



NORWICH SCHOOL

Behaviour Support and Intervention Policy (Senior School)

This policy is reviewed by Council of Management every year. This policy was last reviewed and agreed on Lent 2026. It is due for review in Lent 2027.

Confirmed by:

Steffan Griffiths	Head	Lent 2026
Andy Wood	Chair of Governors	Lent 2026

Version Control

Version number	Date issued	Author / key contact	Change(s) summary - Minor changes can be authorised by a senior staff member and do not need formal approval. - Major revisions require approval through the confirming authority (typically a Committee)
1.0	July 2021	Nicky Fairweather	Appendices removed and included in staff policies. Minor typos and job titles updated.
2.0	Trinity 2022	Nicky Fairweather	Norwich School Pupil Charter updated.
3.0	Trinity 2023	Nicky Fairweather	Multiple changes throughout.
3.1	Trinity 2024	Nicky Fairweather	Amends to: Rewards and Recognition, Interventions and Sanctions, and Appeals sections.
3.2	Lent 2025	Nicky Fairweather	Reference to Suspension & Expulsion to Fixed Term Exclusion and Permanent Exclusion & include stage 3 behaviours
3.3	Lent 2026	Nicky Fairweather	Overall review and minor wording updates. Stage 3 details reviewed.

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How to use this policy

This policy sets out Norwich School's approach to behaviour support and intervention for all staff. All teachers and tutors should read this annually. For day-to-day reference, the most useful sections are the stepped behaviour management sequence (page 7) and the intervention tables (pages 10-12), which cover most situations staff are likely to encounter. The sections on prejudicial behaviour and Stage Three conduct may be useful to come back to for reference. If you are unsure which response is appropriate in a given situation, speak to a member of the Pastoral Leadership Team. This policy should be read alongside the Anti-Bullying Policy, the Safeguarding and Child Protection Policy, and the annual Norwich School Handbook.

Purpose and Aims

The Norwich School core values are love, compassion and inclusion.

For the most part Norwich School pupils want to do well, have high aspirations and set high standards for themselves.

This policy sets out our approach to managing pupil behaviour to uphold these – the following are central:

- Behaviour management is the responsibility of all staff.
- The standard we 'walk past' is the standard we accept.
- We have high expectations for pupils, on site, online and out of school.
- Kindness is key and learning is valued.
- We encourage everyone to contribute to the harmony of our community through their actions and behaviours.

Adults in our community are consistent in their practice and as such the school standards include the following:

Teachers at Norwich School...

- a) Set high expectations that inspire, motivate and challenge pupils.*
- b) Establish an inclusive and positive culture within the class.*
- c) Know their pupils, treat them with dignity, and build strong relationships that observe appropriate boundaries.*
- d) Manage teaching spaces effectively, with clear rules and routines to create an ordered and safe learning environment.*
- e) Exercise appropriate authority to promote good and courteous behaviour*

Scope of this Policy

This policy outlines expectations during the school day, whilst travelling to and from school, and in all school activities on and off site outside of school hours. Beyond the details outlined in this policy, common sense and the context of the school values can be applied.

Incidents and allegations of bullying behaviour are covered in the Anti-Bullying Policy.

Online and digital behaviours are covered in the Pupil Digital Use and Safety Policy.

The Norwich School Handbook includes details regarding rules and expectations around site and off-site during the school day.

If the actions of a pupil online or outside school potentially threaten the wellbeing, health, and/ or safety of any members of the community, the terms of this policy may become relevant.

Where the welfare, safety or continuing education of a pupil requires it, we may investigate an (alleged) event outside school. Discretion will be exercised in determining what enquiries are appropriate and proportionate. We may determine that it is appropriate for school intervention following an investigation.

The school has a responsibility to work with external agencies, including children's service and the police. We may be required to follow their guidance and to assist in their investigations. If a criminal act is alleged, the school will refer to national government and police guidance to determine if there is a reporting duty.

The school will work with alleged victims and their families to determine wishes and feelings.

This includes (but is not limited to) when a pupil is alleged to:

- Under aggravated circumstances have created, be in possession of, or having shared 'nudes' or indecent content involving children
- Be responsible for physical assault or sexual assault
- Be responsible for a hate incident or hate crime (motivated by prejudice)
- Be in possession of drugs or offensive weapons
- Be responsible for criminal damage
- Have breached the Computer Misuse Act.

Where pupil actions arising out of school are the subject of a police investigation, wherever possible we will give priority to ensuring the continuity and effectiveness of the education of all pupils. This may require pupils under investigation to be partly or entirely schooled at home, or separately from other pupils at given times. We will endeavour to set and mark work and provide such separate teaching as can reasonably be arranged in the circumstances.

The school has a responsibility to report safeguarding concerns to Norfolk Children's Services if a child is deemed to have suffered or be in danger of suffering harm.

Recognition and Awards

We seek to recognise positive attitudes, efforts and contributions in all aspects of school life.

- Often a quiet word of personal praise can be an effective form of recognition for pupils.
- Staff may communicate positive progress / attitude with parents/carers, via email or phone call.
- Individual academic departments, Houses and Sections may operate their own forms of recognition for pupils.

In addition, the following are awarded:

Award	Awarded by	For	Typical frequency
Distinction	Teacher, Tutor [recorded in ISAMS]	Outstanding attainment, achievement or attitude	Given less frequently
Head's Commendation (HMC)	Head	Outstanding number of nominations from teachers regarding academic attainment and, or curiosity	Termly
Commendation	Assistant Head 4th / 5th / 6th Form	Nominations from teachers regarding academic attainment and/or curiosity	
Head of House Award	Heads of House	Nominations from tutors for leadership / resilience / kindness	Termly

Recognising Co-curricular Excellence

- Arnolds are awarded for distinguished contributions in one area.
- Stibbes are awarded for pupils making a distinguished and consistent contribution to the co-curricular life of the school in more than one area.
- Colours are awarded for excellence in school sport.
- House colours are awarded for notable contribution to house activities.
- Events throughout the year earn points which contribute to the House Cup.

Behaviour Support and Intervention

Pupils will on occasion get things wrong in school.

Where behaviour concerns arise staff present should take appropriate action to intervene.

Incidents and associated actions should be reported via CPOMS. CPOMS is a recording tool, not an action in itself.

Should the appropriate action / intervention be unclear, staff should seek advice from colleagues before further steps are taken.

Supporting pupils with their behaviour works most effectively in partnership with parents / carers. Where a pattern of behaviour is cause for concern, the school will communicate and meet with parents / carers to ensure that consistent and agreed expectations are established and reviewed.

Behaviour for Learning (in lessons or school activities)

Staff should reinforce the expectations listed below with pupils:

- Pupils should arrive in a timely manner and ready for learning
- The teacher should be (usually) present before pupils enter a teaching space
- Pupils should bring the correct equipment to each lesson
- Chewing gum is not allowed and pupils should not eat during lessons
- Pupils may drink water but should fill bottles between lessons
- The school day is phone free; mobiles should be in pockets / bags and on silent
- Behaviour should not disrupt the learning of others.

Staff should be consistent with the following:

- Pupil lateness should always be queried (discretely)
- Pupils should be reminded to remove coats and other outdoor clothing
- Pupils may visit a toilet at the discretion of the teacher (generally pupils should be encouraged to do this between lessons)
- Class 'breaks' should not be given during a double lesson
- Phones / headphones are not to be used during lessons (unless as outlined in policy)
- Pupils should not call-out, nor talk over each other/ the teacher
- Teachers should wait for and insist on silence where required (e.g. during direct instruction)
- Clarity should be given regarding working expectations:
 - Individual work - in silence
 - Pairwork - pair identified and conversation limited to this
 - Groupwork - group membership clear and conversation limited to task
 - Discussion – listening with care to each other
- Teachers should move around the classroom during lesson activities, monitoring, assessing progress and checking for understanding.
- Pupils should be reminded to have blazers on/ shirts tucked in etc. before next lesson
- Behaviour concerns should be addressed calmly (as outlined below), without humiliation and/ or shouting.
- Dismissal from a classroom should be deliberate and orderly.

Behaviour Management

Adherence to the routines listed above by all teaching / coaching / cover staff will support a consistent approach across the school.

Where the behaviour of a pupil disturbs the learning of others, the following steps should be calmly taken (giving 'take up time' between each step)

1. A gentle verbal or non-verbal redirection
2. A verbal reminder of expectations
3. A clear verbal caution and consequence "I will move you to sit here"
4. Pupil asked to move to alternative position in the room
5. Pupil asked to step outside for a calm reset by the teacher before returning to the room, or colleague's room if required.

What next? The points below should be read in conjunction with the 'Interventions' tables later in this policy.

- Professional credibility is asserted where a teacher responds directly to intervene.
- A one-off occurrence – likely no follow up required.
- A developing pattern - teacher to have a 1:1 conversation with the pupil after the lesson / before the next lesson to give 'Words of Guidance' (What happened? How can we improve things to develop a trusting relationship?).
- Teacher should use professional judgment and may issue a 'Reflection'.
- Considering pattern and context, the teacher may choose to make a phone call / email home.
- A Friday detention may be issued, where appropriate - communication home is required.
- CPOMS incident to be entered by the teacher, noting action(s) taken.

Head of Department Role

- Be available to discuss behaviour concerns and offer advice and support, especially where a pattern is emerging with an individual / group of pupils / class.
- Where appropriate, the HoD may support their colleague with a pupil conversation, and/or phone call/email home.
- Facilitate Department detentions as required.

Pastoral Team Role in Behaviour for Learning

- Where behaviour concerns arise in lessons, tutors should support the interventions of teaching staff, following up with conversations with the pupil.
- Behaviour concerns for a pupil from more than one subject is likely to require a co-ordinated response and intervention, where this happens the

Head of House will liaise with the Section Team to decide who is best placed to lead with an individual pupil and their family.

Behaviour for Community

Around the school site teachers should address any concerns we observe, followed by reporting and recording of actions taken in CPOMS.

Pupils are expected to show respect for the site and the staff who work hard to maintain it – as such they must ensure they do not litter or cause damage.

The table below summarises actions and should be used in conjunction with the tables on pages 11-12.

Situation	Action	Who acts initially	Who supports
Low-level concern observed by any member of staff (e.g. unkindness, littering, uniform)	Address calmly in the moment; Words of Guidance	Any staff member present	Tutor
Further or repeated low-level incidents	Words of Guidance; written Reflection may be issued	Tutor	Head of House / Section
Significant behaviour concern (e.g. serious unkindness, physical behaviour, disrespect)	Intervene calmly; report promptly	Any staff member present	Head of House / Section
Prejudicial behaviour of any kind	Intervene; address using the guidance in this policy	Any staff member present	Head of House / Section
Pattern emerging across social and lesson time	Co-ordinated response needed	Tutor	Head of House liaising with Section Team

Interventions and Sanctions

In managing pupil behaviour, the desired outcome is for change and growth. Interventions / sanctions provide a sense of consistency and certainty. Behaviour change comes with education; as such sanctions should include intervention which encourages reflection, restoration and a sense of moving forwards.

School staff should consider context, on a case-by case basis and decide on an intervention / sanction that is:

- Reasonable
- Proportionate
- Necessary.

We make distinction between behaviour concerns where there are academic issues, and where behaviour is disruptive, disrespectful, unkind or dangerous.

The tables below summarise steps that may be taken. Staff will use their best judgement in determining the appropriate intervention / sanction.

The school will endeavour to communicate openly and transparently with parents / carers whilst also adhering to the legal rights of individuals to privacy and confidentiality.

When relevant for an individual pupil, reasonable adjustments will be considered in determining an intervention / sanction.

In some cases, the Anti-Bullying Policy will be referenced, in others the Norwich School Handbook or the Pupil Digital Use and Safety Policy. Where appropriate the Farrers publication "Addressing child-on-child abuse: a resource for schools and colleges" will be referenced in decision making:

www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf

Situations where exclusion is deemed appropriate will be approached under the terms of the school's Exclusion Policy.

Parents / carers will be informed and involved in discussions as appropriate; this is likely where a pattern of Stage 1 behaviour evolves and / or when intervention moves to After-School level.

Zero tolerance

Inclusion is one of the school's core values and prejudicial behaviours of any kind are not acceptable – our zero-tolerance position means that appropriate, contextual and proportionate action will always be taken. Zero-tolerance means taking a proportionate and appropriate response to every alleged incident. It does not necessarily mean the use of sanctions in all cases.

Context where prejudicial behaviour occurs

- Investigations will establish whether the Anti-Bullying Policy or Behaviour Support and Intervention Policy should be applied.
- All incidents of prejudice will be recorded in CPOMS using the 'prejudice/discrimination' category.
- Contextual consideration should be given to any minoritised background of pupils involved.
- Pastoral staff will keep colleagues informed of a pupil's personal circumstances which could impact their attitude or behaviour, and where reasonable adjustments may be appropriate.
- All incidents of a prejudicial nature will be followed up with reflective work, regardless of intent.
 - The impact of prejudicial behaviour and/or language will be fully explored;
 - including (but not limited to) the context of the school's values, and the Equality Act 2010.
- During reflective conversations with pupils and parents, focus will be given to the impact of the prejudicial behaviour.

- Staff should avoid language that distances the harmful behaviour from its impact;
- or implies that the severity of the behaviour is dependent on how the behaviour was received.
- Examples of language to avoid includes phrases such as “*perceived as*” / “*they felt it was*” / “*came across as*”.
- The use of such language introduces doubt where there shouldn't be any, implying that the harm caused is subjective rather than real.
- Conversations should focus on community harmony; such behaviours are not conducive to our school values and therefore have no place here.
- Conversations around prejudicial behaviours are important. *Staff should focus on the specific behaviours, not the individual, focusing on education for life, mindful of avoiding blame and shame.

***Name it clearly:** *"What you just said/did is racist/sexist. Let me explain."*

Separate intent from impact: *"I don't think you were trying to be hurtful, but those words/those actions cause real harm because..."*

Focus on the behaviour, not the pupil: *"That comment/action was wrong"* rather than *"you are racist/sexist"*.

- Further guidance and conversation scaffolding is available for staff to help navigate conversations surrounding prejudicial language.

In the following tables – Academic and Behaviour – please note that * indicates where staff issuing sanctions must communicate with home before intervention notifications are sent from the office of the Principal Deputy Head (PDH).

ACADEMIC INTERVENTIONS / SANCTIONS

BEHAVIOUR <i>Action</i>	RECOGNITION <i>Consequence</i>	REFLECTION <i>Understanding</i>	RESTORATION <i>Change</i>
STAGE ONE INTERVENTION			
Forgetting equipment, inappropriate amount or level of work or lack of effort	Immediate words of guidance	Immediate reflection	Positive progress immediately
Further incident of forgetting equipment, inappropriate amount or level of work or lack of effort	Words of guidance at end of lesson; a written 'reflection' may be issued	Moment of reflection with Teacher	Positive progress next lesson
Repeated incidents of forgetting equipment or inappropriate amount or level of work or lack of effort	Teacher informs tutor who provides words of guidance; a written 'reflection' may be issued	Time of reflection and discussion with Tutor ; identification of strategies needed to improve	Acknowledgement of actions and in-person apology; positive progress thereafter
STAGE TWO INTERVENTION			
Repeated Stage One behaviour or a more notable incident (<i>beyond low level</i>) of ignoring instructions / lack of work	Supervised Study Break / Lunch c.30 mins	Written reflection and discussion with Head of Department / Senior Leader ; identification of	Restorative actions agreed with in dialogue with staff; communication with other parties involved

		strategies needed to improve	
Repeated or a more significant incident (<i>beyond the norm</i>) of ignoring instructions / lack of work; plagiarism or inappropriate conduct	<u>1 Hour Supervised Study*</u> Wednesday 4pm	Written reflection and discussion with Senior Leader ; identification of strategies needed to improve application	Restorative actions agreed with in dialogue with staff. Communication with other parties involved
Repeated or a serious incident of ignoring instructions / lack of work; plagiarism or inappropriate conduct	<u>2 Hour Supervised Study*</u> Wednesday 4pm or Saturday 9am	Written reflection and discussion with Senior Leader ; identification of strategies needed to improve application	Restorative actions agreed with in dialogue with staff. Communication with other parties involved
Repeated or a very serious incident of ignoring instructions / lack of work; plagiarism or inappropriate conduct	<u>Internal Suspension</u> 1–2 days	Removal from lessons and social times. To include written reflection and discussion with Senior Leader ; identification of strategies to improve	Restorative actions agreed with in dialogue with Senior Leader; communication with other parties involved
STAGE THREE INTERVENTION			
<i>Either a culmination of Stage Two behaviour, or a very serious incident e.g. illegal or dishonest or harmful conduct</i>	<u>Fixed Term Exclusion</u> 2+ days	Pre-FTE meeting with Senior Leader(s) to set targets, followed by back-to-school meeting to identify strategies & support	Restorative actions agreed in dialogue with Director of Studies and / Head; communication with other parties involved
A last resort: when a pupil has committed an offence or series of offences which makes a place at the school untenable	<u>Permanent Exclusion</u>	Meeting with Head and Senior Leader(s)	Support/guidance provided for onward educational pathway as appropriate.

BEHAVIOUR INTERVENTIONS / SANCTIONS

BEHAVIOUR <i>Action</i>	RECOGNITION <i>Consequence</i>	REFLECTION <i>Understanding</i>	RESTORATION <i>Change</i>
STAGE ONE INTERVENTION			
Low-level disruption ; failure to follow instructions; unkindness; physical behaviour; lack of care for school site / property / community	1. Redirect 2. Remind 3. Caution 4. Move	Immediate reflection in situ	Positive behaviour immediately
Further incident of low-level disruption; failure to follow instructions; unkindness; physical behaviour; lack of care for school site / property / community	'Words of guidance' at end of lesson or after the event; a written 'Reflection' may be issued	Moment of reflection with Teacher / Tutor	Positive behaviour thereafter
Repeated incidents of low-level disruption;	Teacher / HoD / Tutor follows up	Time of reflection and discussion with	Acknowledgement of actions and in-person

failure to follow instructions; unkindness; physical behaviour; lack of care for school site / property / community	with 'Words of guidance'; a written 'Reflection' may be issued; a phone call/email home may be made by Teacher / HoD / Tutor	Teacher / HoD / Tutor ; identification of strategies needed to improve	apology; positive behaviour thereafter
STAGE TWO INTERVENTION			
Repeated Stage One behaviour or a more notable incident (<i>beyond low level</i>) of disruption; disrespect; ignoring instructions; unkindness; physical behaviour; lack of care for school site / property / community	Department / House Detention Break / Lunch c.30 mins	Written reflection and discussion with HoD / Head of House ; identification of strategies to improve	Restorative actions agreed in dialogue with HoH; communication with other parties involved
Repeated or a more significant incident (<i>beyond the norm</i>) of disruption; disrespect; ignoring instructions; physical behaviour; bullying or prejudicial behaviour; lack of care for school site / property / community	1 Hour Behaviour Detention* Friday 4pm	Written reflection and discussion with Head of House ; identification of strategies to improve	Restorative actions agreed in dialogue with HoH; communication with other parties involved
Repeated or a serious incident of disruption; disrespect; ignoring instructions; physical behaviour; bullying or prejudicial behaviour; lack of care for school site / property / community	2 Hour Behaviour Detention* Friday 4pm or Saturday 9am	Written reflection and discussion with Senior Leader ; identification of strategies to improve	Restorative actions agreed in dialogue with Senior Leader; communication with other parties involved
Repeated or a very serious incident of disruption; disrespect; ignoring instructions; physical behaviour; bullying or prejudicial behaviour; lack of care for school site / property / community	Internal Suspension 1–2 days	Removal from lessons and social times. To include written reflection and discussion with Senior Leader ; identification of strategies to improve	Restorative actions agreed with in dialogue with Senior Leader; communication with other parties involved
STAGE THREE INTERVENTION			
<i>Either</i> a culmination of Stage Two behaviour, <i>or</i> a Stage Three incident	Fixed Term Exclusion 2+ days	Pre-FTE meeting with Senior Leader(s) to set targets, followed by back-to-school meeting to identify strategies & support	Restorative actions agreed in dialogue with Principal Deputy Head and / Head; communication with other parties involved
A last resort: when a pupil has committed an offence or series of	Permanent Exclusion	Meeting with Head and Senior Leader(s)	Support/guidance provided for onward

offences which makes a place at the school untenable			educational pathway as appropriate.
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Stage Three Behaviours

The following non-exhaustive list of behaviours could merit the use of the school's most significant sanctions at Stage Three and may require the involvement of external agencies:

- Physical assault against pupils or adults,
- Behaviour which puts the safety of the pupil, or any other person, at risk,
- Verbal abuse / threatening behaviour against pupils or adults,
- Bullying, including cyberbullying, with reference to policy,
- Committing a criminal offence,
- Abuse on the grounds of any form of unlawful discrimination,
- Sexual harassment or misconduct, including non-consensual sharing of nude or semi-nude content, including fakes / AI generated,
- Drug, alcohol or controlled substance misuse (use / possession / supply),
- Damage / wilful damage / vandalism to property,
- Computer hacking,
- Theft or unauthorised possession of any property belonging to the school, another pupil, or member of staff,
- Bringing illegal, inappropriate or dangerous items into school, such as drugs, weapons (including replica), pornographic material etc.
- Sexual activity on site/during school activities
- Misconduct or behaviour that adversely affects, or is likely to adversely affect the welfare / wellbeing of a member or members of the community,
- Misconduct or behaviour which brings or is likely to bring the school into disrepute,
- Persistent disruptive behaviour.

Other Specific Disciplinary Matters

Buying and selling

Pupils should not sell anything to one another on site, the exception to this would be for a charity event. They should not ask other pupils for money, nor ask others to buy things for them.

Intimate Relationships

There should be no intimacy between pupils on the school site or during any school activities (including school trips).

Plagiarism

Plagiarism is the representation of others' ideas, words or images as one's own. Plagiarism is treated seriously and can face significant consequences. It is regarded as plagiarism for parents to produce work for their children, for pupils to allow other pupils to copy their work and for pupils simply to copy from textbooks.

All sources should be acknowledged by pupils. The use of AI to produce schoolwork without acknowledgement will be treated in the same way. Examination Boards issue strict guidelines on plagiarism for coursework: instances of plagiarism may lead to all examinations taken being declared null and void.

Banned Items

The possession, manufacture or use of any of the following on the school site or at any school event will result in the most serious sanctions being applied:

- illegal drugs, harmful substances, alcohol, smoking materials, nicotine pouches or vapes
- stolen items
- explosives, firearms, fireworks, catapults,
- weapons, knives
- pornographic material
- replica weapons of any kind.

Any item which may cause individual harm or disruption to learning (including laser pens / pointers) will be confiscated. Any misuse of such items will lead to intervention as outlined in this policy.

Pupils must not attend school/school activities under the influence of alcohol or any illegal substance. For pupils in the Sixth Form, alcohol may occasionally be served at some school events, parents / guardians must complete the annual consent form for alcohol consumption.

Searching and Confiscation

If there are reasonable grounds to suspect that a pupil has prohibited items in their possession on site or on a school activity or trip, they may be asked to empty their bags/pockets/locker and have their belongings searched. Any search will take place in accordance with the guidance issued by the Department for Education: Searching, Screening and Confiscation, Advice for School, July 2022.

Work and Academic Progress

In the event of a pupil struggling academically, we will communicate with parents / carers. In such circumstances it is important to determine whether progress is affected by any undiagnosed SEND, a pupil's personal academic profile, or any other contextual challenges.

On occasion difficult decisions may need to be made regarding the progression of the pupil on to the next academic year.

The indicators listed below may be considered.

- A persistent pattern of a lack of positive engagement in lessons.
- Persistent low-level disruptive behaviour in lessons.
- Reports / effort grades are a cause for concern.

- Teachers are concerned about quality and quantity of classwork; preparation for routine tests; lateness or lack of homework.
- Performance in end of year examinations or in public examinations are a cause for concern.
- Persistent lack of engagement in lessons.
- Plagiarism.
- Emotionally based school avoidance.

Progression to the Sixth Form

We will consider both a pupil's academic and their disciplinary record upon deciding whether to offer a pupil a place in the Sixth Form. We are not obliged to permit a pupil to enter the Sixth Form unless satisfied that it is appropriate to do so, having regard to a pupil's academic attainment and behaviour and all other relevant circumstances.

Appeals

Pupils, parents/carers may appeal against any sanction by following the process below.

Who to contact

Appeals should be directed to the Principal Deputy Head. Where the Principal Deputy Head has been involved in imposing the sanction, appeals should be directed to the Head.

Standard appeals (all sanctions except Fixed Term Exclusion of more than five days or Permanent Exclusion)

Any appeal must be made within 24 hours of the sanction being given. For after-school or Saturday detentions, internal suspensions, or Fixed Term Exclusions of five days or fewer, the 24-hour period begins once written notification has been sent to parents/carers.

Exclusion appeals (Fixed Term Exclusion of more than five days, or Permanent Exclusion)

Details of how to appeal against a Fixed Term Exclusion of more than five days during term time, or a Permanent Exclusion, are set out in the school's Exclusion Policy.

Document Control

Document title:	Behaviour Support and Intervention Policy
Prepared by:	Nicky Fairweather, Principal Deputy Head and DSL
Authorised by:	Council of Management
Published location(s):	- Norwich School Website - Norwich School Hub
Other internal policies / documents referenced:	- Anti-Bullying Policy - Child-on-Child Abuse Policy - Equal Opportunities Statement - Exclusion Policy - Pupil Digital Use and Safety Policy - Norwich School Handbook - Safeguarding and Child Protection Policy - Special Educational Needs and Disability Policy
External documents referenced:	- Equality Act 2010 www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

APPENDIX 1 – ANNUAL UPDATE SUMMARY:

Version number	Date issued	Author/key contact	Changes	Page
3.2	Lent 2025	Nicky Fairweather	Reference to Suspension & Expulsion to Fixed Term Exclusion and Permanent Exclusion	Throughout
3.3	Lent 2026	Nicky Fairweather	Included bullet point list of Stage 3 behaviours	Throughout