commitment of all members of the school community. It requires consistent application of the rules across the school to ensure that pupils know the standard of behaviour expected of them – a key characteristic of positive behaviour being respect for others.*

At Arnold Lodge, we believe that behaviour can influence both academic performance and children's social, emotional and mental health needs. Our policy promotes positive reward systems and positive behaviour outcomes for all. Arnold Lodge is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy echoes our core values of honesty, kindness and hard work.

### Aims and Expectations

- > To create a culture of exceptionally good behaviour: for learning, for community and for life.
- > To promote a nurturing environment where achievements at all levels are acknowledged and valued.
- > To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- > To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- > To make boundaries of acceptable behaviour clear and to ensure safety.
- > To prevent bullying, racism, homophobia and any other form of discrimination.

### The key qualities that underpin our values are:

- > **HONESTY:** be courteous, truthful and trustworthy at all times
- > **HARDWORKING:** take responsibility for their actions
- > **KINDNESS:** have respect for, and be respectful of others, their views and their property

### Behaviour Management Strategies

At Arnold Lodge we adopt a range of targeted strategies geared to driving and enabling positive behaviour and a safe and secure learning environment. These include but is not limited to:

- > driving the motivation to learn in all pupils through praise and/or reward of positive behaviour;
- > prevent bullying through proactive management and interactive teaching and learning;
- > pupil centred development of personal and social skills and positive attitudes and values;
- > promote a spirit of achievement and self-esteem;
- > active and age-appropriate communication of the school ethos;
- > adherence to measured disciplinary procedures geared to instilling positive behaviours;
- > adoption of an educational support framework for students with learning/behavioural difficulties;
- > regular and informed communication with parents/guardians;
- > provision and access to continuing professional development and coaching for staff.

## 2. Behaviour Management Principles

- > **Investigation** - the primary cause of inappropriate or poor behaviour shall be established and suitable support to counter such behaviour actioned.
- > **Acknowledgement** - pupils who consistently uphold the stated values of Arnold Lodge or demonstrate significant improvement in their behaviour shall be recognised for their achievement.

- > **Authorisation** - teachers (including teaching assistants) have delegated authority to invoke disciplinary proceedings for instances of misbehaviour occurring within the school and in some circumstances, outside of school.
- > **Restorative Consequences** - Inappropriate behaviour is not tolerated and use of restorative practice and the issuing of appropriate consequences at the discretion of Arnold Lodge staff is considered legitimate in order to remedy and/or deter continued poor behaviour.

Both in and out of the classroom, we use a system to promote behaviour for learning. The system is used to provide clear and direct evidence to students and parents that the school is tackling issues, providing a positive effect on the school environment and supporting both teaching and learning.

### 3. Restorative Consequences

At ALS, we have a series of restorative based consequences to help pupils reflect on their actions and to support them to be their best. ‘Sanctions’ are often a punitive response aimed purely a deterrence and this is not the guiding principle of our system.

Detailed information on the use and range of consequences pertinent to the level of inappropriate behaviour is set out in this document.

Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.

### 4. Monitoring and Review

This policy is monitored and reviewed as necessary.

Please note that the setting of consequences and awarding of rewards is recorded by staff via iSams, our Management Information System (MIS) in school. In order to improve the transparency and communication between the school, the pupils, and the parents and guardians all of this information is shared via our parent and pupil portals (both of which are also available as ‘apps’). Parents and guardians are encouraged to log in to the parent portal regularly to see the rewards and consequences that have been issued to their child, and support the school in having the relevant conversations with their child at home when necessary.

The Headteacher, working with the Head of Senior, will ensure a consistent approach for all groups, prioritising safeguarding and analysing of behaviour logs. This policy is reviewed regularly and a review of the policy and practice in school may be triggered by feedback from the data from the behaviour log to ensure that the policy is not discriminatory.

### 5. Rewards

Providing rewards, praise and encouragement at Arnold Lodge are seen as an important means of developing excellent behaviour in the Senior School. It is the responsibility of staff to ensure that pupils are provided with a positive ethos and a positive class-room environment to encourage pupils to fulfil their potential both academically and socially.

#### To achieve this, we will use:

- > Verbal and written praise
- > Placing work on display
- > The awarding of house points
- > Phone calls to parents and postcards sent home
- > Certificates in assemblies
- > Individual prizes awarded at Prize Giving

#### House points

House points will be issued for a variety of reasons, including the following:

- I. Outstanding classwork

2. Outstanding homework
3. Outstanding attitude to learning
4. Ready to Learn: consistent high standards
5. Amicus: showing kindness to others
6. Veritas: living the school values
7. Dedicas: commitment & dedication

## Commendations

House points are awarded to pupils via iSams and are visible to both pupils and parents on the portals. Once a pupil achieves a set number of house points, they will be awarded with a commendation in their half-termly house assembly as follows:

House points	Level	Prize
50	Bronze	Certificate + Chocolate bar
75	Silver	Certificate + £5 Amazon gift card
100	Gold	Certificate + £10 Amazon gift card
150	Platinum	Certificate + £15 Amazon gift card
200	Sapphire	Certificate + £20 Amazon gift card

A £5 Amazon gift card will be awarded in house assemblies to the pupil in each house who receives the most house points each half term. There is also an end of year house raffle for each key stage, in which pupils have the opportunity to win a £50 Amazon gift voucher. The number of tickets they have entered for the raffle is dependant on the number of house points they receive, so essentially the more house points they gain, the more chance they have to win.

## 6. The House System

There are 3 houses at Arnold Lodge, linked to the school values of being honest, hardworking and kind. Pupils are placed into a house when they join Arnold Lodge based on a questionnaire that ascertains their strongest value.

Alongside the awarding of individual house points, there are a number of house competitions for pupils to take part in to earn points for their house over the course of the academic year. Each half term pupils will compete in their houses in sporting competitions, non-sporting competitions (such as house quiz, house bake off etc.) and house fundraisers for the 3 designated house charities. At the end of the year at Prize Giving, the total house points are collated and a winning house for the year is awarded the coveted House Shield.

## 7. Behaviour in school

### Why use the system?

- > supports all staff;
- > creates a whole school culture and provides appropriate modelling to pupils;
- > provides the platform for improving teaching and learning;
- > ensures fairness and consistency across the school.

### What are the expectations for pupils at ALS?

When in school, all pupils must ensure that they adhere to our shared behaviour expectations:

- > **Dedicas:** try your hardest in everything that you do;
- > **Amicus:** show respect and kindness to other pupils and staff;

- > **Veritas:** to be honest.

### All pupils are expected to:

- > demonstrate a commitment to personal success and improvement;
- > respect other pupils and staff members at all times;
- > embrace diversity and treat all members of the school community with respect and kindness;
- > work co-operatively with staff and other pupils;
- > contribute to and benefit from the unique opportunities provided at Arnold Lodge;
- > conduct themselves in an acceptable manner appropriate to the expectations of Arnold Lodge.

### 8. Online Misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- > It poses a threat or causes harm to another pupil; and/or
- > It could have repercussions for the orderly running of the school; and/or
- > It adversely affects the reputation of the school; and/or
- > The pupil is identifiable as a member of the school.

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

### 9. Off-site Misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehavior when the pupil is:

- > Taking part in any school-organised or school-related activity (e.g. school trips); and/or
- > Travelling to or from school; and/or
- > Wearing school uniform; and/or
- > In any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- > Could have repercussions for the orderly running of the school; and/or
- > Poses a threat to another pupil; and/or
- > Could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### 10. Managing Behaviour – the ‘M’ system & Restorative Process

In order to maintain the high standards that we set across the school, if a pupil is not complying with the expectations both in and out of the classroom, appropriate consequences will be applied at the discretion of the ALS staff. The primary (although not exclusive) reasons for a restorative consequence being issued are as follows:

1. **Ready to Learn: Uniform and Appearance** (trainers on without a note, shirt out, top button not done up, no house badge, incorrect P.E kit, uniform worn inappropriately etc.)
2. **Ready to Learn: Equipment** (no textbook/workbook in class, no pen etc.)

3. **Punctuality** (late to morning registration, mentor time or lessons without a valid reason)
4. **Courtesy and good manners** (rude to staff or pupils, failure to follow instructions etc.)
5. **Homework** (non-completion of homework to deadline/substandard homework submitted)
6. **Behaviour** (poor behaviour choices in or out of class; chewing gum; attitude to learning)
7. **Unauthorised electronic device use in school** (mobile phones, tablets, smart watches, ear buds, headphones etc.)

M System & Restorative Chart	iSams
<b>Verbal warning</b> Staff member will log on iSams and notify the pupil.	<b>M1</b>
<b>Head of Faculty 10-minute break time restorative session</b> Staff member will log on iSams and notify the pupil.	<b>M2</b>
<b>Head of Key Stage 30 minute lunchtime restorative session</b> Staff member will log on iSams and notify the pupil.	<b>M3</b>
<p style="text-align: center;"><b>Head of School after school restorative session (serious misbehaviour)</b></p> <p>Staff member will log on iSams and notify the pupil. Head of Key Stage will then contact home to arrange a date for completion. The awarding of an M4 may result in a parent meeting to discuss the matter in more depth.</p> <p>In some circumstances, a suspension or an internal isolation may be more appropriate than an after-school restorative. A second M4 in the term <i>could</i> result in a written warning for the pupil depending on the circumstances. The second M4 in a term would likely be led by the Headteacher.</p>	<b>M4</b>
<p style="text-align: center;"><b>Headteacher meeting with pupil and parents</b></p> <p>Staff member will log on iSams and notify the pupil. Head of Senior will then contact home to arrange the meeting. The awarding of an M5 <i>will</i> result in either a first or final written warning, and <i>could</i> result in a suspension or permanent exclusion depending on the circumstances.</p>	<b>M5</b>

In all instances, the level of sanction will be proportionate to the offence and the resulting restorative time will be held as soon after the event as possible, be constructive and reflect the nature of the offence in order to be fully effective.

Should a pupil accumulate three 'M' consequences of the same level during any one full term period, this will then escalate to the awarding of a next level sanction. For example, a pupil who receives three M2's during the Autumn, Spring or Summer Term will receive an escalated M3 sanction. The escalation process will be reset at the start of each new term and the pupil's mentor will facilitate the escalation process.

### Homework

A pupil missing homework without a valid reason or submitting substandard homework will be issued with an M2 sanction and will be required to complete the homework to a high standard to a revised deadline. Should this deadline not be met, the sanction will escalate to an M3.

### Restorative Practice

In the event of a pupil receiving any sanction at Arnold Lodge, the follow up session will be carried out using the principles of restorative practice.

The member of staff will encourage the pupil to reflect on their actions and how they can improve in future. Any tasks given to pupils to complete in this time should aim to reflect the nature of the misdemeanour to be fully effective in restorative terms.

To assist with restorative conversations between pupils involved in an incident, the following questions will usually be asked of any pupils involved that are in the wrong:

- > What happened?
- > What were you thinking at the time?
- > What have you thought about since?
- > Who has been affected by what you have done, and how?
- > What do you think you need to do to make things right?

### **Violence towards staff**

Any instance of violence towards staff will be referred to a member of SLT immediately. For more information on this please refer to the policy on violence, threatening behaviour and abuse.

## **11. Personal electronic devices in school**

**Arnold Lodge is a mobile phone-free school in line with DfE guidance 'Mobile Phones in Schools' (January 2026). This section should be read alongside the Online Safety Policy (section 8) and the Staff Code of Conduct (section 2.26).**

### **11.1. Years 7 to 11**

Pupils in Years 7 to 11 are allowed to bring in an iPad, tablet, or laptop for use in lessons only. These devices may not be used outside of lessons in school, or to play games or communicate via any social networking or messaging provision.

If pupils choose to bring other personal electronic devices (mobile phones, ear buds/headphones etc.) to school, they must ensure that they are turned off, out of sight on school premises, and not used in school (including for telling the time). Smart watches are not permitted and will be confiscated and returned to the pupil at the end of the day to take home.

If a pupil in Year 7 to 13 is found to be misusing a personal electronic device in school, the staff member will issue an M3.

**Any** usage of a mobile phone or smart watch by pupils in Year 7 to 13 will result in confiscation of the device and an M3. The confiscated device will be handed to the Head of Senior who will return it to them at the end of the school day.

Should any pupil accumulate three M3 sanctions related to misuse of personal electronic devices in school over the course of the academic year, they will be banned from having them in school (for a period of time at the school's discretion). This will be confirmed in a meeting with the parents or guardians.

As any use of a mobile phone at ALS is an M3, any *misuse* of a mobile device to break school rules (such as taking photographs of others), should be considered to likely land at an M4.

### **11.2. Years 12 and 13**

Pupils in Years 12 and 13 are allowed personal electronic devices with them in school (including mobile phones, tablets, laptops, ear buds/headphones etc.). Sixth Form pupils are expected to use the devices appropriately and respectfully in the context of being on a school site. **Use is restricted to the Sixth Form Centre and must not take place in front of younger pupils.**

Examples of inappropriate use include (but are not limited to):

- > taking pictures or videos on school property at any time for any reason
- > accessing inappropriate websites or inappropriate material via their device
- > using the device to act in a manner which is detrimental to themselves or their peers
- > use in lesson times or outside of the Sixth Form Centre unless direct permission is given from a teacher

### **11.3. Reasonable adjustments and individual circumstances**

The school recognises that some pupils may need to use a mobile phone during the school day due to a disability, medical condition, or other individual circumstance (such as being a young carer). Where this is the case, specific arrangements will be agreed with the pupil and their parents, documented, and managed through the relevant plan (e.g. individual healthcare plan, SEND provision, or pastoral support plan). Agreed access will normally be at designated times and in a designated location.

### **11.4. Searching and confiscation**

Mobile phones and similar devices (including smart watches, ear buds, and headphones) are identified as items for which a search may be conducted in accordance with section 550ZA of the Education Act 1996 and the DfE's guidance on searching, screening and confiscation.

Where misbehaviour involving a personal electronic device gives cause to suspect that a pupil is suffering, or may be at risk of, harm, staff should follow the school's child protection policy and speak to the DSL.

### **11.5. School trips**

The school's mobile phone-free approach applies on school trips unless the trip leader, in agreement with SLT, determines that alternative arrangements are necessary. Any relaxation of the policy will be communicated to parents and pupils in advance. The trip leader will determine how to manage devices to ensure that the educational experience is not disrupted.

## **12. Consideration of Special Educational Needs in relation to behaviour**

### **12.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour together with the extent to which this should reasonably be taken into account as a mitigating factor will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- > Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- > Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- > If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

At Arnold Lodge we strive to support children with behavioural challenges and cater for their individual needs. To support these pupils, the following strategies may be put into place as examples of reasonable adjustments:

- > weekly nurture group sessions, which provide the children with strategies for dealing with the behavioural challenges. They will be given half termly targets which will be reviewed by their Mentor and the Head of Key Stage;
- > time out card to prevent inappropriate behaviour occurring and time to calm down;
- > pupil profiles created by the child alongside their Mentor for all staff that come into contact with that child;

- > the Head of Key Stage and Mentor will, if necessary, meet with parents and create a care plan to support that child and this will be reviewed regularly.
- > Issue a subject report to support pupils, setting targets to give them clear goals in their learning
- > Training for staff in understanding conditions such as autism
- > Adjusting uniform requirements for pupils with sensory issues or who has severe eczema
- > Amending the usual escalation process (3 M1s becomes an M2) on a case by case basis

These reasonable adjustments are illustrative only and should not be taken as a commitment to consider and/or implement any specific adjustment in any particular case. Each situation will be considered on an individual basis.

### **12.2 Adapting consequences for pupils with SEND**

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

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

If the answer to any of these questions is yes, we will reflect on how best to support the pupil and may adopt an alternative strategy either instead of or in addition to pursuing a sanction. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

There are situations where, given the nature, persistence and/or severity of the behaviour in question, it is appropriate to implement a sanction notwithstanding any link to a pupil's SEND. The M system is designed to support pupils to be their very best and to learn and grow from their time in school and to become well-rounded individuals. While the school will always consider and implement reasonable adjustments where appropriate, this does not mean that the M system will not apply to individuals with SEND. It could mean, as mentioned above, the adaptation of the M system, on a case by case basis.

### **12.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **12.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **13. Zero-tolerance approach to Prejudice-based and Discriminatory Behaviour**

Our school culture and ethos is inclusive of all pupils in school. ALS takes a zero tolerance approach to discriminatory or prejudice-based actions. Alongside the importance of inclusivity to our school ethos, under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, faith, sex/gender, homophobic, transphobic or disability.

The school will ensure that all incidents of prejudice based and/or discriminatory behaviour are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, and supportive, and decided on a case-by-case basis.

Racist, sexist, homophobic or discriminatory behaviour is considered serious misbehaviour. Please also see our Anti-

## Bullying Policy and Child Protection Policy.

In most circumstances, where there is behaviour or language of a discriminatory nature, this will be marked by a note of concern or written warning. Even if the incident is appropriately sanctioned at an M2 or an M3, the letter may still be used to highlight the seriousness of discriminatory behaviour/language and the school's commitment to an open and inclusive culture.

### 14. Suspension & Exclusion

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct<sup>1</sup> the headteacher may suspend (for a fixed period) or exclude the pupil from school permanently. A pupil may be formally excluded from the school if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or has committed a serious offence. Exclusion is reserved for the most serious breaches and will only be taken as a last resort, when a range of strategies for dealing with disciplinary issues has been employed with no success. In such cases, the headteacher shall act with procedural fairness and parents will be fully informed of the process. The decision to exclude shall be subject to review by the Directors if requested by parents. The pupil shall remain away from school pending the outcome of the review.

If a pupil is excluded, there will be no refund of the registration fee or of school fees for the current or past terms. There will be no charge to fees in lieu of notice but all arrears of fees and any other sum due to the school will be payable.

The school emphasises the intervention and support expected of parents in this process, which is why parents will be involved and informed at earlier stages in the disciplinary policy. However, there are occasions where an incident is deemed so severe that the Headteacher determines that a pupil should be expelled.

A non-exhaustive list of the sorts of serious misbehaviour which could merit a suspension are:

- > Sustained challenge to the authority of a member of staff;
- > Persistent defiance of school rules;
- > Persistent types of behaviour which cause offence to others, e.g. personal comments/name calling;
- > Three M4s in any one academic year;
- > M4s for particular actions (such as use of electronic devices in school; minor physical violence)
- > Acts of vandalism;
- > Physical violence;
- > Foul language

A non-exhaustive list of the sorts of behaviour which could merit expulsion are:

- > Any repeated or sustained course of conduct which has previously led to a suspension;
- > Actual or threatened physical assault against pupils or adults;
- > Verbal abuse/threatening behaviour against pupils or adults;
- > Severe or persistent bullying, both verbal and physical, harassment or abuse;
- > Deliberate damage to property;
- > Theft;
- > Persistently disruptive behaviour;
- > Parental behaviour;
- > Misuse of drugs, alcohol and tobacco or bringing any illegal substances on to the school site;
- > Bringing onto the premises dangerous objects (guns/knives);
- > Sexual abuse or assault or any inappropriate sexual activity;
- > Making malicious accusations against staff;
- > Victimisation of pupils;
- > Damage to school property or the property of others; and/or

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<sup>1</sup> In all cases, it is the headteacher or Head of School that will decide what is to be considered gross misconduct.

- > Malicious accusations against staff.

### **Removal from school in other circumstances and withdrawal of school place**

Parents and guardians may be required, during or at the end of a term, to remove a pupil from the school if, after consultation with the pupil and parent, the headteacher is of the opinion that by reason of the pupil's past conduct or attitude to learning, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school, has an accumulation of offences or has failed to respond to school discipline or at the headteacher's discretion should it be considered that continued attendance would be detrimental to the school community, or if a parent has treated the school or members of its staff unreasonably. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to the removal of place being required. The headteacher shall act with procedural fairness in all cases and shall have regard to the interests of the pupil and parents as well as the school. It is likely – but not necessary – that the pupil will have received a written warning and a final written warning before reaching this point (see Parent Terms and Conditions clause 10.2).

### **Appeal of withdrawal of school place [Terms & Conditions 11.9]**

Where a school place is withdrawn, whether as a result of an exclusion or other matters, parents have the option to bring forward an appeal. Clause 11.9 of the Terms & Conditions states that this will “generally consist of a Board review”. This process will likely mirror the Stage 3 process outlined in the Complaints Procedure though consideration will be given to the particular context of each withdrawal. A Board-level review will consist of two Directors of the school as well as an independent person. The request for the review must be made as soon as possible and, in any event, within seven days of the decision being notified to the parents.

The Directors will be responsible for the appointment of the panel normally within 28 working days of a request for a hearing. Parents may attend and be accompanied by a friend if they wish. Legal representation is not appropriate at such a hearing.

The outcome of the appeal will be communicated in writing or electronically to the parents normally within 5 working days. The Panel's findings are final.

## **15. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

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

## 16. The role of Parents/Guardians

If the school has to consider and implement consequences, it is expected that parents will support the authority and actions of the school. If parents have any concern about the way in which their child has been treated, they should initially contact their class teacher. If the concern remains, they should contact the Head of the appropriate School and finally, the Head.

The school hopes that parents will not feel the need to complain about the operation of this policy and that any issues can be sensitively and efficiently handled. However, the school's Complaints Procedure is available from our website.

## 17. Discipline and Behaviour Management Strategies Guidance for Teaching Staff

### **Enhance the motivation to learn in all pupils, by praising and/or rewarding positive behaviour, by:**

- > providing appropriate curriculum access for all varying teaching and learning styles according to purpose and group;
- > providing challenge and pace in lessons;
- > providing prompt and supportive marking of work;
- > providing time for personal learning target setting, reflection and guidance of pupils;
- > using displays to celebrate pupil success;
- > encouraging pupils to commend the behaviour of their peers;
- > sharing of commendable behaviour in assemblies;
- > clear and consistent boundaries are set regarding behaviour;
- > pupils are made aware of the need for boundaries and specific expectations for their behaviour in ways that are appropriate to their level of understanding with their Mentor;
- > positive methods of guidance are used, insisting on good behaviour and encouraging respect for others;
- > adults intervene and redirect, as necessary, to prevent disagreements developing.

### **Combat bullying and maintain an orderly environment, by:**

- > dealing promptly with reported incidents, verbally, at first, but by maintaining a written record of incidents to ensure effective management of situations;
- > ensuring that pupils feel that their complaints are taken seriously by giving pupils access to a range of supportive staff if they need them from their Mentor or other senior staff;
- > reinforcing required standards of behaviour in class, assemblies, playgrounds, on the sports fields, corridors, stairs, when travelling in the school buses, on visits and residential trips;
- > providing care and guidance from mentors.

### **Developing personal and social skills and positive attitudes and values, by:**

- > providing an effective programme of PSHEE;
- > exploring and celebrating positive images of people from diverse cultures and beliefs in assemblies;
- > encouraging participation in, and contribution to, 'Pupil Voice';
- > encouraging excellent role models through the Prefects and Head/Deputy Head of School;
- > encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self-worth. Mentors can refer pupils to named staff for a variety of reasons including poor behaviour, low self-esteem, bullying behaviour, being victims of bullying, difficult family circumstances, low level of social skills, and standard of work.

### **Developing a sense of achievement and self-esteem, by:**

- > providing recognition, praise and reward of achievements in and out of school, through records of achievement, presentations, display, the school reward system, portfolios of work;
- > commending outstanding behaviour. If pupils are thought to have engaged in behaviours that are particularly commendable mentors will be able to acknowledge this by using the school reward system effectively.

**Ensure understanding of the school ethos and practice, by:**

- > publication of school values in the prospectus;
- > reinforcement by class teachers, mentors, in class/mentor time or with individuals and groups;
- > reinforcement through assemblies and ‘Pupil Voice’;
- > having clear guidance around behaviour expectations on Pupil Portal;
- > through the appointment of Prefects. Amongst other duties and responsibilities, they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully.

**Apply SEND Policy for students with Special Educational Needs and maintain effective educational support, by:**

- > following an agreed procedure for implementing and monitoring Intervention Plans.

**Maintain close liaison with parents, by:**

- > individual meetings, as and when required;
- > use of newsletters and regular written communication;
- > involvement in the use of intervention plans and subject reports;
- > Parents’ Evenings

**Provide appropriate staff development and support, by:**

- > discussing a pupil’s individual needs during staff orientation and staff meetings;
- > discussing behaviour management issues with ECT’s, new staff or teachers of specific pupils;
- > allocating funding to meet individual or whole staff needs on issues relevant to this policy.

**18. Consequences and Authority<sup>2</sup>**

Teachers can discipline pupils for poor behaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.

**Teachers’ Powers**

- > Teachers can discipline pupils, in certain circumstances, when the misbehaviour occurs outside of school.
- > Teachers have the power to impose restorative meetings outside of school hours & can confiscate pupils’ property.

*Consequences must satisfy the following conditions:*

- > the decision to award a sanction to a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- > the decision to award a sanction and the sanction itself must take place on the school premises;
- > the sanction must not breach any other legislation and it must be reasonable in all the circumstances.

<sup>2</sup> For full details, please see *Behaviour and discipline in schools*, the DfE, February 2014 and the updated advice *Behaviour in Schools*, the DfE, January 2022.

*Pupils' conduct outside the school gates:*

> Teachers may discipline pupils for misbehaviour outside of school when the pupil is:

- taking part in a school organised or related activity;
- travelling to or from school or wearing school uniform.

> Or, poor behaviour at any time that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

*Confiscation of inappropriate items:*

> **Teachers have the power to search for, and confiscate without consent, “prohibited items” including:**

- knives and weapons (these must be handed to police – see policy on violence, threatening behaviour and abuse);
- alcohol and illegal drugs, stolen items, fireworks, aerosols;
- tobacco and cigarette papers, vaping devices;
- pornographic or other inappropriate images (mobile phones will be confiscated immediately should it be suspected that such images exist on a device. These will not be viewed by staff, but instead the device will be handed to the police);
- Any article which is likely to be used to commit an offence, cause injury or damage property;
- Any item banned by the school.

For the avoidance of any doubt, where a pupil's conduct is considered sufficiently serious, the school reserves the right to depart from any general guidelines above and in the most serious circumstances, a pupil could be permanently excluded even where there has been no prior sanction.

## 19. Appendix I – Examples of Consequences & Rationale [this section of the policy is in draft form as of 16.02.26]

The following information is shared to give examples of how this behaviour policy may be applied to particular incidents in school. Please note that the school will always take into account the particular context of the incident (mitigating circumstances; aggravating circumstances; child's context; age & stage). An exact replica of one of these incidents *may* be sanctioned than a lower or higher level than shown here.

The following scenarios are designed to be serious behaviour incidents and are written as hypothetical examples. This is not a list of live or historic sanctions from ALS.

### Scenario 1: Mobile devices

A Year 9 pupil, who has not had prior Ms, uses their phone to take a selfie in class. This is posted to social media.

#### Consequence - M4.

Written Warning issued. Phone confiscated and returned via Head of School at end of day per policy section 11.1. Restorative session held over lunchtime [M3 level], focusing on why the mobile phone ban exists and the risks of posting to social media from school. Parents contacted by Head of Key Stage to discuss the incident and informed of the Written Warning. Parents asked to ensure the social media post was removed. Staff considered whether a safeguarding referral was appropriate and concluded no concern arose. The incident was recorded on the incident log and the sanction logged on iSams per ISSR paragraph 9(c).

#### Rationale

ALS is a mobile phone-free school in line with DfE guidance (January 2026). Section 11.1 of this policy states that any use of a mobile phone by a pupil in Years 7–13 will result in confiscation and an M3, and that misuse to break school rules should be considered to likely land at an M4.

- > **Aggravating:** The pupil had multiple chances to make better choices — the choice to take the photo and then the separate choice to post it to social media. This was a conscious and deliberate sequence of actions.
- > **Mitigating:** Excellent prior behaviour record with no previous Ms. This gives grounds to deliver the restorative session at lunchtime [M3 level] rather than as an after-school session.

Had the post included other pupils without their consent, contained inappropriate content, or been used to bully or harass, the response would have escalated further. Any further mobile phone use will be treated in the context of this Written Warning and could result in a ban from bringing devices to school per section 11.1.

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### Scenario 2: Physical violence

Two Year 10 pupils get into a physical altercation at lunchtime. Pupil A pushed Pupil B first; Pupil B retaliated with a punch. No witnesses report any prior provocation beyond a verbal disagreement. Both have clean records this year.

#### Consequence given – both pupils M4

- > Pupil A: M4. Written Warning issued. After-school restorative session focusing on conflict resolution and the consequences of physical aggression. Parents contacted by Head of Key Stage to discuss the incident and arrange the restorative session.
- > Pupil B: M4. Written Warning issued. After-school restorative session focusing on alternative responses to conflict and the school's expectation that retaliation is never acceptable. Parents contacted by Head of Key Stage.
- > Both pupils: A restorative meeting between the two pupils was facilitated to allow each to hear the impact of their actions on the other and agree how to move forward. Staff considered whether a safeguarding referral was appropriate for either pupil and concluded no concern arose. The incident was recorded on the incident log and the sanctions logged on iSams per ISSR paragraph 9(c).

#### Rationale

Physical violence is listed in section 14 of this policy as behaviour that could merit a suspension. However, the school's response must be proportionate, considered, and decided on a case-by-case basis.

Pupil A initiated the physical contact. The aggravating factor is that pushing another pupil was a deliberate choice that escalated a verbal disagreement into a physical one. The mitigating factors are that this was a single push rather than sustained violence, and Pupil A has an excellent prior behaviour record this year.

Pupil B retaliated with a punch, which is a more serious physical act. The aggravating factor is that the retaliation was disproportionate to the push received, and pupils are expected to seek staff support rather than respond physically.

The mitigating factors are that Pupil B was responding to being pushed (provocation), and also has a clean record this year.

In this instance, the school determined that suspension was not proportionate for either pupil given the context, the isolated nature of the incident, and both pupils' prior good conduct. An M4 with a Written Warning ensures both pupils understand the seriousness of any physical violence at ALS, while the restorative sessions and joint meeting address the underlying conflict and reduce the risk of recurrence.

Had either pupil caused injury, had the violence been sustained, or had either pupil had prior sanctions for similar behaviour, a suspension would have been more likely.

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### Scenario 3: Homophobic language

A Year 9 pupil uses a homophobic slur towards another pupil in the corridor between lessons. When challenged by a member of staff, the pupil says they were "just joking." The pupil who received the comment says they were "not offended". One prior M1 this term for a Ready to Learn issue.

#### Consequence given: M3 with a Note of Concern issued.

Lunchtime restorative session focusing on the impact of discriminatory language and why it is unacceptable regardless of intent. Parents contacted by Head of Key Stage. The targeted pupil was spoken to by their Mentor to check on their wellbeing.

The DSL was informed; no safeguarding referral was deemed necessary. The incident was recorded on the incident log as discriminatory behaviour and the sanction logged on iSams per ISSR paragraph 9(c).

Rationale

Section 13 of this policy sets out the school's zero-tolerance approach to discriminatory behaviour. As stated in that section, even where the sanction sits at M2 or M3, a Note of Concern may still be issued to highlight the seriousness of the language used.

- > **Aggravating:** The language was a homophobic slur directed at another pupil, and the pupil attempted to minimise it as a joke. The school does not accept intent as a defence; the impact on the targeted pupil and wider school culture is what matters.
- > **Mitigating:** This appears to be a first instance of discriminatory language, the pupil complied when challenged, and their prior record is largely clean.

Had there been a pattern of such language, physical intimidation, or repeated targeting of the same pupil, the response would almost certainly have been an M4 or above with a Written Warning, and a review under the Anti-Bullying Policy would be triggered.

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### Scenario 4: Possession of a prohibited item — vape

A Year 10 pupil is found with a vape in their blazer pocket during a routine search after the school was informed they had told friends they had the item on them. They claim it belongs to a friend and they were holding it. No evidence of use on site. One prior M2 this term.

#### Consequence given: M5. Written Warning issued. One-day suspension.

The vape was confiscated in line with section 18 of this policy and DfE Searching, Screening and Confiscation guidance (2022). Parents called in for a meeting with the Head of School before the pupil returns. Upon return, the pupil will complete a restorative session with the Head of School focusing on the health risks of vaping, the legal position for under-18s, and why vaping devices are prohibited at ALS.

The DSL was informed; no safeguarding referral was deemed necessary. The incident was recorded on the incident log and the sanction logged on iSams per ISSR paragraph 9(c).

### Rationale

Vaping devices are explicitly listed as prohibited items in section 18 of this policy. Possession of any prohibited item is classified as serious misbehaviour and section 14 identifies this as behaviour that could merit suspension. The school takes a firm position on prohibited items to protect the health and safety of all pupils.

- > **Aggravating:** The pupil was knowingly in possession of a prohibited item on school premises. The claim that it belonged to a friend does not reduce the seriousness; pupils are responsible for items in their possession and are expected to know the school rules. The pupil also has a prior M2 this term.
- > **Mitigating:** There was no evidence of use on site, and no other pupils were involved or encouraged to vape.

Had there been evidence of use on site, supply to other pupils, or repeated possession, a longer suspension and Final Written Warning would be considered. Any further possession of prohibited items will be treated in the context of this Written Warning and could result in permanent exclusion.

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### Scenario 5: Misogynistic language

A Year 11 pupil uses misogynistic language towards a female pupil during a lesson, making derogatory comments about her appearance and ability. The pupil already has a Note of Concern on file from an earlier incident involving discriminatory language this academic year.

#### Consequence given: M5. Written Warning issued. Two-day suspension.

Parents called in for a meeting with the Head of School prior to the pupil's return. The targeted pupil was spoken to by their Mentor to check on their wellbeing and offered ongoing pastoral support.

The DSL was informed and considered whether a safeguarding referral was appropriate; on this occasion no referral was deemed necessary but the incident was cross-referenced with the pupil's earlier Note of Concern. The incident was recorded on the incident log as discriminatory behaviour and the sanction logged on iSams per ISSR paragraph 9(c). The safeguarding consideration was recorded on MyConcern.

Upon return, the pupil will complete a restorative session with the Head of School focusing on the impact of misogynistic language, respect within relationships, and the school's expectations under section 13 of this policy. A review meeting will be scheduled for two weeks after the pupil's return.

### Rationale

This is the second recorded incident of discriminatory language this academic year. The existing Note of Concern put the pupil on clear notice that any further discriminatory behaviour would be treated more seriously. Section 13 of this policy is explicit that the school will never ignore incidents of this nature.

- > **Aggravating:** This is a repeat offence following a prior formal warning. The language was directed personally at another pupil and was demeaning in nature. The pupil had been clearly warned about the consequences of further discriminatory behaviour.
- > **Mitigating:** The incident, while serious, did not involve physical intimidation or a sustained campaign of behaviour.

The escalation from Note of Concern to Written Warning and suspension reflects the school's commitment to its zero-tolerance approach. Any further incident of discriminatory behaviour would likely result in a Final Written Warning and could lead to permanent exclusion.

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### Scenario 6: Online bullying

A Year 8 pupil is reported by their parent for receiving repeated unpleasant Snapchat messages from another Year 8 pupil at ALS. The messages, sent over a weekend, mock the targeted pupil's appearance and include screenshots of their social media posts with cruel captions added. Three other ALS pupils are in the group chat where the messages were shared. Both pupils are identifiable as ALS students.

#### Consequence given: M5. Written Warning issued. Two-day suspension.

Parents called in for a meeting with the Head of School prior to the pupil's return. The DSL was informed immediately given the nature of the incident; the DSL assessed whether a safeguarding referral to children's social care or police was appropriate and concluded that the matter could be managed internally at this stage. The safeguarding consideration was recorded on MyConcern.

The targeted pupil was spoken to by their Mentor, offered pastoral support, and their parents were kept informed throughout. The three pupils in the group chat were spoken to individually by the Head of Key Stage about their role as bystanders and their responsibility to report such behaviour.

Upon return, the pupil will complete a restorative session with the Head of School focusing on the impact of online bullying, the permanence of digital content, and the school's expectations under sections 8 and 13 of this policy. A review meeting will be scheduled for two weeks after return. The incident was recorded on the incident log and the sanction logged on iSams per ISSR paragraph 9(c). The incident was also recorded under the Anti-Bullying Policy as a bullying incident.

### **Rationale**

Section 8 of this policy confirms the school can issue consequences for online misbehaviour where it poses a threat or causes harm to another pupil, could have repercussions for the orderly running of the school, adversely affects the school's reputation, or the pupil is identifiable as a member of the school. All four criteria are met here. The repeated nature of the messages means this meets the threshold for bullying under the Anti-Bullying Policy, not simply a one-off incident.

- > **Aggravating:** The messages were repeated over a sustained period, were deliberately cruel in nature, were shared in a group chat with other ALS pupils amplifying the harm, and involved the deliberate manipulation of the targeted pupil's own social media content.
- > **Mitigating:** The incident took place outside school hours and off school premises. The pupil has no prior Written Warnings.

Had the messages included discriminatory language linked to a protected characteristic, threats of violence, or any sexually explicit content, the school would have considered a longer suspension, a Final Written Warning, and a referral to external agencies. Any further bullying behaviour will be treated in the context of this Written Warning and could result in permanent exclusion.

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### **Scenario 7: Online sexual harassment**

A Year 12 pupil sends repeated sexually suggestive messages via Instagram to another Year 12 pupil at ALS. The messages escalate over several days from flirtatious comments to explicitly provocative content. The recipient has not reciprocated and has asked the sender to stop. The recipient reports the matter to their Mentor. When spoken to, the recipient explains that they consider the sender a friend who has overstepped a boundary. They want space and time but would like support in re-establishing the friendship in due course.

### **Consequence given: M5. Written Warning issued. Two-day suspension.**

The DSL was informed immediately. The incident constitutes sexual harassment under KCSIE 2025 Part 5 (child-on-child abuse) as unwanted conduct of a sexual nature. The DSL conducted a risk assessment in line with section 15 of this policy and the school's Child Protection Policy. The DSL assessed the behaviour against the Hackett continuum (KCSIE 2025, para 462) and the Brook Traffic Light Tool. The behaviour was assessed as falling within the "problematic" range on the Hackett continuum and as "amber" on the Brook model — requiring a formal school response and intervention but not meeting the threshold for external referral at this stage.

In determining the school's response, the DSL spoke with the recipient to understand their wishes, in line with KCSIE 2025. The recipient expressed that they viewed this as a friendship where a boundary had been crossed rather than a threatening situation, and that they wanted space but hoped to re-establish the friendship over time. These wishes were recorded and taken into account. However, the school's safeguarding duty requires that the behaviour is still addressed formally regardless of the relationship context; sexually suggestive messages that continue after being asked to stop meet the threshold for sexual harassment and cannot be treated as a private friendship matter alone.

On this occasion, the DSL determined the matter could be managed internally but recorded the decision, the recipient's wishes, and the rationale on MyConcern.

Parents of both pupils were called in for separate meetings with the Headteacher. The recipient was offered ongoing pastoral support and praised for reporting the incident. Their parents were reassured about the school's response and kept informed throughout. The recipient's wish for space was communicated to the sender through the restorative process, and the school put practical arrangements in place to ensure the recipient had that space during the school day without either pupil feeling isolated.

Upon return, the pupil will complete a restorative session with the Head of School focusing on consent, recognising and respecting boundaries within friendships, and the school's expectations around online conduct. A review meeting with the Headteacher and parents will be scheduled for two weeks after return. At an appropriate point, and only with the agreement of both pupils, a facilitated restorative conversation may be offered to support the re-establishment of a healthy friendship. The incident was recorded on the incident log and the sanction logged on iSams per ISSR paragraph 9(c). The safeguarding concern was recorded on MyConcern.

### **Rationale**

Section 15 of this policy sets out the school's zero-tolerance approach to sexual harassment. KCSIE 2025 defines sexual harassment as unwanted conduct of a sexual nature, which includes sexual comments and messages. The repeated and escalating nature of the messages, combined with the recipient asking the sender to stop, places this clearly within that definition — even where the pupils have an existing friendship.

KCSIE 2025 is clear that the wishes of the victim should be taken into account, and in this case those wishes have shaped the pastoral response. However, the school retains its duty to formally address the behaviour, safeguard both pupils, and ensure that boundaries are understood. The recipient's wish not to end the friendship does not diminish the seriousness of the conduct or remove the need for a formal response.

- > **Aggravating:** The messages were repeated over several days and escalated in nature. The recipient explicitly asked the sender to stop and this was ignored, demonstrating a failure to recognise and respect a clear boundary.
- > **Mitigating:** Both pupils are the same age. No images were sent or requested. The pupil has no prior Written Warnings. The existing friendship context suggests misjudgement rather than predatory intent. The recipient does not feel threatened and wishes to maintain the relationship.

Had the messages included requests for intimate images, been directed at a younger pupil, or continued after school intervention, the response would have escalated to a Final Written Warning, a longer suspension, and likely a referral to external agencies. Any further behaviour of a sexual nature will be treated in the context of this Written Warning and could result in permanent exclusion.

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### **Scenario 8: Behaviour linked to SEND**

A Year 9 pupil with a diagnosis of autism (on SEN Support with a pupil profile in place) is involved in a heated argument with another pupil during a group project in English. The pupil becomes visibly distressed when the other pupil changes the group's agreed plan without discussion. The pupil becomes highly agitated and shouts aggressively at the other pupil, causing them visible distress. The pupil then walks out of the classroom without permission and goes to the Miss Zin where they sit quietly. The pupil has no prior Ms this term.

### **Consequence given: No formal sanction.**

No M sanction issued at this stage. The school applied section 12 of this policy and considered the three questions set out in section 12.2 before determining the appropriate response:

- > Was the pupil unable to understand the rule or instruction? No — the pupil understands classroom expectations.
- > Was the pupil unable to act differently at the time as a result of their SEND? Yes — the pupil's autism means they can find unexpected changes to agreed plans highly distressing.

The sudden change to the group's agreed approach was a likely trigger. The agitated and aggressive response, while unacceptable in its impact on the other pupil, was consistent with a dysregulated response to an unexpected change rather than a deliberate choice to be aggressive.

- > Is the pupil likely to behave aggressively due to their particular SEND? The pupil's profile notes that they can become dysregulated when routines or agreed plans are changed without warning, and that this can present as raised voice and agitation.

On this basis, the school determined that a formal M sanction was not appropriate. Instead, the following actions were taken:

The pupil was given time to regulate and was then spoken to by their Mentor. The conversation acknowledged their distress while helping them understand the impact of their shouting on the other pupil. The other pupil was spoken to by their Mentor to check on their wellbeing, and pastoral support was offered. A restorative conversation between the two pupils was facilitated once both were calm, allowing the pupil to apologise for the impact of their behaviour and the other pupil to understand the context.

The SENCo was informed and reviewed the pupil's pupil profile. The incident highlighted that the pupil's current provision did not include a specific strategy for managing unexpected changes during group work. The pupil profile was updated to include a pre-agreed signal the pupil can give to staff when they feel overwhelmed, and guidance for staff on how to scaffold group tasks to reduce the likelihood of unexpected changes. The SENCo and the Head of Key Stage met with parents to discuss the updated provision.

The incident was recorded on the incident log. No sanction was logged on iSams. Staff considered whether a safeguarding referral was appropriate for either pupil and concluded no concern arose.

### **Rationale**

Section 12.1 of this policy recognises that pupils' behaviour may be impacted by SEND and that not every incident of misbehaviour will be connected to their SEND. However, section 12.2 requires the school to consider whether the pupil was unable to act differently at the time as a result of their SEND before determining whether a sanction is appropriate.

In this case, the behaviour was consistent with a dysregulated response to an identifiable trigger linked to the pupil's autism. The pupil's profile already noted difficulty with unexpected changes. The aggressive shouting, while causing distress to the other pupil, was not a deliberate or premeditated act of aggression; the pupil removed themselves from the situation and self-regulated in the library, which is itself a positive coping strategy.

- > **Aggravating:** The shouting was aggressive in tone and caused distress to another pupil. Walking out of the classroom without permission disrupted the lesson.
- > **Mitigating:** The behaviour was triggered by an unexpected change to an agreed plan, which is a known difficulty linked to the pupil's SEND. The pupil self-removed and regulated independently. They have no prior Ms this term and no history of aggressive behaviour. The pupil's provision did not yet include a specific strategy for this type of situation, meaning the school had not fully anticipated this trigger as required by section 12.1.

The school's response prioritised updating the pupil's provision to reduce the likelihood of recurrence, supporting both pupils pastorally, and using the incident as a learning opportunity. Had the behaviour involved physical contact, sustained aggression, or been assessed as unconnected to the pupil's SEND, a formal sanction would have been applied with reasonable adjustments as set out in section 12.2.

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### **Scenario 9: Behaviour change as a safeguarding indicator**

A Year 10 pupil who has been consistently well-behaved and academically engaged begins to show a marked change in behaviour over a two-week period. They become withdrawn in lessons, are rude to staff on two occasions (resulting in two MIs), fail to submit homework twice, and are reported by their Mentor as being tearful during mentor time. A friend of the pupil tells a member of staff they are "worried about them" but doesn't know what's wrong.

#### **Consequence given: None**

No further M sanctions issued. The Mentor raised concerns with the Head of Key Stage after the second MI, noting that the pattern of behaviour was out of character. The Head of Key Stage referred the matter to the DSL, who recognised the behaviour change as a potential indicator of harm in line with KCSIE 2025 Part 1.

The DSL spoke with the pupil in a supportive, non-investigative conversation. The pupil disclosed that there had been significant difficulties at home, including witnessing parental conflict. The DSL followed the school's Child Protection Policy and made a referral to children's social care. The two existing MIs were reviewed in light of the disclosure and, in consultation with the Head of Key Stage, were removed from the pupil's behaviour record on the basis that the behaviour was a response to safeguarding concerns rather than wilful misbehaviour.

The pupil was offered ongoing pastoral support through their Mentor and was referred to the school counsellor. A pastoral support plan was put in place with regular check-ins. Parents were engaged in line with the DSL's assessment of risk — in this case, the non-abusive parent was contacted and supported. The friend who raised concerns was thanked

and reassured that their report had been taken seriously.

The incident was recorded on MyConcern as a safeguarding concern. The behaviour entries on the incident log were annotated to reflect that the behaviours were subsequently linked to a safeguarding matter. No sanctions were logged on iSams.

### **Rationale**

KCSIE 2025 Part 1 is clear that all staff should be aware that changes in behaviour can be an indicator that a child is suffering or is at risk of harm. The DfE's proposed changes in the KCSIE 2026 consultation (February 2026) strengthen this further, explicitly linking behaviour and mental health deterioration to potential safeguarding concerns including abuse, neglect and exploitation.

At ALS, the M system exists to support pupils to be their best. It is not designed to punish pupils whose behaviour has changed as a result of circumstances beyond their control. Section 12 of this policy recognises the need to consider individual circumstances before sanctioning, and the school extends this principle to any situation where behaviour may be a symptom of an underlying welfare concern.

- > **Aggravating:** The rudeness to staff on two occasions was inappropriate and would ordinarily warrant a sanction.
- > **Mitigating:** The behaviour was entirely out of character. The pattern, withdrawal, tearfulness, rudeness, missed homework, taken together indicated a pupil in distress rather than a pupil choosing to misbehave. The school's duty to safeguard the pupil took priority over the duty to sanction.

This scenario demonstrates that behaviour management and safeguarding are not separate systems at ALS. Staff are trained to recognise when a change in behaviour may signal something more serious, and the school's response prioritises the welfare of the child. Had the behaviour not been linked to a safeguarding concern, the M system would have been applied in the usual way.