

The Gryphon School

Behaviour for Learning & Exclusion Policy 2026-27



“I’ve come to a frightening conclusion: that I am the decisive element in my classroom. It’s my personal approach that creates the climate. As a teacher, I possess a tremendous power to make a child’s life miserable or happy. I can be an instrument of inspiration. I can humiliate or humour, hurt or heal. It is my response that decides whether a situation will be escalated or de-escalated and a child humanised or dehumanised” (Ginott, 1972).

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Statement of intent

As a school with a Church of England foundation it is important that this policy is read in the context of the great commandment that we “love our neighbours as ourselves”. All staff and students are unique and precious individuals, who have the right to feel safe, enjoy their time at school, be treated with dignity and respect allowing them to thrive. At the heart of The Gryphon School is our determination that our community experiences “life in all its fullness” (John 10:10).

The Gryphon School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised, restorative and relational response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Supporting misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and the wider community.
- Developing positive relationships with pupils to enable early intervention.
- A shared, collaborative approach which involves pupils in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

SAST Behaviour Principles

Behaviour at The Gryphon School follows the principles which reflect SAST’s vision and ethos;

- A commitment to a positive and respectful culture within our school or setting.
- Behaviour is a form of communication; and not all behaviours are a choice.
- Clear boundaries are paired with an individualised graduated response where needed.
- Children may develop academically and emotionally at different rates.
- Children and young people are supported to develop internal discipline/self-regulation and resilience.
- Behaviours can change and improvement can be secured.
- A commitment to equality and equity.
- Engagement of families, outside agencies and the wider community is sought when planning support

for CYP.

- A commitment to exclusion reduction

Legal framework

[Behaviour in Schools - Advice for headteachers and school staff \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - DfE (2026) Restrictive Interventions, including use of reasonable force, in schools.
 - Voyeurism (Offences) Act 2019
 - DfE (2024) 'Keeping Children Safe in Education'
 - DfE (2022) 'Behaviour in Schools Advice for headteachers and school staff'
 - DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
 - DfE (2022) 'Searching, Screening and Confiscation Advice for schools'
 -
- This policy operates in conjunction with the following school policies:
 - Anti-Bullying Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - Safeguarding and Child Protection Policy
 - Drug Education Policy

Every Child Matters – KCSIE 2025

This document is about how we can help our students to develop effective Social and Emotional Attitudes for Learning. The aims of our curriculum are to enable all young people to become: successful learners, confident individuals and responsible citizens. We have a legal responsibility to take into account every individual student's needs. This means when you are applying school guidelines you must use "Intelligent Consistency". Intelligent consistency is the application of the school rules in a flexible way that takes into account the different needs, backgrounds and experiences of individual students.

Roles and responsibilities

The **Academy Committee** has overall responsibility for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The **Headteacher and SLT** are responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and consistently following sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the academy committee on the implementation of this policy.

The **Heads of Year** and **SENDCOs** are responsible for:

- Collaborating with the academy committee, Headteacher and the SLT to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the Heads of Years and SENCOs and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: the Headteacher, the Head of Year, the SENDCO and the Head of Department.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the Headteacher, supporting pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable or concerning behaviour to a member of staff.

Parents/Carers are responsible for the behaviour of their child/children inside and outside of school.

Definitions

For the purpose of this policy, The Gryphon School defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco or vapes
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

For the purpose of this policy, the school defines “unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones, smart watches/glasses without permission
- Refusal to wear the correct uniform.
- Graffiti

Smoking, Vaping and controlled substances

In accordance with part 1 of the Health Act 2006, this school is a smoke and vape free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. Parents, visitors and staff are instructed not to smoke or vape on schoolgrounds and should avoid smoking and vaping in front of pupils and/or encouraging pupils to smoke or vape. Pupils are not permitted to bring smoking or vaping materials or nicotine products to school. This includes, but is not limited to, cigarettes, vapes, e-cigarettes, lighters, matches or pipes. In the interest of health and hygiene, the school requests that people refrain from smoking and vaping outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs. Pupils and staff are required to follow the school's Drug Education Policy.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present. The staff member will store the sample in the School Office. The incident will be reported to the police immediately.

The police will then collect the sample and deal with it in line with their agreed protocols. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Safeguarding and Child Protection Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

Prohibited sexual harassment

The Gryphon School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, sharing or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing

- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment: Matches, lighters, etc.
- Drugs and smoking equipment: Cigarettes, Tobacco, Cigarette papers, Electronic cigarettes (e-cigs), Vapes, smoking or vaping paraphernalia
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure • Weapons and other dangerous implements or substances: Knives, Razors, Catapults, Guns (including replicas, BB guns and water pistols), Laser pens, Knuckle dusters and studded arm bands, Whips or similar items, Pepper sprays and gas canisters, Fireworks, Dangerous chemicals
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hairspray

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

All members of staff can use their power to search without consent for any of the items listed above. Searches will be conducted by a same-sex member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds

to suspect is a prohibited item. Confiscation must be used in a reasonable and measured manner. Staff may search for any prohibited item listed within this policy, including vaping devices and e-cigarettes.

As shared with students and parents if a student is in possession of an item that is liable to be confiscated e.g. jewelry or mobile phone, they should not be out in school, therefore the item can be confiscated until the end of the school day. Until that point it should be held in the school office in the allocated storage device. The school is not liable for any damage to, or loss of, any confiscated item. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil. The Headteacher will always be notified when any item is confiscated.

Searches

All searches will be carried out respectfully, lawfully and proportionately. Wherever possible, pupils will be informed of the reason for the search and given the opportunity to cooperate. Searches for prohibited items will be recorded on the school's safeguarding system and parents/carers will normally be informed as soon as practicable. Where a search identifies a safeguarding concern, the Designated Safeguarding Lead will be informed immediately.

Significant incidents involving searches, confiscation of prohibited items or the use of restrictive interventions will be recorded in line with the school's safeguarding and recording procedures.

School staff will never conduct a strip search. Where such a search is considered necessary, this can only be undertaken by the police in accordance with statutory guidance.

Teaching and Learning - The Gryphon School Way

GRYPHON LIFE

Greet students with a positive meet and greet at the door and register them promptly.

Retrieval, low stakes starter/entry task on the board (where appropriate) upon arrival.

Your seating plan should be clear and thoughtfully organised, with a well-arranged room.

Provide clarity of task explanation on each task set:

- What is the task?
- How do students do it? (pairs, silence, group) – all lessons should include an element of silent/individual work.
- How long do students have?
- What to do if/when students finish? (extension task presented with each task).

Highlight literacy strategies in reading.

Oracy and questioning (opportunities to develop/explore and utilising new CPD strategies).

Nurture adaptive teaching methods, following the learning passport and utilising new CPD strategies.

Linked assessments to SOW & specifications that are fit for purpose. Assessments add value to students at all stages of the assessment process, e.g. before (through shared and taught revision strategies), during (50-minute silent assessment), and after (purple pen/DIRT tasks).

Include opportunities to deliver or discuss SMSC, careers and British values.

Follow the HW policy by setting all homework on TEAMS with regularity, ensuring work is appropriate, beneficial, and constructive practice or revision.

Ensure students' books and folders are organised and presented to a high standard

Rewards

At The Gryphon School we provide a whole school framework for rewarding students; ensure that students develop a sense of personal responsibility; and motivate and inspire students to greater achievements.

Rewards at the Gryphon are based upon our LIFE values (Leadership, Integrity, Fellowship and Exploration) and whilst the criteria for achieving these rewards is standard and consistent across the school, the characteristics vary slightly in each department. 'How to achieve rewards in....' posters will be on display in every classroom and department.

For every level of reward logged by staff on Arbor, students will receive reward points, which will accumulate. Each student can track how many rewards points they have via the 'Praise Shop' on the Student Portal. At any point during the year, students can redeem these reward points by ordering prizes, which will be redeemed and delivered to their tutor through the Learning Hub.

Each year group holds celebratory assemblies on a half termly basis. They involve a range of activities including prize draws for students with good behaviour and attendance records. You can never use too many rewards. It is essential that we all seek to reinforce good behaviours with rewards.

As of July 2026, The Gryphon School has a 14:1 ratio of positive to negative behaviour points.

Rewards for Sixth Form

Departments can reward Sixth Form students at the classroom or subject levels in similar ways to lower school. Postcards home are available for class teachers to recognise an individual piece of good quality work and departmental letters can be sent home for sustained work of good quality; please send a copy to Sixth Form office. Departmental letters and certificates will be recorded on Arbor and provide useful evidence for references and CVs. Certificates for exceptional performance can be presented in assemblies via Sixth Form office. We request nominations for Student of the Month aiming to do this six times in the year; nominated students and the winners are recorded on Arbor. Winners receive gift vouchers and their names appear in the newsletter. Students will also be made aware of numerous opportunities with universities, businesses, summer schools, work experience, trips and visitors that all students can benefit from.

Level	Awarded by	Example	Students receive	Issued via
1	All staff	• Student contributes excellent answer in class discussion • Student hands out books in class	1 reward point	Arbor
2	All staff	• Student is consistently excellent through lesson • Student clears up litter in the canteen, which is not theirs	Golden Ticket + 5 reward points	Arbor
3	All staff	• Student goes above and beyond to produce an excellent homework project • Student helps at Sherborne Country Fair	Electronic postcard home + 10 reward points	Arbor
4	HOY/HOD/SLT	• Student produces a truly exceptional piece of work • Student speaks at Open Evening	Headteacher's commendation or letter home + 20 reward points	Arbor

Consequences

At The Gryphon School, we refer to responses to misbehaviour as consequences or sanctions. We do not allow misbehaviour to undermine learning in the classroom. We ensure that our Behaviour for Learning Policy is applied consistently across the school and that the principle of individual responsibility underpins all consequences. We follow a relational and restorative approach in order to emphasise our “Respect You, Respect Me” ethos.

All staff are expected to observe the policy guidance and follow up when necessary with the appropriate consequence. All consequences will be recorded by the initiating member of staff using Arbor.

Level	Issued by	Example	Consequence available	Issued via
1	All staff	• Lateness • Off task • Impolite • Swearing • Low level disruption	• Following a conversation / reminder of expectations and a clear warning, expect compliance and then implement a conversation to discuss the incident with the student in order to avoid it happening again	Arbor If a student receives 3 L1 negatives in a week, they will have a lunchtime reflection on the Wednesday or Friday of that week.
2	All staff in conjunction with HOD/HOY	• Persistent level 1 behaviour after issuing L1 sanction • Lack of respect • Deliberate underachievement • Directed swearing • General use of discriminatory language • Lateness	• Class teacher contacts home via email / telephone • If the behaviour continues to repeat itself, the HOD contacts home • Transgressed within department.	Arbor and teacher or HOD contacts home 3 Level 2 behaviours in a week is escalated to an after school reflection, where the HOY will have a restorative conversation with the student.
3	HOY/SLT	• Persistent level 2 behaviour (3 or more L2 incidents per half-term) • Vandalism/theft • Truancy • Maximum refusal	• SLT Call Out and removal of student from the classroom • SLT after school reflection (Weds or Fri) • SLT Behaviour Report	Arbor HOY contact home

Level	Issued by	Example	Consequence available	Issued via
		Directed use of discriminatory language		
4	SLT	- Persistent L3 behaviour (3 or more L3 incidents per half term) - Threatening or aggressive behaviour - Verbal abuse - Directed use of discriminatory language NB: This list is not exhaustive.	- Guided Reset day - Fixed term suspension - Implementation of Written Warning system - Involvement of external agencies - Student is placed on a Pastoral Support Plan	Arbor – SLT contact home
5	Headteacher	- Failure to respond to Final Written Warning - Serious assault - Serious misuse of internet/e-comms - Bringing a weapon on site - Incitement to racial hatred - Malicious allegations against member of staff - Drug related activity - Arson - Serious incidents of theft NB: This list is not exhaustive.	Permanent exclusion recommended to Governing body Discipline committee.	Headteacher

Reflections (previously 'Detentions')

The school will make it clear to parents and pupils that they are able to use Reflections as a sanction, both during and outside of school hours. The Gryphon School operates two formal reflections per week on a Wednesday and Friday afternoon from 3.15 – 4.15pm. However, social times can also be used for reflections when necessary for individual students.

Parental consent is not required for reflections and, therefore, the school is able to issue reflections as a sanction without first notifying the parents of the pupil. When issuing reflections, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the reflection is during social times, the pupil will be given time to eat, drink and use the toilet. When issuing reflections which are set to be outside of school hours, the member of staff doing so will consider:

- Whether the reflection is likely to put the pupil at risk.
- Whether the pupil has identified caring responsibilities which would make the reflection unreasonable.
- Whether suitable transport arrangements are in place between the parents and the pupil. It does not matter whether these transport arrangements are inconvenient to the parents.

Reflections are used to discuss the behavioural issue with the student, supporting them in a restorative conversation with their teacher, allowing all parties to gain closure and move on, showing mutual respect.

Guided Reset (previously 'Isolation')

The school may decide to move pupils to a separate room away from other pupils for a limited period. The school will only move pupils to do Guided Reset where absolutely necessary, and where the process outlined in this policy has been followed and has failed to resolve the behaviour issue. The school will ensure that pupil's health and safety is not compromised during their time in the Guided Reset room, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends in the Guided Reset room will be up to the school to decide. The school will ensure that the pupil is not kept in Guided Reset for any longer than necessary. During this time, the student will have a supportive conversation with their HOY, a trusted member of SLT, as well as their classroom teacher if possible.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in Guided Reset. The Headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Restrictive Interventions and Reasonable Force

Staff may use reasonable force or other lawful restrictive interventions where it is necessary to:

- prevent a pupil from injuring themselves or others;
- prevent serious damage to property;
- prevent the commission of a criminal offence;
- prevent behaviour which seriously disrupts the good order of the school.

Restrictive interventions will always be:

- reasonable, proportionate and necessary;

- used only for the shortest possible time;
- never used as a punishment;
- carried out in accordance with current DfE guidance.

Staff will not use techniques that restrict breathing or circulation, or use seclusion as a disciplinary sanction.

Following any significant restrictive intervention:

- the incident will be recorded;
- parents/carers will normally be informed on the same day;
- appropriate debriefing and support will be provided for both the pupil and staff involved;
- behaviour support plans and risk assessments will be reviewed where appropriate.

The Written Warning System

When a student's behaviour reaches Level 4 the Written Warning system applies. There are three stages to the Written Warning system.

Stage 1: First Written Warning

Issued to student by Head of Year usually following a temporary exclusion (internal or external) and a reintegration meeting with parents. At the same time a Pastoral Support Plan (PSP) is created in negotiation with parents and the student. The warning stays on file for 4 weeks. If the student's behaviour improves for this length of time the warning is removed. If not it can either be sustained or the student will be given a second written warning. In both of these cases there should be a meeting with parents and student to review the PSP and to examine why the student's behaviour has not improved.

Stage 2: Second Written Warning

Issued to student by Assistant Headteacher and Head of Year following poor response to first written warning during a meeting with parents and the student. The system used to support the student is the same as for first warning. It is possible that at this stage outside agencies will be invited to support the student involved. If the student's behaviour improves for 4 weeks the level of warning is moved down to first written warning. Failure to respond to the support offered will result in the issue of the final written warning.

Stage 3: Third and Final Written Warning

Issued to student by Headteacher, Assistant Headteacher, Head of Year and a Governor at a meeting with parents and the student. The student and parents must understand that failure to respond to this warning is likely to result in a recommendation of permanent exclusion from school. If the student's behaviour improves for 4 weeks the level of warning is moved down to second written warning. A further PSP is created to ensure that the student has the best possible chance to improve his or her behaviour. The Final Written warning is occasionally issued in response to a one-off serious event; in most of these cases this written warning will stay in place for the rest of the student's time at the Gryphon School.

Stage 4: Permanent Exclusion

Issued to the student by the Headteacher and Chair of Governors. Used in response to a failure by the student to respond to the third written warning or as a result of a very serious event. This decision is referred to the Governors' Discipline Committee.

Sanctions for Sixth form

Departments should use sanctions appropriate to Sixth Formers who have chosen to attend their course and hopefully achieve a successful outcome with their teacher's support. Students should be given an opportunity to catch up work, support their studies with extra time in the department (not a detention/reflection) or going to relevant support sessions and liaise with their tutor. If this does not improve the situation then departments should contact home. Arbor should be used to log concerns about Sixth Form students.

If necessary students can be excluded from lessons, but only once other strategies have been attempted and this should only be done in communication with parents. Contracts can be drawn up with the Sixth form team if necessary. Any student with 5% or higher unauthorised absence to lessons or tutorial sessions (once extenuating circumstances are taken into account) will be placed on a formal First Written Warning, which will also involve a meeting with HoY, the student and their parents/ guardians. Should this persist into a second month, a further meeting and formal Second Written Warning will be given, and a subsequent meeting and formal Third Written Warning if this continues for a third month. If no change is then made, the student will unfortunately be asked to leave the Gryphon Sixth Form. In exceptional circumstances students may be temporarily or permanently excluded, these sanctions must be applied in accordance with the guidelines used for the whole Gryphon School.

Discriminatory Incidents.

Procedure for dealing with alleged discriminatory incidents involving students



Exclusions

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Purpose

Exclusion will only be used in the most serious of incidents in order to maintain the safe, secure learning environment enjoyed by all members of the school and local community. The Gryphon School will seek to minimise the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

This policy is designed to outline The Gryphon School's approach to exclusions within the statutory framework as set out in the Department for Education 'Statutory Guidance Exclusion from maintained schools, academies and pupil referral units in England 2012 updated 2015 and 2018 and 2022'. It outlines only where The Gryphon School applies its own additional guidance and policies, which complement and reinforce the statutory guidance, for the purpose of clarity in the day-to-day operation of the school. They will also take into account their statutory duties in relation to special educational needs including having regard to the SEN Code of Practice.

Principles

The Gryphon School is an inclusive school and has a commitment for students to be in lessons and engaged in learning activities alongside their peers. Before excluding a student, in most cases alternative strategies will have taken place. The Gryphon School will monitor the number, reasons for and types of exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are wherever possible being met. Where a one off incident of sufficient gravity has taken place, this may not apply. A decision to exclude a student will only be taken:

- In response to serious breaches of the school Behaviour for Learning Policy if allowing the student to remain in the school would seriously harm the learning or welfare of the student, other students or staff in the school;
- In cases where there has been a major breach of normal expectations of conduct and or a breach of the criminal law.

Exclusion is a sanction used by The Gryphon School only in cases deemed serious breaches of the schools Behaviour for Learning Policy. A student may be at risk of exclusion (whether external or permanent) from the school for:

- Verbal or physical assault of a student or adults
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- Abusive, threatening or intimidation of another person via electronic media

- Damage to property
- Misuse of illegal drugs and other substances
- Theft
- Persistent acts of defiance towards staff
- Serious threatened or actual violence towards another person

This list is not exhaustive, and each case will be individually considered.

Responsibilities of a Headteacher

A Fixed Term Exclusion from The Gryphon School can only be authorised by the Headteacher. If they are unavailable to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. In the case of a Permanent Exclusion this can only be authorised by a Headteacher. In considering the exclusion of a student the Headteacher will ensure that the following actions are taken:

- An investigation to establish the facts of the case
- Take into account the Behaviour for Learning Policy
- Ensure that wherever practical students involved have the opportunity to give their version of events

There are occasions when the severity of the offence will merit permanent exclusion even when there has been no record of poor behaviour. Arrangements will be made for students who are excluded to join their lessons via MS Teams or have worked emailed directly to them.

Informing Parents/Carers about the Exclusion

Parents/carers will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised, by either phone contact or a face to face meeting. A written confirmation of the exclusion including the term of the exclusion, reasons and right to appeal to the school governors will be sent to parents/carers on the same day. A student who has been excluded will normally have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature and consequences of their misbehaviour. If the Headteacher wishes to extend fixed term exclusion or convert fixed term exclusion into a permanent exclusion, the Headteacher will again write to the parents/carers explaining the reasons and right of appeal to the Local Academy Committee Discipline Panel. The Chair of Governors will be notified of all Permanent Exclusions the same day of the production of the exclusion letter by being sent a copy of the exclusion letter.

Students Returning From Fixed Term Exclusion

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting accompanied by a Parent/Carer. This meeting will reinforce expectations and seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the student, parent and school. On return from a Fixed Term Exclusion, students may be placed on an Individual Behaviour Plan. Where this happens, it will be reviewed after 4 weeks. If this fails, or a student has been excluded whilst on an Individual Behaviour

Plan, they will then be placed on a Pastoral Support Plan at this meeting.

Appeals

All correspondence notifying a Parent/Carer of an exclusion from The Gryphon School will inform them of their right to appeal to the local Academy Committee Discipline Panel against the decision to exclude. The person who should be contacted to lodge an appeal is the Clerk to Governors at the school.

Responsibilities of Academy Committee

The responsibilities of the Academy Committee shall be as follows:

- To establish a discipline panel and consider any appeals when required to do so
- The Academy Committee does not have the right to exclude a student but if they so wish, they may recommend that the Headteacher considers exclusion
- To review the use of exclusion at the school

The Academy Committee will meet to consider exclusion under the following circumstances:

- The exclusion is permanent
- It is a fixed period exclusion that would bring the total number of days of exclusion to more than 15 in one term
- It would result in the student missing a public examination or national test
- To consider an appeal by a Parent or Carer
- To consider an exclusion at the request of the Headteacher

The Academy Committee will:

- Consider the reasons for the exclusion given by the Headteacher or their designate and ask any questions
- Consider any representations about the exclusion made by the Parent/Carer and ask any questions
- Consider any points raised by the students and ask any questions In the light of their consideration, the Local Academy Committee Discipline Panel can either:
- Uphold an exclusion
- Direct reinstatement of the student immediately or on a particular date

The local Academy Committee Discipline Panel will write to parents within five school days of the meeting to inform them of the decision of the panel and inform them of their right of appeal.

Intervention

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will attempt to use the deescalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The Headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Cigarettes, Vapes, Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff can search for all the items listed in section 6 of this policy, reasonable force will only be used, if necessary, to search for the items listed above. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parents will be contacted; parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Bullying

We consider bullying to be any form of behaviour that makes another person feel uncomfortable or intimidated. In society this ranges from teasing and name calling to physical threats and violent behaviour as well as the more recent phenomenon of internet or cyber bullying. The School Council has re-written the school's Anti-bullying Policy which is published separately. The Gryphon School does not tolerate bullying in any form and staff always take action when bullying is reported. It is important to recognise that positive action is needed to ensure that students who bully are supported to change their behaviour; sanctions alone are unlikely to be effective. All staff are aware of The Gryphon's zero tolerance on bullying and have regular reminders and CPD sessions to de-escalate issues and follow up actions appropriately.

Uniform Expectations

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

"Each school decides its uniform and must not discriminate based on gender, race, disability, sexual orientation or belief. The Headteacher can discipline your child for not wearing the school uniform. Your child can be suspended or expelled if they repeatedly ignore the uniform rules. Talk to the head teacher if your child isn't wearing the uniform, including PE kit, because you can't afford it. The school should give you time to buy the right clothes. If you're in England, you may also get financial help from your local council".

As a school we believe that a smart appearance is an important part of creating and maintaining the appropriate environment for learning and preparing for adult life and the world of work. In addition, following the agreed uniform and appearance requirements is an integral part of belonging to our learning community. Students will be expected to wear the correct uniform at all times during the school day and whilst travelling to and from school. Failure to follow the uniform requirements could result in sanctions being applied under the behaviour policy. A copy of the school uniform requirements is available on the web-site.

Stage 1:

Lesson 1 / arrival at school is the key time for checking uniform and all staff will check uniform and equipment daily.

Lesson Time - Staff will check uniform at the start of lessons in an informal way and if a student attends a lesson with incorrect uniform staff will record on Arbor and send students to hub to change. This will require a student to improve their uniform immediately.

Stage 2:

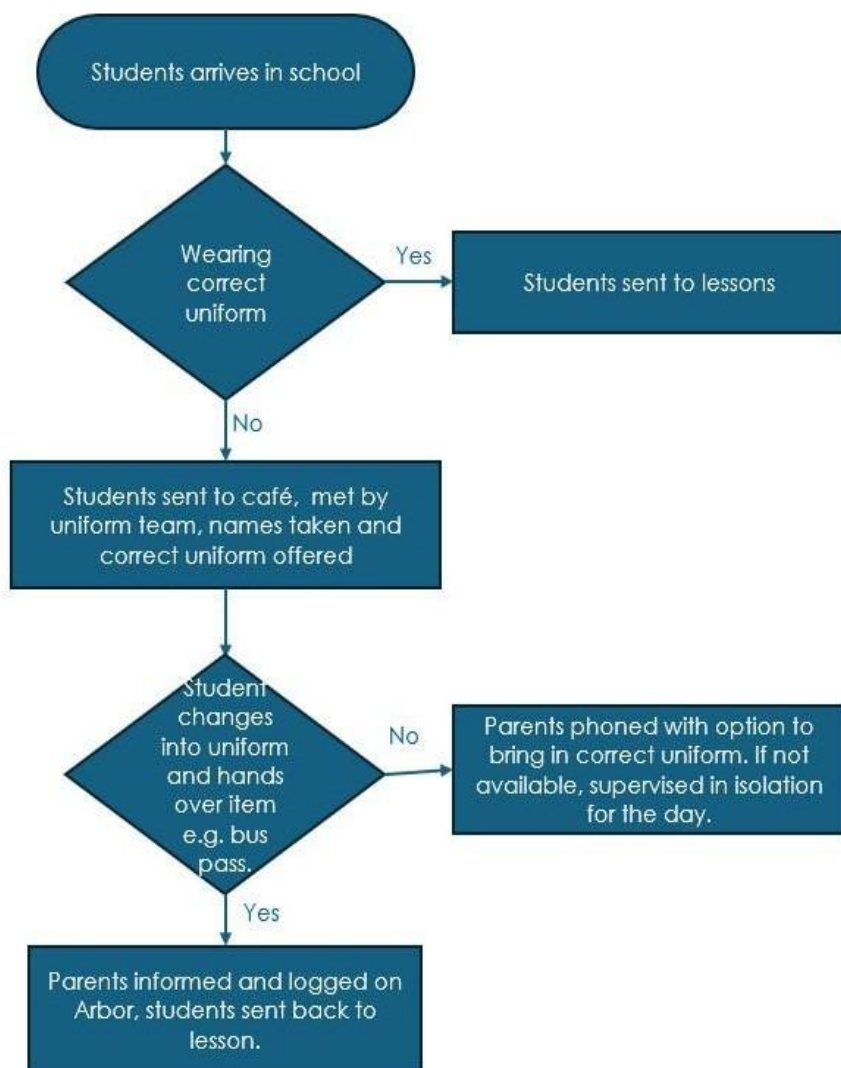
Contact with Parents/Guardians: A meeting will be set up between the student, parents/ guardians and the Head of Year/ Deputy Head of Year or Tutor to try and resolve the uniform issue.

Stage 3:

If a student continues to ignore the school uniform policy they will be withdrawn from lessons until the uniform breach is resolved; for example persistent noncompliance with an item of school uniform.

Uniform Sanctions

The school has clear sanctions regarding wearing incorrect uniform. Students and parents have had these shared with them. The following sanctions will be followed for students who refuse to change into the correct uniform:



Contact will be made with home if students arrive in school in the incorrect uniform.

If a student has to be asked to change 5 times your parents will be invited into a meeting.

If a student refuses to change, we will follow the behaviour for learning policy and invite your parents in linked to this maximum refusal.

Students who wear incorrect uniform will be required to attend an after-school reflection in order to have a restorative conversation on the importance of the uniform policy.

Mobile phones

Introduction

The Gryphon School recognises and accepts that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. Many students commute long distances to school and/or take part in extra- curricular activities outside of normal school hours.

However as soon as students pass the entry bollards as they approach school, they need to have their phone **'off and away, all day'**. Any phones which are seen out by a teacher will be kept in the front office until the end of the day. There will be a no warning policy with this. Full details of the expectations around mobile phones can be found in our **Mobile Phone Policy**.

Students need to be aware that the school will also respond to incidents of phone misuse which take place outside of school. This could include involving the local police if the incident requires. Incidents of misuse outside of school or on the school buses could include:

- The deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass or intimidate by publishing to a wider audience such as on Facebook or YouTube;
- Bullying by text, image and email messaging;
- The use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages);
- The posting of material on social networking sites with no thought to the risks to personal reputation and sometimes with the deliberate intention of causing harm to others;
- Making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other students;
- General disruption to learning caused by students accessing phones in lessons;
- Pupils phoning parents immediately following an incident so that the ability of staff to deal with it is compromised;
- Publishing photographs of vulnerable students who may be on a child protection plan, where this may put them at additional risk.

These guidelines outline the expectations of the school on student use of mobile phones. They also give clear guidance to staff, students and parents about the consequences of breaches of these guidelines.

The school also recognises the growing body of evidence highlighting the potential negative impact of smartphone and mobile phone use on children and young people. Research identifies links between excessive phone use and reduced attention and focus, disrupted sleep, negative effects on mental health and self-esteem, exposure to harmful or inappropriate content, and increased risks of cyberbullying and online peer pressure. In response, the school is committed to promoting a safe, focused, and nurturing learning environment by supporting responsible, age-appropriate technology use that prioritises pupils' wellbeing, learning, and positive face-to-face social interaction during the school day.

Responsibility

- It is the responsibility of students who bring mobile phones to school to abide by the school rules. **The school takes no responsibility for mobile phones when they are in school. This includes when confiscated.**
- Students should be advised that if they do bring mobile phones (or other such electronic devices) to school, they do so at their own risk. The security of the phone will remain the student's responsibility in all lessons, including PE. Phones can be handed in at the school office for safe-keeping if marked with the student's name and Tutor Group.
- Students are discouraged from bringing expensive items to school if it is not necessary to do so. A basic and inexpensive pay-as-you-go mobile phone is advised as the most appropriate.
- In line with police advice, students are advised for personal safety reasons not to display expensive or desirable electronic items in public places, for example on the journey to and from school.
- We encourage parents/carers to talk to their child about appropriate use and security.

Unacceptable Use

Any use of a mobile phone outside of the principles outlined above will be deemed unacceptable and can result in sanctions. The school will also consider any of the following to be unacceptable use of the mobile phone and a serious breach of the school's Behaviour for Learning policy, resulting in sanctions being taken:

- Photographing or filming staff or other students without their knowledge or permission.
- Posting photographs or other material about a member of staff or another student online without their knowledge or permission.
- Photographing or filming in toilets, changing rooms and other similar areas.
- Bullying, harassing or intimidating staff or students by the use of text, email or multimedia messaging, sending inappropriate messages or posts to social networking or blogging sites.

- Any student who uses vulgar, derogatory, or obscene language while using a mobile phone will face disciplinary action.
- Refusing to switch a phone off or hand over a phone at the request of a member of staff.
- Using the mobile phone outside school hours to intimidate or upset staff or students will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time. It should be noted that it is a criminal offence to use a mobile phone to menace or offend another person. As such, in cases of serious misconduct, the school may consider it appropriate to involve the police.
- Any student caught using a mobile phone to cheat in exams or assessment will face disciplinary action.
- For public examinations, mobile phones are not allowed in the exam room. Students are advised to familiarise themselves with the rules of the exam board.
- For all other examinations the school follows the public examinations guidelines.

Theft or Damage

- It is advised that mobile phones are insured and marked for easy identification and that a record is kept of the device's serial number.
- Mobile phones that are found in the school and whose owner cannot be located should be handed in to reception.
- It is strongly advised that students use passwords/PIN numbers to ensure that unauthorised calls cannot be made from their phones in the event of them being stolen. Passwords/PIN numbers must be kept confidential.
- Lost and stolen mobile phones can be blocked across all networks by contacting the operator with the serial number of the device.

Sanctions

Students who infringe the rules set out in this document could face having their phone confiscated by a member of staff. On the first infringement of this policy, the mobile phone would be confiscated by the teacher and taken to reception, where it would be securely stored. The student will be able to collect the mobile phone at the end of the school day. On the occasion of a first confiscation, but where there are aggravating factors such as rudeness on the part of the student, the imposition of an additional sanction will be considered. On the second infringement, the mobile phone would be confiscated by the teacher and taken to the student reception, where it would be securely stored. Parents/carers will be informed of the situation and invited in for a meeting to discuss the mobile phone use of their child.

A student will automatically have an after-school reflection if their phone is seen during the school day. This includes in their pocket, not being used. They need to be off and away in their bags.

Support for the Victim regarding online issues.

Where an incident has involved the victimisation, harassment, alarm or distress of another student or member of staff, the school will provide support for the victim.

This should be discussed with the victim's family or, where the incident involves a member of staff, appropriate support should be obtained.

To support the rehabilitation of a victim, the following support may be offered: • Follow up with the

victim and family and agree a suitable way forward to facilitate an effective closure for the victim to the incident.

- Other avenues to support the victim, such as Childline or the Safer Schools Team will be suggested.
- The school will ensure that the perpetrator, and any others involved, is educated about the impact of their actions on their victim.
- The school will ensure a fully documented case history of the incident is recorded and appropriate notes are placed on My Concern or Arbor
- Where material has been posted online about a victim, the school will provide support in getting material removed, either through discussion with the poster of the material or contact with the service provider.

Trips and visits

Mobile phones can be very useful on a school trip. This may be for: maintaining communication with parents; use as an emergency contact; taking photographs because many students no longer use a camera. Visit leaders must ensure that they consider the students' use of mobile phones on their trip and make reference to this in any risk assessment. Students must be briefed about the rules prior to any trip and the details must also be communicated to parents via a letter or parents' meeting as appropriate.

Other mobile / cellular devices

From 1st January 2027, smart watches (e.g. Apple Watch) and smart glasses (e.g. Meta Glasses) are banned from school. Students are advised to leave such devices at home to avoid potential damage whilst kept in school bags. Filming / recording / taking images with any smart device is prohibited whilst in school.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. This applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

The school will impose the same behaviour sanctions for bullying incidents and non- criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same

behaviour conducted on school premises. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Staff training

The Gryphon School recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter induction. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme; this training is updated on an annual basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. All staff members are trained in the approved methods of physical intervention. All staff will also receive training on the common symptoms of SEMH problems, what is and is not cause for concern, and what to do if they think they have spotted a developing problem. At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing. Teachers and support staff will receive regular and ongoing training as part of their development.