

# Behaviour Policy

Creating an environment for teachers to teach and pupils to learn

This is a statutory policy that we, as a community of learners, teachers, parents and local residents, are proud of. We believe, as a community, that our mission is to develop resilient, self-disciplined pupils with high aspirations.

Our pupils will be ready for the world beyond the Academy.

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|----------------------------|-------------------|
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## Contents

1. Introduction
2. Aims of the policy
3. Student code of conduct
4. Parental responsibility
5. Rewarding positive behaviour
6. Managing behaviour in the classroom
7. Managing behaviour around the Academy
8. Exclusions
9. Managing behaviour beyond the classroom
10. Behaviour pathways

## Appendices

- A. Teachers' Powers (DfE Guidance)
- B. Detentions: What the Law Allows
- C. Mobile Phones and Electronic Devices
- D. Screening, Searching and Confiscation
- E. Use of Reasonable Force
- F. CCTV
- G. Malicious allegations

## 1. Introduction

Our behaviour policy has been created through consultation with students, parents and staff. We, as a community of learning, believe that this policy must enable teachers to teach and pupils to learn.

We will endeavor to foster a warm and inclusive Academy where the aspirations of all of pupils can be achieved; where we strive for excellence in all of our endeavors; and where both pupils and staff feel safe and supported.

Following consultation with a range of students, staff and parents, the following comments have been gathered and collated:

Our students tell us:

- “we want to be able to learn without being disrupted by bad behaviour”
- “we want teachers to listen to our issues if we have a problem or don't understand”
- “we want rewards to be important”

Our staff tell us:

- “we want regular updates about behaviour and pastoral issues”
- “we believe regular training is essential to maintain consistency”
- “every member of staff must contribute to the management of behaviour”

Our parents tell us:

- “we want a fair and consistent behaviour policy for our children”

- “we want teachers to build positive relationships with our children”
- “we expect parents to support with the management of the poor behaviour of their children so our children aren't prevented from learning”

## **2. Aims of the policy**

Smith's Wood Academy's (SWA) Behaviour Policy seeks to focus on the encouragement of positive student attitudes and behaviours. The Academy's values and ethos are structured around systematic and consistently applied protocols. The Behaviour Policy has been created to empower all staff to effectively manage all aspects of behaviour both inside the classroom and in unstructured time.

SWA believes in the importance of independent students who increasingly take responsibility for their own behaviours as they progress through the Academy. SWA endeavours to develop self-regulating young adults; to enable this process staff will:

- encourage students to develop and maintain positive relationships with both their peers and adults, characterised by mutual respect and tolerance;
- encourage students to adopt positive attitudes to learning;
- expect high standards of conduct in lessons;
- expect students to have respect for other young people and adults, and respect and care for the facilities as shown by their behaviour around the Academy;
- enable students to understand and manage risk appropriately in order that they keep themselves safe;
- provide opportunities for students to fulfil their potential in both a social and academic context whatever their age, gender, disability, ethnicity, sexual orientation, attainment and background;

- help students to understand that they have a choice in how they behave and that there are consequences for their chosen behaviour; this includes rewards for positive behaviours and sanctions for negative behaviours.

The policy applies to all year groups, the whole school day, extra-curricular activities, the journey to and from school and the entire duration of any trip. It should be read in conjunction with other policies and documents listed in the appendices.

### **3. Student code of conduct**

The **Smith's Wood Way** defines the minimum expectations of students at all times.

In corridors the Academy expects the following:

- Keep to the left
- Walk calmly
- Do not lay hands on one another
- Hold doors open for others
- Remember our manners
- Remove coats and place in lockers or bags

At the start of the day, at break and lunchtime the Academy expects the following:

- Line up safely, sensibly and on-time
- Leave tables clean and tidy
- Always put litter in the bin
- Remember our manners with all staff and students
- Play sensibly without upsetting others
- Be sensible

In our lessons the Academy expects the following:

- Listen to others
- Never interrupt a teacher
- Take turns to speak
- Respect other students' right to learn

- Remember our manners
- Always try our best
- Remember our equipment
- Follow STEPS: Sir/miss, Thank you, excuse me, please, smiling

On the way to and from school the Academy expects the following:

- Look smart and wear uniform correctly
- Be sensible and safe when crossing the roads
- Be polite and courteous to other people and their property

## **4. Parental responsibility**

This policy has been developed in consultation with our parents. We believe in working with our parents and families to create a positive and warm learning environment. This is especially important with regards to the policing of social networking which is the responsibility of parents and carers. We also believe that outstanding learning environments are those that are well supported by parents. It is therefore imperative that parents provide accurate and current contact information; will attend the academy for all meetings as requested; will support the academy in its endeavour to achieve a positive learning environment; will support sanctions; and will attend the Academy immediately to support leaders if their child displays the following behaviours:

- Persistent and sustained refusal of instructions
- Willful disrespect of Academy values
- Instigating or involvement in an act of violence
- Instigating or involvement in an act of intimidation
- Serious disruption of the learning environment

During the initial meeting with parents a member of Academy staff will discuss the behaviours and the potential pathways available from this point dependent upon the seriousness of the incident. It is expected that parents will be present to support the member of staff addressing the negative behaviour demonstrated by the student. Behaviour pathways and exclusions are outlined later in this policy.

## 5. Rewarding positive behaviour

Positive behaviour must always be rewarded and at SWA all staff will seek to reward positive behaviour as the norm and utilise positive interactions with students as a preventive measure to inhibit negative behaviours. Rewarding positive behaviour can be achieved through direct verbal praise, postcards sent to parents, phone calls to parents and through interactions at parent information evenings. The more formal reward of positive behaviour, as measured through SWA pastoral systems, are outlined in the rewards policy.

## 6. Managing behaviour in the classroom

All students at SWA are expected to enter the classroom in silence, stand behind their chair and take out the relevant equipment and books from their bags. Once the teacher is satisfied that the class are ready to learn, students will be asked to be seated and commence the *Do Now Activity* (please refer to the SWA Teaching and Learning policy).

The entrance to lessons forms part of the SWA *4 to start, 4 to finish* routine and is managed, as with all negative classroom behaviours, using the following set of sanctions which are not transferable between lessons:

### Level 1 – first verbal warning

It is anticipated that many students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher interaction will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning environment. This will include settling to work quickly, listening properly and participating constructively as required.

The Level 1 – first verbal warning, though not recorded for purposes other than to identify trends in behaviour, has two clear purposes:

- (i) to indicate to students that they have done or are doing something which is unacceptable;
- (ii) To form a link to the more serious Level 2 – second verbal warning if it is required.

Students must clearly understand the fact that they have received each warning and that the words “first verbal warning” must be used by the member of staff. The first verbal warning should not be given as a blanket warning to the full class. Verbal warnings should be recorded by the teacher for reference purposes but should not be written on the whiteboard to avoid unnecessarily publicising the poor behaviour which can encourage a negative culture in the classroom.

### **Level 2 – second verbal warning**

A student who continues to behave unacceptably despite being given a first verbal warning will move into Level 2 and receive a second verbal warning. This must again be recorded by the teacher for reference, the student must clearly understand they have received a second verbal warning and the words “second verbal warning” must be used by the member of staff. Students could move into Level 2 as a result of continuing the behaviour which led to the first verbal warning or for other behaviours which inhibit the learning of themselves or others.

### **Level 3 – 30 minute same day detention**

A student who continues to behave unacceptably despite being given a second verbal warning will move into Level 3 and receive a 30 minute same day detention. This must again be recorded for reference and the student must clearly understand they have received a Level 3. Students could move into Level 3 as a result of continuing the behaviour which led to the initial warnings or for other behaviours which inhibit the learning of themselves or others.

### **Departmental responsibility**

At this point in the level process the class teacher must make a decision as to whether the student is capable of continuing in the lesson without considerably damaging the learning of others. It is expected at this point that department leaders have strong mechanisms in place to support positive learning in their subject areas which will have been agreed with the Assistant Head of Academy – Behaviour. However, the situation may occur where a student's behaviour deems necessary a Level 4 in order to prevent harm to the education of others in the class, department or Academy. It is at this point that the threshold will have been met for departments to begin the process of calls to parents, letters to parents and subject report.

**Level 4 – 60 minute same day detention**

A student who continues to behave unacceptably despite being given three warnings and departmental behaviour procedures have failed, will move into a Level 4 and be removed from that lesson by an on-call member of staff or available leader. The student will be placed in Short Stay Isolation for the remainder of the lesson, with their class work if appropriate, and will return to lessons having written their view of their behaviour. This review of behaviour will be addressed in the same day detention where it is expected that the class teacher who issued the Level 4 sanction will speak to the student to repair the learning relationship.

- Please note that any detention issued after 13.20 will be served the following day.

**Missed detentions**

Any student receiving a detention will be told verbally by the member of staff issuing the detention. A text will be sent to parents/carers and a list will be published and displayed every day by 15.00 in a prominent position in the Academy. It is a student's responsibility to attend the detention they have received, therefore deliberately missing a detention or absconding from a detention is a serious incident. To this end, the Academy operates a 3 strike policy for detentions. If a student misses a detention, or is removed from the detention for poor behaviour, then it will be reset for the next Academy day and the student will lose a strike. If a student loses 3 strikes then they will be placed in the Internal Exclusion Room for the day and will also complete a 60 minute detention, at the end of that day. Once this is complete the detention policy is restarted and the students has 3 strikes again.

**Conduct in detentions**

Students are expected to enter the detention room silently, wait to be seated and answer to their name when called by the Excellence Leader marking the register. Students will remain in silence during in the detention with students permitted to read a book if they choose to do so.

## 7. Managing behaviour around the academy

Around the Academy, on the playground, in corridors and in all areas outside of the classroom, SWA expects students to move purposeful without laying hands on one another, shouting, screaming or conducting in any behaviours which can be considered anti-social. This is to ensure that all students at SWA feel safe and confident in a protected learning environment both inside and outside of the classroom. Any behaviours which are considered anti-social will receive a **Level 4 – 60 minute same day detention**. These behaviours include but are not exclusively as follows:

- Pushing
- Tripping
- Throwing water
- Throwing objects
- Screaming
- Encouraging aggression or violence
- Truantiing
- Eating outside of the canteen
- Violating the one way system
- Directly refusing to follow the instructions of any member of staff
- Any anti-social behaviour which is contrary to the positive and respectful learning ethos of SWA

All students will carry a Standards and Ethos card. This card will enable a student to have important information, such as their timetable, to hand and will also provide a mechanism for recording positive behaviour. Incidents of missing equipment or incorrect uniform will also be recorded on this card. Three recorded incidents of missing equipment or uniform will result in a **Level 3 – 30 minute detention**.

## 8. Exclusions

There are three types of exclusions available at the discretion of the Head of Academy dependent upon the severity or persistence of a behaviour or attitude:

**Internal exclusion**

Internal exclusion is an extremely serious sanction and will be issued, although this list is not exhaustive, for a student who has demonstrated the following behaviours

- Fighting
- Intimidating students or staff
- Swearing at staff
  
- Bringing a banned item into the Academy
- Persistently disrupting the positive learning environment
- Any other unacceptable behaviour deemed serious by a senior member of staff

**Fixed term exclusion**

All decisions to exclude a student for a fixed term are not taken lightly and only occur following careful consideration and agreement from the Head of Academy. Fixed term exclusions will be considered when there is a serious breach of the behaviour policy.

Following a fixed term exclusion for a single serious incident a return from exclusion meeting will take place before a student is readmitted to Academy. The aims of this meeting are:

- to re-establish behaviour expectations
- to set targets for improvement
- for parents and carers to engage in accountability and support the success of their child
- to prevent further exclusions
- to identify a Behaviour Pathway to enable the student to engage positively with an aspect of their learning

**Permanent Exclusion**

For the most serious incidents of behaviour or conduct that are fundamentally opposed to the Behaviour Policy and positive learning ethos of the Academy, the Head of Academy will consider permanent exclusion.

As per statutory guidance, a decision to exclude a student permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

## **9. Modifying behaviour beyond the classroom**

The Academy has three facilities to modify the behaviour of students beyond the classroom. The facilities form part of the behaviour pathway process and are appropriate to the ongoing or single incident behaviours displayed by a student.

- **Short Stay Isolation (SSI)**

Short Stay Isolation will not routinely be utilised by a student for longer than one hour other than in exceptional circumstances. The facility is designed to prevent lessons being disrupted by students who arrive to class after the five minute second bell without the express written permission of a member of staff. The room will also host those students who have received a Level 4 and their behaviour is beyond the control of the department. If possible, the student will be provided with specific work but it may also be appropriate for text book chapters to be provided. The student is expected to catch up on any missed work in their own time. The student will leave the isolation room at the end of that lesson and return to their timetabled day. If behaviour in Short Stay Isolation fails to meet Academy expectations the student will be moved Internal Exclusion for the remainder of the day.

- **Internal Exclusion (IE)**

The isolation room is a facility that removes a student from lessons for a fixed period of time, up to a maximum of five days for a single serious incident. The incidents for which Internal Exclusion can be used are represented in general by any type of violence or intimidation, any

behaviours which compromise health and safety, any behaviours which bring the reputation of the Academy into disrepute and

persistent disregard of Academy expectations. The length of time spent in Internal Exclusion will be at the discretion of the Head of Academy or a member of the senior leadership team and it is expected that where appropriate, dispute resolution will take place to prevent reoccurring patterns of behaviour. Whilst in Internal Exclusion, silence is expected and student behaviours will be managed using the level system. Therefore, any student reaching a Level 3 in Internal Exclusion will receive a 30 minute same day detention. Any student reaching Level 4, will receive a same day 60 minute detention. At this point a student will be demonstrating a serious breach of the Behaviour Policy therefore, the Head of Academy will consider the use of a Fixed Term Exclusion.

- **Character Development Programme**

Students will be referred to the Character Development Programme (CDP) for a period of time at the discretion of the Head of Academy that will not exceed ten school days in a single visit. Time spent in CDP is designed to be a meaningful alternative to repetition of internal sanctions and fixed term exclusion. It is intended to ensure that the student focusses on core curriculum subjects, realises the detrimental effect of their own behaviour on their own progress and receives tuition on how to behave within the Academy and wider setting.

CDP is a facility within our curriculum that will be used to modify behaviour through a number of positive interactions with staff, students and external agencies. Although in this instance the provision is targeted at modifying behaviour, all students have access to our wider extra-curricular offer. Indicative examples of the CDP provision include:

- Sports coaching awards
- Consideration for work placements
- Access to Duke of Edinburgh awards
- Forest school
- Participation in a range of off-site confidence building activities
- Mentoring from SWA staff
- Access to Prince's Trust mentoring

- Mediation between staff and students prior to reintegration
- Visits to trust schools to observe positive classroom behaviours
- Careers interview to establish long term aspirations

Students in CDP will follow a revised school day to suit the planned activities with lunch provided through free school meal entitlement or sandwiches from home. The CDP cohort will be greeted each morning in a bespoke guidance group where the success of the previous day will be reviewed and the positives of the coming day highlighted. All students will be on a report to the CDP mentor which will be countersigned by any staff who teach the student and

the parent at the end of each day. Most importantly, we are sending these young people the clear message that they are included in our Academy community but they must engage with our community appropriately.

## 10. Behaviour pathways

A student will be identified for behaviour pathways through the analysis of the following information:

- Communication with feeder schools through transition mechanisms
- Accumulation of levels
- Receipt of internal exclusion
- Receipt of fixed term exclusion

| Level of support | Identified behaviours   | Actions   | Measurable outcomes | Lead staff   |
|------------------|---|---|---------------------|--------------|
| Tier 1           | Sporadic or intermittent receipt of levels in lessons or around the Academy | Placed on a daily report to Guidance tutor which is countersigned by parent | No further levels   | Head of Year |

|               |   |  |   |                     |
|---------------|---|--|---|---------------------|
|               | Accumulation of levels in a specific subject  | Restorative approach between student and subject teacher in order to build a positive learning relationship  | Reduction of levels from a specific subject area                                    | Subject Leader      |
| <b>Tier 2</b> | First visit to Internal Exclusion   | A staff mentor is provided to the student in order to provide a personalised approach to persistent negative behaviours  | No further visit to Internal Exclusion  | Head of Year        |
|               | Accumulation of a significant number of levels across the curriculum  | Referral to IAP in order to explore the reasons for the behaviours and also offer positive respite from the cycle of negative behaviours   | Reduction of levels across the curriculum   | Behaviour Lead      |
| <b>Tier 3</b> | Student on SEND register or with EHCP demonstrating negative behaviours beyond the expected range of behaviours                             | A bespoke multi-agency plan will be devised and implemented taking into account agreed reasonable adjustments to provision and policies  | Agreement from stakeholders of improved behaviours                                  | SENCO               |
|               | LAC student demonstrating repetitive negative behaviours  | A bespoke multi-agency plan will be devised and implemented to include external agencies   | Agreement from stakeholders of improved behaviours                                  | DSL Assistant SENCO |
|               | Continued display of persistent negative behaviours as represented through levels or defiance to staff following the first visit to the IAP | A meeting with family, Head of Year and Behaviour Lead in order to explore the route issue of the behaviour. Bespoke behaviour contract signed by all parties. Failure to show improvement will result in a managed move or respite place at an alternative FMAT school. | Noticeable modification of behaviours in -line with behaviour contract expectations | AHT Behaviour       |

## Appendices

### **A. Teachers' Powers (DfE Guidance)**

The Academy has the legal powers to apply a wide range of penalties to pupils who break Academy rules, fail to follow instructions or who behave in a way that is

unacceptable. The Academy operates within the guidelines and boundaries published by the Department for Education (Behaviour and Discipline in schools, January 2016). These sanctions include:

- withdrawing the pupil from a lesson or from a peer group withdrawing participation in a Academy trip, visit or sports event;
- taking away break or lunchtime privileges;
- detention after Academy;
- confiscation of property;
- internal exclusion for a fixed period of time;
- exclusion from Academy, either for a fixed period or permanently.

Academy staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction. The power also applies to all paid staff with responsibility for pupils, such as teaching assistants. Academy staff can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of staff, including on Academy visits; they can also discipline pupils for poor behaviour outside of Academy, where poor behaviour or bullying is witnessed by a member of staff or reported to the Academy. Academy staff are able to impose detention outside of Academy hours and they can confiscate students' property.

### **B. Detentions: what the law allows**

The following points were issued by the Department for Education in January 2016 and are provided here for information purposes:

- Teachers have a power to issue detention to students (aged under 18).
- Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.

- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - a. any school day where the student does not have permission to be absent;
  - b. weekends - except the weekend preceding or following the half term break;
  - c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
- The Head of Academy can decide which members of staff can put students in detention. For example, they can limit the power to Heads of House or Heads of Department only, or they can decide that all members of staff, including support staff, can impose detentions. In SWA all staff are permitted to issue detentions to pupils.

Matters schools should consider when imposing detentions:

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a student's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- whether the detention is likely to put the student at risk;
- whether the student has known caring responsibilities which mean that the detention is unreasonable;
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely or;
- whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

*Guidance from Department for Education, January 2016*

### **C. Mobile Phones and Electronic Devices**

Personal electronic devices (including mobile phones) are a part of modern society and the Academy accepts that many students will possess them. Teachers and students have the right to teach and learn in an environment free from interruption by

such devices. The use of personal electronic devices in schools presents a number of challenges. These include:

- a. Interruption of lessons and disrupting the learning of others
- b. Loss or theft of personal electronic devices
  
- c. Safeguarding risks for members of the Academy community who are photographed or filmed without their consent by other students
- d. Devices being a distraction to an individual's learning

As a result of this mobile phones and electronic devices are regarded as Banned Items and will be confiscated in line with Appendix 4 below if are seen or heard whilst on the Academy site or on a Academy trip\*.

In addition:

1. The Academy accepts no responsibility for personal electronic devices that are brought to school and takes no responsibility to investigate their misplacement, loss or theft.
2. Students must not use such devices or have earphones attached to them during any part of the Academy day
3. Students are not allowed to connect any of their own electronic personal devices to Academy equipment.
4. Unless express permission is given by a member of staff\*, personal electronic devices must be kept switched off and out of sight at all times in school bags until students have left the Academy site at the end of the school day.
5. The Academy requests that, in the event that a parent needs to get a message to their child during the course of the Academy day, that they do so through the Academy's main office.

\*In exceptional circumstances, the use of mobile phones may be permitted for emergency telephone communication, for example when on an off-site trip.

#### **D. Screening, Searching and Confiscation**

Academy Staff have the power to search without consent for “prohibited items” including:

- knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
- 
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
  - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Banned Items at Smith's Wood Academy include:

- mobile phones,
- smart watches and activity trackers,
- MP3 players,
- headphones,
- fizzy and energy drinks,
- sweets and biscuits (except biscuits within a packed lunch),
- jewellery (except a wrist watch and one pair of plain metal stud earrings),
- toys and gadgets of any description (except those issued by the SEND department),
- hats, gloves and coats worn or carried within the building,
- pouches (students are required to use a Smith's Wood Academy branded bag)

Banned items seen by any staff member will be confiscated and placed in secure storage within the Academy. The student will be given a card with a number on it to give to their parents/carers to facilitate the identification of the item when it is

collected. Banned items confiscated by the Academy (except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, laser pens or banned food and drink items) can be collected by parents/carers after they have met with an appropriate staff member at a mutually convenient meeting time. Parents or carers will not be able to be seen without a prior appointment.

The school reserves the right to dispose of items which are not collected within a reasonable timescale.

In the event that a student refuses to hand over a banned or prohibited item upon request from any member of Academy staff, this will be treated as a refusal and the behaviour management protocol will be followed. Confiscation should not be done forcibly unless there is a significant health and safety risk and in line with DfE guidance on 'reasonable force'.

The Academy works in conjunction with the community police force and partner schools in the local area. As part of this work it is routine for our community police officers to be on the Academy site to deliver workshops, assemblies, meet with individuals and groups and to utilise police facilities such as a knife arch or to demonstrate police equipment to our students.

### **E. Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for head teachers, staff and governing bodies'.

All members of staff have a legal power to use reasonable force. It can also apply to people who are temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an organised visit.

For more information on the use of reasonable force please see the following guidance from the DfE: Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, January 2016.

### **F. CCTV**

The Academy uses CCTV for the purpose of maintaining the safety of students, staff and buildings. CCTV footage may be used to assist in the investigation of behaviour incidents by authorised staff and Senior Leaders only. For Safeguarding and Data Protection purposes, footage will not be shared with anyone who does not hold the required level of security access and/or authority.

### **G. Malicious Allegations**

Where students are found to have made malicious accusations against a member of staff that are proved unfounded, the school will exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.