



Behaviour and Anti-Bullying Policy

2026-2027

To be read in conjunction with:

- [Newham Community Learning Safeguarding Policy - September 2026](#)
- [NCL Behaviour principles statement](#)
- [NCL Suspensions and Exclusion policy](#)
- [NCL Staff Code of Conduct](#)

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Introduction

At Lister Community School, we believe that exceptional behaviour is the foundation of a world-class education. Our Behaviour and Anti-Bullying Policy is rooted in our commitment to a calm, safe and orderly environment where every student can learn, grow, and thrive.

Our three core expectations—aiming for excellence, treating others with kindness and respect, and taking responsibility for our actions— foster a culture of integrity and ambition. These values are embedded in our daily practice through the Lister Expects—a clear, consistent framework for behaviour that applies in every classroom and every corridor.

Bullying of any kind is never tolerated. We are proactive in promoting kindness, respect and inclusion, and we respond swiftly and seriously to any behaviour that undermines the safety or dignity of others.

This policy outlines the systems and practices that we use to ensure consistency and fairness across the school, and the shared commitments expected from all staff, students and parents. It should be read alongside the NCL Safeguarding Policy, the NCL Behaviour principles statement, the NCL Suspensions and Exclusion policy and the NCL Staff Code of Conduct.

Our aim is simple: to create a culture of exceptionally good behaviour—for learning, for the community, and for life.

2. School Uniform

School Uniform

Blazer

School Blazer

worn at all times in the school building.

Removed with permission from class teacher during lessons.

Tie

House Coloured Tie, knotted so that the school crest can be seen underneath the knot

Lanyard in year group colours - worn at all times.

Jumper

Optional plain black V-Neck Jumper with Lister Logo.

Trousers

Black tailored trousers with plain black belt if required.

Skirt

Black tailored skirt, knee length or longer.

Shirt/Blouse

Plain white, tucked in, all buttons done up. A short sleeved shirt can be worn in summer.

Shoes

Plain black shoes with black laces. No coloured laces or stitching or plimsolls.

Backpack

Plain black.

Hijab : plain black. Other religious head coverings: plain white or black. No durags. No face coverings.

Outdoor Clothing

Plain black coats and other outdoor clothing to be worn outside only. Black woollen hats can be worn outdoor.

Jewellery and Make-Up

Only small plain studs or sleepers may be worn by those with pierced ears. No other jewellery at all. Make-up should be minimal and discreet. No nail varnish or acrylic nails.



Protocols shared with stakeholders

Non-uniform items will be confiscated, and the school cannot take responsibility if items are mislaid during the period of confiscation.

- Pupils who are not in full school uniform will have concerns logged on Arbor
 - ❖ -1 for incorrect uniform
 - ❖ -2 for serious or repeated uniform breaches, sanctioned with a 30 minute detention
 - ❖ -3 or -4 for failure / serious failure to follow expectations may be logged where concerns persist or are more serious, this will be sanctioned by a 60 minute detention or withdrawal from lessons / normal school activities, for example to the school's internal exclusion room (IER)
- Coats and outdoor wear should be black and not worn in the building.
- Bags should be black and of appropriate size to carry the correct school equipment.
- Hoodies, body warmers and hats must NOT be worn anywhere on the school site.

If items of clothing are worn in breach of the school uniform expectations or coats are worn inside the building, pupils will be asked to remove them and they will be confiscated.

Socks should be plain, and of black, white and/or grey colour only.

The school discourages pupils from wearing any makeup. However if makeup is worn it should be discreet and minimal. The following are not permitted and pupils who have these will be told to remove them:

- fake and acrylic nails;
- fake eyelashes;
- face and body piercings (except for one small plain stud or sleeper in each ear).

Persistent breaches will be logged on Arbor, in line with the points stated above. In the most serious cases this could be logged as a -4 and may result in withdrawal and isolation from lessons / normal school activities, for example to the school's internal exclusion room (IER).

Only small sleeper or stud earrings are allowed, no other jewellery should be visible. If items of jewellery or makeup are deemed inappropriate and/or as posing a health and safety risk, pupils will be asked to remove them and they will be confiscated.

Confiscated items will be kept until the Friday of that week up until 3pm. Students can collect confiscated uniform items after school from the Achievement office.

Where appropriate and only with parental agreement, students may be sent home to change / correct their uniform. Students who are sent home to change must only take as long as necessary to change into the correct uniform.

Medical Exemptions

Students with medical conditions or disabilities may require adjustments to the school's uniform expectations. These may include adaptations to clothing, footwear, medical identification or the wearing of medical devices.

Where an adjustment is medically necessary, it should be agreed with the school and communicated to relevant staff. Students must not receive behaviour sanctions for following agreed medical arrangements.

The school will work with and support families where it is clear that uniform issues are the result of genuine financial hardship. Students shouldn't miss lessons because they cannot comply with uniform requirements for financial reasons.

Uniform Code for PE

CORE PE KIT Students must have 1 PE top and 1 pair of bottoms from the options below.			
<i>EITHER</i> GREY Short-Sleeved PE T-shirt <i>OR</i> GREY Long-Sleeved PE T-shirt (with school sports logo)		<i>EITHER</i> BLACK PE Shorts, Leggings <i>OR</i> Tracksuit bottoms. (with school sports logo)	
			
OPTIONAL ITEMS The items below are optional. Students do not need to have them, but may want them when the weather is colder.			
BLACK PE socks	GREY PE Tracksuit Top (with school sports logo)	PLAIN BLACK Thermal base layers.	



Lister Community School PE kit is **ONLY** available to purchase from Fashion Stop, 138 High St N, London E6 2HT.

There is a strict **NO JEWELLERY** requirement in **ALL** PE/Dance lessons and extra-curricular activities at Lister Community School. Students are therefore advised not to wear jewellery on days where they have a PE/Dance lesson, or a PE/Dance-related extra-curricular activity.

For health and safety reasons, any student without a proper PE kit, or who refuses to remove item/s of jewellery will not be permitted to participate in their PE/Dance lesson or activity.

Concerns regarding PE kit will be recorded as negatives on Arbor. Missing items of PE kit will be recorded as -2 (30 minute detention). Complete failure to bring a PE kit may be recorded as -3 (60 minute detention) or in repeated circumstances a -4.

3. Classroom Management

Praise and Recognition:

At Lister Community School, we are committed to fostering a positive learning environment where all students feel valued and motivated to succeed. We believe that regular recognition of student achievements contributes to a culture of respect, personal growth, and high academic performance. Our staff are encouraged to use a wide range of methods to praise students, both formally and informally, including but not limited to:

- Verbal praise in class
- Positive written feedback on assignments
- Achievement Points
- Emails to parents, certificates and vouchers as student attain achievement point milestones
- Praise postcards sent home

- Recognition during assemblies or form time
- Specific half termly reward assemblies and biennial reward events / trips
- Special awards for outstanding effort, progress, and citizenship
- Inclusion on the school's bulletins or website

Praise, Warning, Intervention, Concern (PWIC)

Lister adopts an assertive behaviour system of Praise, Warning, Intervention, Concern. The letters PWIC are on display and pupils' names added under the appropriate column to indicate whether a pupil has earned praise, been given a warning or put on concern. We aim to have a 'Lesson Champion' in each lesson who achieves 3 achievement points logged on Arbor.

At the end of a lesson, all praises and concerns are logged on the school's behaviour tracking system known as Arbor. All praises are logged as achievement points and boost a student's overall point score. Students receive rewards such as emails to parents, certificates and vouchers as they reach specific achievement point milestones. Parents are informed via the Arbor app when their children receive achievement points.

Behaviour tracking on Arbor:

Behaviour tracking means that incidents of positive and negative behaviour are logged on Arbor so that:

- the school is able to monitor patterns of behaviour by individual students and across the school, thus enabling more effective intervention and support;
- parents are able to keep track of their child's behaviour record and support their child and the school by reinforcing expectations at home.

Logging incidents on Arbor ensures that pastoral teams and post holders can respond promptly and fairly to concerns. Parents also receive notifications via the Arbor app if their children receive negative behaviour points, so they are aware of concerns. All staff are expected to follow the established procedures for logging behaviour concerns on Arbor, escalating cases when appropriate, and ensuring clear and thorough recording throughout.

Our referral process involves the following steps:

1. **Classroom intervention:** Teachers will first address low-level disruptions through classroom management techniques, such as verbal reminders and de-escalation strategies (PWIC)
2. **Behaviour concern logged:** Behaviour concerns will be logged on Arbor. Behaviour concerns carry a points allocation between 0 and 5:
 - 0 and -1 concerns will simply recorded on the students' behaviour log

- -2 concern is followed up with a 30 minute detention, these will be set for lunchtime or after school
 - -3 concern is followed up with a 60 minute detention, this will be set for after school
 - -4 and -5 concerns are followed up by the school's pastoral team and may result in more serious consequences including internal exclusion, external suspension and in the most extreme cases, permanent exclusion from school.
3. **Re-rooming:** If students' behaviour is persistent, severe or is preventing others from learning, staff may choose to re-room a student for the remainder of the lesson, this should be logged on Arbor and parents will be notified.
 4. **On-call:** If staff require immediate support with behaviour management, they can summon the member of staff on-call by emailing the oncall@lister.ncltrust.net email address.
 5. **Parental engagement:** Parents receive a notification on the Arbor app whenever a behaviour concern is logged. For serious or repeated incidents, parents/carers will be contacted by staff to discuss consequences, next steps and where appropriate support and intervention.
 6. **Referral to Senior Leadership Team (SLT):** Where concerns are particularly severe or persistent members of the SLT will work with the pastoral team to decide support and consequences. The Headteacher (or a Deputy Headteacher acting for the Headteacher) will always be consulted regarding incidents which may reach the threshold for a fixed term external suspension. The decision to permanently exclude a student will always rest with the Headteacher.
 7. **Teacher's responsibility around SEND related behaviour:** Teachers should consider, when giving sanctions or consequences for behaviour which may be related to a learning need or disability, whether they have made reasonable adjustments for the behaviour of these pupils.

Staff are advised to be curious about what behaviour might be communicating and consider adaptations to their delivery of the curriculum. The SENCO, Key Stage Leads, Pastoral Managers or Teaching Assistants can offer guidance on adaptations for students with identified needs

Expectations During Unstructured Times

Excellent behaviour is expected and required from students at all times of the school day . This includes all movement and activity between lessons, during breaks and during lunches. All students are expected to:

- Move around the school site in an orderly manner, showing respect for peers, staff, and the school environment.
- Use designated areas for socialising or leisure activities, ensuring these areas remain orderly, clean and safe.
- Follow staff instructions immediately at all times and adhere to any specific guidelines for different areas (e.g. library, Multi Use Games Area (MUGA), dining hall).

- Refrain from behaviour that disrupts the calm and orderly atmosphere of the school, including shouting, running or inappropriate physical contact.

Sanctions and Detentions:

Failure to meet these expectations during unstructured times will result in proportionate consequences.

These may include:

- Verbal warnings and restorative conversations to address inappropriate behaviour.
- Immediate removal from unstructured activities (e.g., being placed in a quiet area for the remainder of break/lunch).
- Concerns logged on Arbor from 0 to -5 and resulting follow ups / consequences as set out above.

Punctuality and Lates to School

All students are expected to be on the school site by 8:25 am, ready to begin their day promptly. Punctuality is critical to ensure that learning is not disrupted and that students can maximise their opportunities for success.

Sanctions for Lateness: If a student arrives at school after 8:25 am but before 8:50 am, they will be marked as late and a concern logged on Arbor. They will receive a **30-minute detention** that same day.

If a student arrives after 8:50 am, they will be marked as late and a concern logged on Arbor. They will receive a **60-minute detention**, also to be served on the same day or the next.

Parents will receive a notification on the Arbor app.

Monitoring and Support:

- Students who are persistently late will be closely monitored and followed up by the attendance and pastoral teams.
- Additional interventions, such as meetings with parents/carers, may be arranged to discuss the underlying causes of lateness and agree on strategies to improve punctuality.
- In exceptional circumstances, after consultation with parents, students may be issued a late pass to temporarily excuse them from detentions.

Medical Exemptions

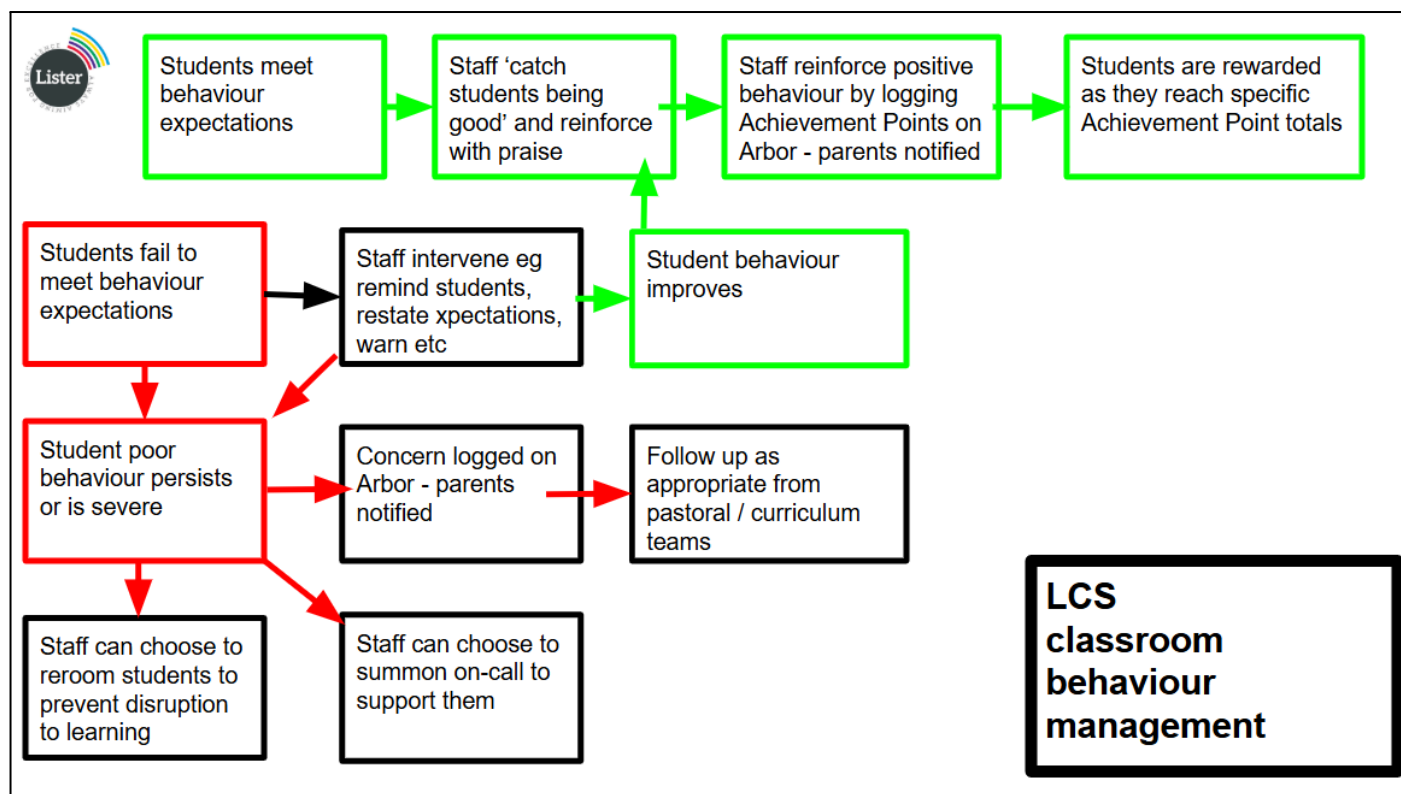
Where a student's medical condition, treatment or associated symptoms affect their punctuality, staff must consider the circumstances before issuing a behaviour sanction.

Students with agreed medical arrangements, including late passes or additional movement time, must not be sanctioned for following those arrangements.

The attendance and pastoral teams should work with the Medical Room, Inclusion Team and parents/carers where ongoing adjustments are required.

4. Detentions

- Concerns logged on Arbor as -2 or -3 result in 30 and 60 minute detentions respectively. Detentions may also be set as a result of -4 or -5 concerns, although these may also result in more serious sanctions. Parents will receive a notification on the Arbor app.
- Late to school and late to lesson detentions will normally be set for the same day. Other detentions will normally be set for the following day. Parents/carers should check Arbor daily to check detentions and speak to their child and support the school regarding the conduct that led to the detention.
- If a student misses a 30 minute detention, this will be escalated to a 60 minute detention.
- If a student misses a 60 minute detention, this may be escalated to a day in the school's Internal Exclusion Room (IER). The IER day will run until 4pm. Parents will receive a notification on Arbor and normally additional contact (eg an email or phone call) to discuss the behaviour, consequence and next steps. The IER day will be logged on Arbor and included on their behaviour record.



- Parents will be notified of positive and negative behaviour on Arbor. Pastoral and curriculum teams will follow up with further communication (emails, calls, meetings) where concerns are more serious or persistent and intervention and support is required.

5. Maintaining the good reputation of the school

Pupils on their way to or from school or on school trips have an additional responsibility to ensure that their behaviour does not bring the school into disrepute. By bringing the school into disrepute the pupil impacts on the rest of the school community. Students can be sanctioned for actions that take place outside of school, especially where incidents bring the school into disrepute. Behaviour will be logged on Arbor and sanctions set in the same manner as for poor behaviour in school. In extreme cases, as with in school behaviour, sanctions could include fixed term suspensions or permanent exclusions.

6. Damage to School Property or Theft of School Property

Should instances of deliberate damage or theft occur, bills for the full cost of replacement or repair will be obtained and forwarded to the parent/carers of those students responsible. In addition to this, students will receive a sanction. Behaviour concerns will be logged on Arbor and sanctions decided accordingly.

7. Permanent Exclusion, Fixed Term Suspension and Internal Exclusion

Fixed Term Suspension and Internal Exclusion are serious sanctions applied in different cases. Internal exclusion can be used as an alternative to Fixed Term Suspension when addressing the most serious instances of misbehaviour. Students on exclusion or suspension will be provided work to complete for the duration of the sanction period. Internal Exclusion takes place in our Internal Exclusion Room (IER) where students are closely supervised and chromebooks are provided to ensure that students have access to work throughout. Students will also be asked to complete reflections on their behaviour whilst in the IER.

Internal Exclusion is used where a student is involved in serious misbehaviour including:

- Serious defiance to staff;
- Unsafe behaviour;
- Behaviour that disrupts the learning or the good order of the school;
- Failing to meet the standards set out in the school's behaviour policy;
- When it is necessary for safety or for the good order of the school to remove them from general circulation for a period of time or until sufficient interventions can be put into place to help prevent further incidents.
- When incidents of poor behaviour are repeated or sustained.
- Any -4 or -5 incident logged on Arbor.

FTS is used where a student is involved in very serious misbehaviour including:

- Failing a serious sanction such as IER;
- Serious and protracted defiance;
- Unsafe behaviour;
- Behaviour that disrupts the learning or the good order of the school;
- Failing to meet the standards set out in the school's behaviour policy;
- Bringing banned or inappropriate items onto the school site;
- it is necessary for the health and safety or good order of the school to remove a pupil from the school site immediately.

On site directions will be used where students are involved in very serious misbehaviour which is persistent and not responding to interventions or which puts them at risk of FTS or permanent exclusion. Students will be directed to receive all or part of their education in one of Lister Community School's

internal alternative provisions. These are the Student Support Centre (SSC), normally used for years 7,8 and 9; and the Lister Learning Centre (LLC), normally used for years 10 and 11. Where on site directions are used parents will be met and the reasons for and expectations of the OSD discussed.

Off Site Directed placements (OSDs) can be used in where behaviour is causing serious concern and could potentially put the student at the risk of FTS or permanent exclusion. OSD's may be to an alternative provision eg Education Links or New Directions. OSD's may be to another NCL Trust School or a school which has a reciprocal arrangement in place with Lister Community School. Where OSDs are used parents will be met and the reasons for and expectations of the OSD discussed. OSDs may be used as:

- a respite placement for pupils at risk of FTS or permanent exclusion;
- an alternative to internal exclusion where an offsite sanction is preferable;
- a day 6 provision for pupils that have an FTS.
- Long term placements / permanent placements may be sought through an OSD followed by a managed move where it is not appropriate for a student to return to Lister, and as an alternative to permanent exclusion.

Permanent Exclusion:

Permanent exclusion is a last resort used only when a student's behaviour is deemed to present a serious risk to the learning of and / or the safety and well-being of other members of the school community. Alternatives to a permanent exclusion, such as on site or off site directions and managed moves will always be considered before the decision to permanently exclude has been taken. If practical and appropriate all available interventions will be exhausted before the decision to permanently exclude is taken. (Although, where the permanent exclusion is for a one off incident, this may not be possible). Decisions for permanent exclusion are not taken lightly and are based on thorough investigation, following a fair process in accordance with statutory guidance.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil

- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Behaviour which has a serious detrimental effect on the learning or wellbeing of other members of the school community

In the event of permanent exclusion, the following steps will be taken:

1. **Investigation and evidence gathering:** A full investigation will be carried out, and evidence will be reviewed by senior staff.
2. **Consultation with parents/carers/social workers:** The school will meet with the student's parents/carers to discuss the situation.
3. **Decision-making:** The final decision on permanent exclusion rests with the Headteacher, following consultation with relevant stakeholders. In the last instance there will be a final interview with the Headteacher and the principal protagonists before the final decision is taken
4. **Right of appeal:** Parents/carers will have the right to appeal the decision, and the school will follow all statutory procedures for appeals.

There are some situations where Permanent Exclusion is unavoidable and in these cases all relevant people, including the borough will be informed on the day the decision is made by the headteacher.

Further useful guidance can be found in the following:

- [NCL Suspensions and Exclusion policy](#)
- [DFE: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - July 2026](#)

8. Safeguarding and Behaviour Support

When a student displays frequent or persistent disruptive behaviour, it may mean that they are experiencing behavioural, social, emotional or other difficulties that might impede self regulation and effective learning. We believe that the most effective way to manage behaviour is to praise and reward good behaviour. However, we recognise that there are times when further intervention is required.

Students experiencing difficulties are monitored and tracked by pastoral teams, using the information logged on Arbor. Where there are serious concerns students can be referred to and discussed by student panels, comprising key pastoral and safeguarding staff. Appropriate interventions can be decided directly by pastoral teams or after discussion in student panels. These may include, but are not limited to:

- referral to groups run by the SSC;
- referral to the SSC for a respite placement;
- behaviour support plan (internal);
- referral to Learning Support and the SENCo;
- referral for Early Help Support;
- in school counselling service provided by PLace2B and Place2talk
- in School 'Internal Alternative Provision' (LLC)

It may be appropriate to consider multi-agency referrals such as a referral to:

- children's social care if there is reason to believe that the behaviour of a child is an indication of abuse or harm;
- an Educational Psychologist;
- an internal Pastoral Support Plan (PSP);
- CAMHS or CFCS.

Where there are concerns about the behaviour, or risk of suspension and permanent exclusion of a pupil with SEND, a disability or EHC plan, the school will work in partnership with professionals including the local authority at the earliest stage of identification of concerns. The school will consider in liaison with external professionals, any reasonable adjustments and further support that should be provided on a case by case basis.

Please see the NCL Safeguarding Policy for further details.

9. Reasonable adjustments for SEN / disabilities

At Lister Community School, we are proud to be a fully inclusive secondary school, committed to ensuring that our curriculum and pastoral systems accommodate and support all students, including those with SEND or disabilities. Our three core expectations—aiming for excellence, treating others with kindness and respect, and taking responsibility for our actions— foster a culture of integrity and ambition. These values are vital for all students and create a clear, consistent framework for behaviour that applies across the school.

When applying our behaviour policy and practice to students with SEN, we recognise our legal duty to make reasonable adjustments where appropriate. At all levels of our behaviour processes, staff will discuss and review when and how adjustments should be made. Identifying the causes of behaviours, particularly if they

are linked to SEN or disabilities and ensuring that appropriate support is in place for students, will be a key element of these discussions. This may include seeking advice from our SENCO.

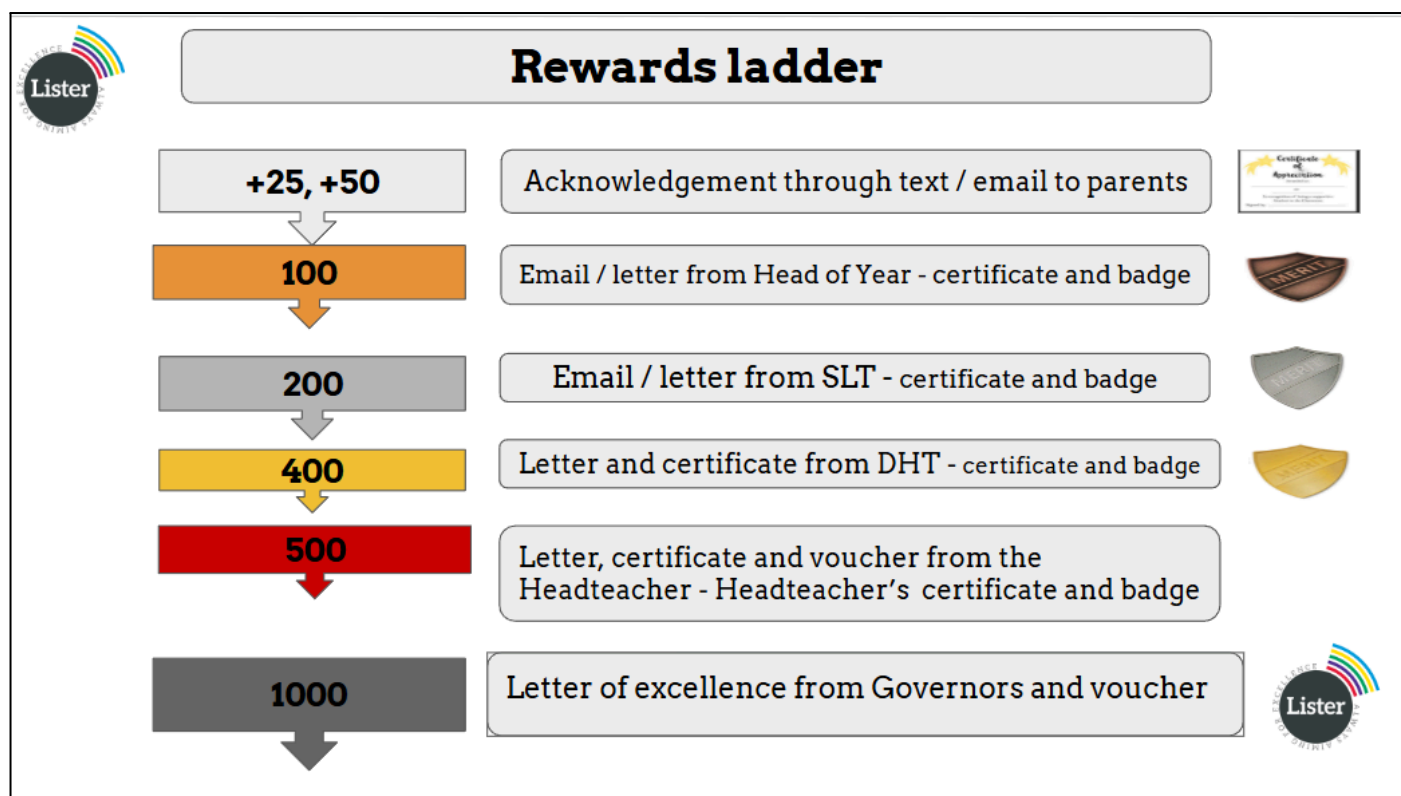
From these discussions decisions can be taken regarding adjusting sanctions. Examples of this may include measures such as reducing the length of detentions or periods of internal exclusion. Alternatively, adjustments might involve students being given extra supervised breaks during placements in the internal exclusion room or sitting sanctions in alternative locations. Decisions will be taken on a student by student, case by case basis and parents will be informed.

As with all aspects of the behaviour policy, the safety of members of the school community and the need for a calm, orderly environment that supports learning, must be at the heart of decision making and action

10. Rewards

At Lister, we encourage positive behaviour from students through positive reinforcement and a range of rewards. Staff log Achievement Points on Arbor to acknowledge students' positive behaviour, engagement and effort both inside and outside of lessons. Achievement points can be gained by students displaying our three core values: 'aiming for excellence', 'be kind, polite and considerate' and 'taking responsibility' and for a variety of types of positive conduct..

Students receive different acknowledgements and rewards as they reach successive Achievement point totals. Specific totals and rewards are regularly reviewed including through consultation with student representatives. The flow chart below gives an example of how the rewards system works:



Reward assemblies are organised every half term to celebrate student achievement, attendance and achievement points. Reward certificates, attendance certificates and curriculum rewards are distributed and student achievements praised and highlighted.

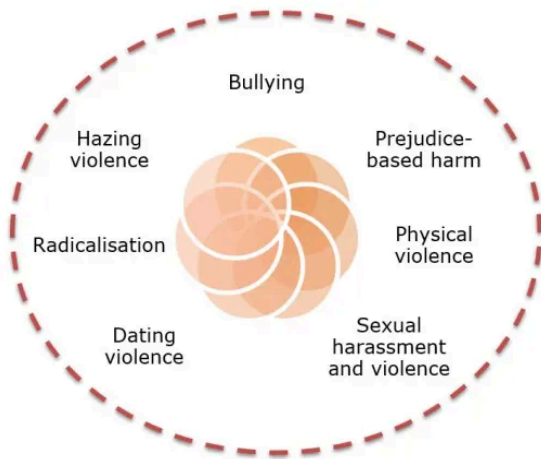
Curriculum teams continually praise and reinforce good behaviour and effort in lessons. Provide curriculum rewards for reward assemblies. Contact parents to acknowledge effort and achievement. Select a 'lesson champion' (+3 achievement points) for the student 'who has best met the 'learning objective'.

Other rewards include attendance awards and rewards for participation in extracurricular activities, out of lesson activities such as careers, community awards and sports awards for participation in sports clubs and teams.

11. Anti-Bullying Policy

All members of the Lister School Community have the right to learn and work in an environment where they are treated with respect and are free from fear and intimidation. Bullying is damaging and unacceptable. Bullying damages self esteem and confidence and can impair a child's academic achievement. Bullying can have long term consequences for the victim, and can contribute to a negative atmosphere in the school which affects other pupils as well as the victim.

Lister Community School will take all possible steps as laid out in this policy to reduce and eradicate instances of bullying and also to empower all stakeholders to take action in order to rebuild and counteract the impact of bullying on the victim.



Peer on peer harassment or abuse

At Lister Community School we believe that all children have a right to attend school and learn in a safe environment. As in all settings, there can unfortunately be situations where young people are subjected to bullying (including cyberbullying). Children should be free from harm by adults in the school and other students; this includes a zero tolerance approach to:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexism, misogyny/misandry;
- homophobia, biphobic and sexual violence / harassment;
- sexual assault and sexual harassment such as;
 - unwanted touching,
 - pressuring others to engage in sexual activity and/or to provide sexual imagery,
 - unwanted or inappropriate sexual comments including sexist name-calling,
 - inappropriate gestures;
 - being photographed or videoed without knowledge and/or consent,
 - circulating photographs or videos without knowledge and/or consent,
 - sexting (also known as youth produced sexual imagery);
- gender-based violence;
- initiation-type violence and rituals.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Staff must bring the allegations of this nature to the attention of the Designated Safeguarding Leads or Child Protection Officers (Matthew Copping, Jassi Johal, Nargis Akuji, Carla Colquhoun and Amanda Davis). Concerns will be logged on the school's safeguarding package CPOMS. Where there is a risk of imminent harm, the safeguarding team must be informed immediately and directly.

Young people are not always able to articulate that they feel uncomfortable with others touching them. At Lister School we recognise that this can be a difficult issue for pupils and therefore take the decision out of the pupils' hands. Any touching of another pupil is not allowed and all pupils should follow the 'no hands rule'. This is to ensure that pupils are not placed under undue pressure to explain 'inappropriate touching' as a 'joke' or as consensual.

Bullying and intimidating behaviour in all its forms is unacceptable and does not adhere to the key values of treating others with kindness, politeness and consideration. If cyberbullying takes place outside of the school gates the school will treat the matter in the same way as any behaviour that occurs on the school site.

If an allegation is made then we will support the victims of child on child abuse, whilst establishing the facts of the case and liaising with Police and Social Services (where necessary), by: if appropriate, removing the alleged perpetrator from any classes they share with the victim; considering how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school; providing support in the form of counselling, mentoring or a 'safe space' if requested.

These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Whilst all incidents of this nature will be considered in their own context, the nature of this type of behaviour may sometimes mean that permanent exclusion is the appropriate action. All young people involved in such incidents would be referred to Social care as a mechanism to ensure support for a potentially vulnerable young person - please refer to the [Newham Community Learning Safeguarding Policy - September 2026](#) for more details.

Key Staff and Responsibilities

There are several post-holders across the school who contribute directly or indirectly to the prevention and eradication of bullying within Lister Community School:

- **Deputy Headteacher Behaviour, Assistant Headteacher Ks4, Assistant Headteacher Ks3** work together to coordinate all Anti-Bullying measures, responses and interventions - including the use of restorative practice.
- **Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Leads (DDSLs)** and the **Safeguarding Team** ensures that bullying incidents, particularly those that may meet the threshold for safeguarding concerns (e.g., persistent, severe, targeted, or involving protected characteristics), are identified, recorded, escalated, and responded to appropriately in line with safeguarding policies and statutory guidance (e.g., [Keeping Children Safe in Education](#)).

- **Year Group Leadership Teams** - investigate, sanction and complete restorative work for all incidents of bullying.
- **Student Anti-Bullying Ambassadors** - provide peer support, lead restorative practice, and promote an anti-bullying ethos across their Achievement.
- **The Head of PSHRE** - responsible for the Anti-Bullying message within the curriculum and pastoral curriculum
- **DHT Personal Development** - Ensures that students regularly reflect on the rights and responsibilities of all members of the community and the importance of tolerance and treating all members of the community with kindness, respect and consideration.
- **DHT Behaviour** - ensures that strategies are in place to make students aware of online risks and enable them to keep themselves safe online and to teach about cyberbullying and its effects.
- **All members of staff** - are responsible for identifying and reporting suspected cases of bullying. All staff are also responsible for challenging unacceptable language.
- **School Governors and the Headteacher** - are responsible for monitoring and review of this policy.

Working with the School Community

Lister Community School:

- discusses, monitors and reviews our anti-bullying policy on a regular basis involving all stakeholders.
- ensures that all staff understand the impact that bullying can have, can identify bullying, and are aware of what to do when bullying is suspected or reported.
- ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- ensures that parents/carers know who to contact at school about bullying-related issues and are able to access independent advice.
- reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints.
- seeks to learn from good anti-bullying practice elsewhere.

Preventing Bullying

Lister Community School:

- recognises that bullying often happens because of perceived or actual differences and can be motivated by prejudice.
- recognises that cyberbullying has some features that are different to other forms of bullying and consequently needs to be treated differently.

- uses curriculum, PSHRE and assembly opportunities to raise awareness of bullying-related issues.
- actively provides systematic opportunities to develop pupils' social and emotional skills including their self esteem and resilience.
- involves pupils in anti-bullying campaigns in schools.
- publicises the details of helplines and websites.
- creates "safe spaces" for vulnerable young people.
- ensures pupils know how to express worries and anxieties about bullying.
- has a peer support programme that pupils can access if they feel they are being bullied.
- seeks to systematically collect the views of pupils and parents in order to evaluate and improve anti-bullying practice.
- records all incidents of bullying including specific types and means of bullying in order to evaluate and improve anti-bullying practice.
- ensures that pupils and staff know how to identify and deal with cyberbullying in its own right.

Identifying and Responding to Bullying

Lister Community School:

- will ensure that all reported cases are fully investigated and sanctioned.
- will ensure that pupils who experience bullying feel heard; know how to access support; feel confident in the school's ability to deal with the bullying; have steps taken to make them feel safe and rebuild confidence and self esteem.
- will ensure that pupils who engage in bullying behaviour are sanctioned or held to account using restorative means for the harm they have caused and supported to learn to behave in ways that do not cause similar harm in the future.
- will ensure that bystanders and supporters are aware that the behaviour they have witnessed is thoroughly unacceptable and will not be tolerated.

Appendices

Appendix One:

Use of Restrictive Intervention

At Lister Community School we are committed to a positive behaviour approach that supports pupils in making safe and responsible choices. On rare occasions, circumstances may arise where staff need to use restrictive intervention to maintain safety. Our approach is based on the following principles:

- Restrictive intervention will only be used as a last resort when other de-escalation strategies have been unsuccessful;
- Any physical intervention must use the minimum force necessary and for the shortest possible time;
- Interventions must protect the safety, dignity and wellbeing of all those involved;
- Significant incidents involving restrictive intervention must be recorded and reported to senior leaders as soon as possible;
- Parents/Carers will be informed on the day of any incident involving restrictive intervention.

The Legal Framework

Under Section 93 of the Education and Inspections Act 2006, authorised school staff may use reasonable force where necessary to prevent a pupil from:

- Causing injury to themselves or others;
- Committing an offence;
- Damaging property;
- Seriously disrupting good order and discipline within the school.

Our Approach

At Lister Community School we aim to avoid the use of restrictive intervention wherever possible and regard it as a measure of last resort. Staff are expected to use positive behaviour management and de-escalation strategies to resolve situations safely and effectively.

Staff have a duty of care when supervising pupils and must take reasonable steps to safeguard the wellbeing of everyone in the school community. Particular consideration must be given to pupils with SEND, disabilities, communication difficulties, trauma history or medical needs, with appropriate adjustments and behaviour support plans implemented where risk is foreseeable.

Restrictive intervention, including physical restraint or seclusion, must never be used as punishment. Where intervention is necessary, staff must act proportionately, use the least restrictive option available, and follow school procedures for recording, reporting and post-incident review.

Students with Medical Conditions

Before using restrictive intervention, staff must consider any known medical conditions and associated risks, including breathing difficulties, epilepsy, diabetes, physical disabilities and any medical contraindications identified in the student's IHP or risk assessment.

Restrictive intervention must never be used to prevent a student from accessing essential medical treatment or as a response to behaviour arising from a suspected medical emergency.

Where an intervention is necessary to prevent immediate harm, staff must use the least restrictive approach appropriate to the circumstances, prioritise the student's safety and seek medical assistance where required.

Key Legal References

- *Restrictive Interventions, including Use of Reasonable Force, in Schools: Guidance for Schools in England* (2026)
- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025

Appendix Two:

Confiscation and Searches

This section of the policy has been written with reference to the Government guidance on [Searching, Screening and Confiscation: Advice for Schools - July 2022](#)

Screening

Lister Community School places a great emphasis on the importance of the safety of all members of the community at all times. To ensure the safety of the school community, from time to time the school may 'screen' students as they arrive at school. This might involve students being screened by a hand held metal detector (wand) even if the school does not suspect them of having a weapon. The consent of students and parents is not required and is part of the School's statutory power to manage the safety of staff, students and visitors. We hope that parents would view this as a positive measure and understand that this is because we see the safety of our school community as paramount.

Searching with Consent

There are occasions when schools must use their power to search, screen or confiscate items from students in order to ensure the safety of all members of the school community and to maintain school discipline and good order. At Lister Community School searches should take place with verbal authorisation from the Headteacher. In the absence or unavailability of the Headteacher, the Headteacher delegates the authority to the Deputy Headteacher responsible for behaviour. In the absence of a Deputy Headteacher, permission should be sought from the most senior member of staff on the school site.

At Lister Community School school staff are permitted to search a student for **any** item **if the student agrees**. However, if a student does not agree they may receive a sanction for serious sanction for non-cooperation. It is impossible to ensure that the school is safe if students refuse to be searched. Therefore the sanction for such a refusal may be up to and including permanent exclusion.

Searching without Consent

There will be rare occasions when the Headteacher (or a member of staff authorised by the Headteacher) decides to search a student if they have reasonable grounds to suspect that the student may have a prohibited item in their possession.

However, it should be noted that the Headteacher will **always** authorise a 'search without consent' if there are reasonable grounds to suspect that a student has an item in their possession which **endangers themselves or other members of the community**. In such instances, the Headteacher would always expect the member of staff to prioritise the safety of themselves and others and conduct the search as soon as they can safely do so even if they have not gained authorisation from the Headteacher. When conducting a search the staff members will adhere to the government guidance: [Searching, Screening and Confiscation: Advice for Schools - July 2022](#)

Prohibited (banned) items are as follows:

- Knives or weapons
- Alcohol
- Illegal Drugs and banned substances: including THC, Spice or chemicals sometimes known as 'legal highs'
- Stolen items
- Tobacco products and associated paraphernalia including lighters and cigarette papers
- Vape pens (disposable or non-disposable) including all associated liquids and paraphernalia for these
- Fireworks including, 'Snaps' and 'Bangers'
- Pornographic images
- Unnecessary amounts of money, specifically amounts of £20 or more
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- To cause personal injury to, or damage to the property of any person (including the student).

Additionally, Lister Community School bans the following items and identifies these as items which may be searched for:

- Mobile phones or electronic devices which may contain content of malicious communication or content that has been used to bully, intimidate or humiliate others, or places a young person at risk of harm.
- Any items that may be being sold by students on school site without the express permission of the Headteacher
- Any unhealthy food items, specifically;
 - Sweets
 - Large bags of crisps
 - Large chocolate bars
 - Junk food
 - Energy drinks (caffeinated)
 - Sweet or fizzy drinks

Caveat: No list can be exhaustive, other items may be judged by staff to be inappropriate for students to have in school. If this is the case, items may be confiscated in line with the procedures above, parents will always be called and informed.

Medical Exemptions

Staff must not confiscate prescribed medication, emergency medical equipment or medically necessary food and drinks in a way that prevents or delays essential treatment.

Where there are concerns about an item, advice must be sought from the Medical Room without delaying necessary medical care.

Appendix Three: Mobile Phones and other electronic equipment

Mobile Phone Policy – Lister Community School

1. Core Rule

Mobile phones are banned at Lister Community School. They represent a conflict with the core purpose of the school for the Pursuit of Excellence. This means that all students should be focussed on teaching and learning during the school day. This includes breaks and lunches.

Any phone seen, heard, or used for any reason during the school day will be confiscated immediately. Confiscated phones are kept securely and will be returned only on the final day of that half-term. If confiscated within the final two weeks of a half-term, the device will be returned at the end of the next half-term.

There are no exceptions to this rule.

2. Storage and Risk

If a parent believes there is an exceptional safeguarding reason for their child to have a phone, daily storage can be arranged with the Headteacher. Phones brought onto site remain the responsibility of the pupil and family. The school does not accept liability for loss, theft, or damage.

3. Use Beyond School Grounds

Pupils must be at least 100 metres away from the school site before switching on their phone. Phones that are switched on near or outside the school gates may be confiscated.

4. Rationale

Phones present a safeguarding risk: pupils in uniform are easily identified in photos or videos, which can then be shared online. Phones cause distraction and undermine learning. Past incidents have shown that phones contribute to bullying, intimidation, and the sharing of harmful content. The ban has greatly reduced such problems.

5. Confiscation and Searching

The school will confiscate a phone if:

- It is seen or used during the school day;
- It is kept in a pocket;
- There is reason to believe it has been used to threaten, bully, or upset another pupil

Inspection of Confiscated Phones

In line with Department for Education guidance (*Searching, screening and confiscation, 2022*), the school reserves the legal right to search and inspect the contents of a confiscated phone where there are safeguarding concerns or reasonable grounds to suspect misuse.

Searches are only carried out by the Headteacher and/or Designated Safeguarding Lead. This may include checking for images, videos, or messages that involve other pupils, or that suggest inappropriate or harmful behaviour.

6. Parental Responsibilities

Parents and carers are strongly advised not to send pupils to school with phones. If a pupil does have one, families should regularly monitor their child's device to ensure safe and appropriate use. The school will provide parent workshops to support families in managing mobile phone and social media use.

7. Contact During the School Day

If you need to contact your child, please call the school Reception. Messages will be passed on. Pupils who need to contact home may do so via student Reception.

8. Other Electronic Devices

Other portable electronic devices (e.g. iPods, gaming devices, headphones, smartwatches) are subject to the same rules as mobile phones and will be confiscated if seen.

9. Enforcement

Failure to hand over a phone when requested will be treated as a serious disciplinary matter and may result in suspension. Staff should contact on-call, pastoral, or senior leadership if a pupil refuses to hand over a device.

Other portable electronic devices will be treated in the same way and will be confiscated if staff members see them in school or, if they cause a distraction. Portable electronic devices include:

- iPods,
- gaming devices,
- headphones, and
- smartwatches.

If a parent needs to contact the pupil during the school day, they may do so by calling the Reception and a message will be passed.

10.) **Exceptions and exemptions**

Hearing aids, cochlear implants, radio aids, remote microphones and other agreed assistive listening equipment are essential accessibility devices and are not subject to the school's prohibition on personal electronic devices. Where a mobile phone or other device is required to operate or control hearing technology, an individual arrangement will be discussed with the DSD and senior leadership, with appropriate safeguards.

Medical Exemptions

Students who require a mobile phone or other electronic device to monitor or manage a diagnosed medical condition will be permitted to access that device in accordance with their IHCP.

This includes students who use continuous glucose monitors, insulin pumps or other medical equipment connected to a mobile phone or electronic device.

Medical exemptions must be agreed with the school and communicated to relevant staff. Students must use their devices solely for their agreed medical purposes during the school day.

Devices authorised for medical purposes must not be confiscated in a way that interrupts essential medical monitoring or treatment.

Where a medical exemption has not yet been formally recorded, but there is credible information that a device is needed for the student's immediate safety, staff must seek prompt advice from the Medical Room or senior leadership before taking any action that could interrupt medical monitoring.

Appendix Four: Directed Placements to Alternative Provision

The school may from time to time use the powers outlined in the [DFE Statutory Guidance of January 2013](#) "Alternative Provision" (last updated June 2016) to direct a pupil to off-site provision for the purpose of improving their behaviour. Exercise of this power is delegated to the Headteacher. Where this power is exercised, the school will inform the parents of the reasons why the decision has been taken.

Wherever possible the school will meet with the parents before the beginning of the placement, although it should be noted that parental consent is not an absolute requirement for such placements. Parents will also be informed of the outcomes of reviews of the effectiveness of the placement which will take place after no more than six weeks attendance at the placement, and no less regularly than every eight school weeks after that. Although the decision to direct a pupil offsite may be triggered by a serious incident and may follow a sanction, the placement itself is not a sanction, but a measure taken to support a change in patterns of behaviour.

The school will work with the Alternative Provision provider to ensure that the pupil is able to access a good quality of education during the placement. During the placement the pupil remains on the roll of the school, and is subject to the same expectations on behaviour and attendance as other pupils. The length of time a pupil spends in alternative provision will depend on what best supports the pupil's needs and potential educational attainment.

The relevant committee of the Governing Body will receive a summary report at least once per term of the number of such placements, where the pupils have been placed, or whether any reviews have taken place, and of the outcomes of such reviews.

If parents have concerns about the placement they may request a meeting with the Governing Body. Such a meeting will be arranged by the Chair of the relevant governing body committee, and will be held with at least two members of that committee, who will also receive information from the school and the alternative provision provider on the reasons for and the effectiveness of the placement. Such a meeting is only required by statutory guidance if there has not been a review within the previous ten weeks, but the Governing Body committee may use their discretion to hold such meetings if they feel they will help to clarify any concerns about the placement.

Appendix Five: Voluntary Seclusion of Pupils with SEND

Lister Community School does not use seclusion as a form of behaviour management or punishment. In extremely rare cases it may be necessary to provide a place for students with recognised SEND to 'cool down' or 'self regulate'. If this is the case, this will be explicitly mentioned in that child's behaviour plan and logged methodically every time the student requires this type of support.

If this is a recognised need the parents/carers of this child will be informed and a copy of the behaviour plan or individual education plan will be shared with them.

No student should ever be left unsupervised and must be in direct eyesight of a member of staff at all times through an open door. This is unless there has been a prior agreement with parents and child regarding the particular needs of a child to 'self regulate', and does not form part of a sanction but is a method that has been chosen by the child and family to regulate.

Appendix Six: Behaviour, Communication and Reasonable Adjustments for Deaf Students

Lister Community School recognises that deaf students may experience additional barriers to communication, social interaction and accessing verbal information. These barriers can influence how students understand instructions, respond to adults, interact with peers and manage their behaviour.

The school is committed to maintaining high expectations for all students whilst ensuring that deaf students are not disadvantaged by their hearing loss. Reasonable adjustments will be made in accordance with the

Equality Act 2010, individual Education, Health and Care Plans (EHCPs) and the recommendations of the Deaf Support Department.

1. Communication and behaviour expectations

Staff must ensure that deaf students can access and understand behaviour expectations, instructions and any warnings or sanctions being issued.

In particular, staff should:

- Gain the student's attention before speaking, face the student and communicate clearly without shouting or exaggerating lip movements.
- Reduce background noise wherever possible and ensure that the student's view of the speaker is unobstructed.
- Check that instructions have been understood rather than assuming that a lack of response indicates deliberate non-compliance.
- Provide additional processing time, particularly when issuing instructions in busy or noisy environments.
- Repeat or rephrase instructions and provide written or visual clarification where appropriate.
- Be aware that hearing aids and cochlear implants do not restore typical hearing and that students may miss verbal information even when wearing their devices.

Staff should refer to the student's DSD Pupil Passport for individual communication needs and agreed reasonable adjustments.

2. Application of the school's behaviour system

The school's Praise, Warning, Intervention, Concern (PWIC) system applies equally to deaf students. However, staff must ensure that each stage of the process is communicated in an accessible manner.

Before issuing a negative behaviour point, staff should consider whether the incident may have arisen from a communication breakdown, misunderstanding, listening fatigue or a failure to implement agreed reasonable adjustments.

Where appropriate, staff should seek advice from the DSD or the student's Communication Support Worker (CSW) to establish whether the student has understood the instruction or expectation.

A student's failure to respond to a verbal instruction must not automatically be interpreted as defiance without considering whether they heard and understood it.

The class teacher remains responsible for managing behaviour and issuing sanctions. The CSW may support communication and clarify instructions but should not assume responsibility for managing the student's behaviour.

3. Detentions and restorative conversations

Deaf students will be subject to the school's detention procedures, with reasonable adjustments made to ensure they can understand the reason for the sanction and participate fully in any restorative process.

Where necessary, the school will provide appropriate communication support during detentions, behaviour investigations, restorative conversations and meetings with parents.

Staff must ensure that the student understands what happened, why the behaviour was unacceptable and what they need to do differently in the future.

Where communication barriers may have contributed to the incident, these should be addressed as part of the restorative process.

4. Listening fatigue and emotional regulation

The school recognises that sustained listening, speechreading and processing verbal information can require significant concentration and effort from deaf students.

Listening fatigue may affect a student's attention, concentration, emotional regulation and ability to respond promptly to instructions, particularly towards the end of the school day.

Staff should consider whether fatigue, environmental noise or communication demands may be contributing to changes in behaviour.

Where appropriate, reasonable adjustments may include access to a quieter environment, short listening breaks, additional processing time or other strategies identified in the student's DSD Pupil Passport.

These adjustments should support students in developing independence and self-regulation whilst maintaining appropriate expectations for behaviour.

5. Behaviour investigations and serious sanctions

Where a deaf student is involved in a serious behaviour incident, the pastoral team should consult the DSD and SENCo, as appropriate, to ensure that the investigation is accessible and any relevant communication needs are considered.

Students must be given a meaningful opportunity to explain their account of an incident using their preferred and appropriate communication methods.

Where internal exclusion, suspension or permanent exclusion is being considered, relevant staff should review the student's EHCP, DSD Pupil Passport and consider any reasonable adjustments. They should establish whether these were implemented and whether any communication barriers contributed to the incident.

Decisions about sanctions will remain with the appropriate school leaders in accordance with the school's behaviour policy and statutory guidance.

6. Safeguarding and bullying

The school recognises that deaf students may experience additional barriers to reporting bullying, discrimination or safeguarding concerns. They may also miss conversations, misunderstand social interactions or experience deliberate exclusion from peer communication.

All allegations of bullying or discriminatory behaviour relating to a student's deafness will be investigated in accordance with the school's Anti-Bullying Policy.

Staff must ensure that deaf students can report concerns through accessible communication methods and that appropriate communication support is available during safeguarding conversations and investigations.

Any deliberate interference with hearing aids, cochlear implants, radio aids or other assistive listening equipment, or the use of deafness to intimidate, humiliate or isolate a student, will be treated seriously.

The safeguarding team and DSD will work together, where appropriate, to ensure that deaf students understand how to report concerns and receive suitable support.

Appendix Seven: Supporting Students with Medical Conditions and Reasonable Adjustments

Supporting Students with Medical Conditions and Reasonable Adjustments

At Lister Community School, we recognise that students with serious or long-term medical conditions, including Type 1 diabetes, severe allergies and anaphylaxis, epilepsy, asthma and other complex health conditions, may require reasonable adjustments to the school's behaviour expectations and procedures.

While all students are expected to meet the school's behaviour standards, staff must recognise that medical conditions, associated symptoms and treatment may affect a student's behaviour, concentration, attendance, punctuality or ability to follow instructions.

Students with significant medical needs will have an Individual Healthcare Plan (IHP), where appropriate, developed in consultation with parents/carers and relevant healthcare professionals. Staff must familiarise themselves with the relevant information and follow the arrangements outlined in the student's IHP and associated risk assessments.

Medical Needs and Emergency Treatment

Students must not be prevented from accessing prescribed medication, emergency treatment, medical equipment, food, water, toilet facilities or the Medical Room where these are required to manage their medical condition.

Students with an identified medical need may require immediate access to:

- Insulin, glucose-monitoring devices and fast-acting glucose.
- Adrenaline auto-injectors for severe allergies and anaphylaxis.
- Asthma inhalers and associated equipment.
- Epilepsy rescue medication.
- Other prescribed medication or medical equipment identified in their IHP.

Where a student reports symptoms of a medical condition, staff must take these seriously and follow the agreed healthcare and emergency procedures. Medical emergencies and essential treatment must always take priority over routine behaviour procedures.

Behaviour Associated with Medical Conditions

Staff must consider whether a student's behaviour may be associated with their medical condition before issuing a sanction.

For example, hypoglycaemia may affect a student's concentration, communication, behaviour and ability to follow instructions. Other medical conditions may cause fatigue, pain, distress or reduced concentration, which can affect a student's engagement and behaviour.

Where a medical episode is suspected, staff must prioritise the student's safety, seek appropriate medical support and follow the student's IHP.

Following an incident, the pastoral team, in consultation with the Medical Room and Inclusion Team where appropriate, will consider whether reasonable adjustments or additional support are required.

Reasonable Adjustments

The school may make reasonable adjustments for students with medical conditions, in accordance with their individual needs and relevant legislation.

These adjustments may include:

- Access to food, drink, medication and medical equipment during lessons and throughout the school day.
- Permission to leave lessons or access the Medical Room when medically necessary.
- Access to toilet facilities without unnecessary delay.
- Adjustments to uniform and PE requirements where medically necessary.
- Adjustments to punctuality and attendance expectations where a medical condition or treatment affects the student's ability to meet normal expectations.
- Adjustments to the timing, duration or location of detentions and internal exclusion.
- Permission to use mobile phones or other electronic devices where these are required for medical monitoring or treatment.
- Individual arrangements for educational visits, examinations, extracurricular activities and alternative provision.

Relevant adjustments must be recorded appropriately, communicated to staff who need to know and reviewed when the student's medical needs change.

Detentions and Internal Exclusion

Before issuing or implementing a detention or internal exclusion for a student with significant medical needs, staff must consider the student's IHCP and any relevant reasonable adjustments.

Students must retain access to their medication, medical equipment and necessary medical supervision throughout any sanction.

Where a student's medical condition prevents them from completing a detention safely, an alternative arrangement should be considered with the pastoral team.

Where a student with significant medical needs is placed in the Internal Exclusion Room (IER), the member of staff arranging the placement must ensure that appropriate medical arrangements are in place. This includes access to emergency medication, medical equipment, appropriate supervision and the Medical Room.

A student must not be placed in an environment where their essential medical needs cannot be met safely. The same principle applies to off-site directed placements and alternative provision.

Medical Confidentiality

Information about a student's medical condition must be handled sensitively and shared only with staff who require it to fulfil their responsibilities.

Staff should avoid discussing a student's medical condition publicly when making adjustments or responding to incidents. Students must not be required to explain or disclose their medical condition in front of their peers to justify an agreed adjustment.

Bullying Related to Medical Conditions

Lister Community School recognises that students with medical conditions may be particularly vulnerable to bullying, harassment or deliberate interference with their medical treatment.

Bullying related to a student's medical condition is unacceptable. This includes mocking medical symptoms, imitating medical emergencies, deliberately interfering with medical equipment, hiding medication or making threats involving known allergens.

Deliberately exposing another student to a known allergen, threatening to do so, tampering with emergency medication or deliberately obstructing medical treatment will be treated as a serious behaviour and safeguarding concern.

All incidents will be investigated in accordance with the school's behaviour and safeguarding policies, taking account of the circumstances, the student's understanding, any relevant SEND and the risk of harm.

Where appropriate, the school will work with parents/carers, the Medical Room, the Inclusion Team and relevant external professionals to ensure the safety and wellbeing of students involved.

Staff Responsibilities

All staff are responsible for following the medical arrangements communicated to them and responding appropriately to concerns about a student's health.

Where there is uncertainty, staff should seek advice from the Medical Room, Inclusion Team or senior leadership before implementing a sanction, without delaying emergency medical care.

Appendix Eight: List of Achievement Point categories and negative behaviour point categories used on Arbor



5 key priorities next term

At Lister, we are uncompromising in our pursuit of excellence. This means every student should experience success because of the high expectations we set.

01 02 03 04 05



Uniform

Correct uniform at all times



Equipment

Full equipment, including pencil case, glue stick, calculator and whiteboard pen



Punctuality: Every minute counts

Arrive to school by 8.25am and to all lessons, on time



Behaviour in social spaces: No hands rule

Behave in a calm and safe manner



Mobile Phones

If with pupil, should be off and in bag.

Achievement Point Categories - as logged by staff on Arbor:

(N.B this list may be subject to adjustment and amendment across the course of the school year)

+1 Aiming for excellence

+1 Being kind, polite and considerate

+1 Character praise

+1 Excellent homework

+1 Excellent Punctuality

+1 Readiness to learn and/or organisation

+1 Taking responsibility

+1 Working hard in lesson

+2 Excellent weekly attendance

+3 Being kind, polite and considerate

+3 Excellent classwork and/or homework

+3 Excellent presentation of work

+3 Lesson Champion

+3 Positive engagement and/or contributions

+4 Exceptional classwork and/or homework

+4 Exceptional demonstration of being kind, polite an...

+4 Exceptional demonstration of taking responsibility

+4 Exceptional effort and/or contributions

+4 Exceptional progress/outcomes in assessment

+5 Commendation from Headteacher

+5 Outstanding Attendance

+5 Outstanding contribution to school-related event

Negative Behaviour Points tariffs logged on Arbor:

- (N.B this list may be subject to adjustment and amendment across the course of the school year)
- Pastoral teams / SLT / the school behaviour administrator will allocate concerns under -5 which could potentially be IER, FTS or permanent exclusion

Behaviour Type Name	Severity
-5 IER / FTS	-5
-4 Abusive or dangerous behaviour	-4
-4 Failed SLT report	-4
-4 Failed to attend detention	-4
-4 Misuse of social media	-4
-4 Repeated Late to Lesson	-4
-4 Repeated missing PE item or kit	-4
-4 Serious breach of school expectations for behaviour...	-4
-4 Serious rudeness towards peer(s) (YR team/CL only)	-4
-4 Serious rudeness towards staff (YR team/CL only)	-4
-4 Truancy(missed lesson)	-4
-4 Use of discriminatory language	-4
-3 Failed detention session	-3
-3 Failed Late to school det	-3
-3 Failure to attend homework club: 1hr (YR team/CL ...	-3
-3 Health and safety breach: 1hr	-3
-3 Late to School(more than HR late)	-3
-3 No PE kit: 1hr	-3
-3 Removal from lesson: 1hr	-3
-3 Repeated breach of school expectations(year team ...	-3
-3 Rudeness to peer: 1hr	-3
-3 Rudeness to staff, including defiance or walking aw...	-3

<u>-3 Serious breach of no hands rule: 1hr</u>	-3
<u>-3 Significantly Late to lesson or form(10 mins+): 1hr</u>	-3
<u>-2 Breach of school expectations(Year team only)</u>	-2
<u>-2 Failed tutor/teacher report</u>	-2
<u>-2 In an out of bounds area</u>	-2
<u>-2 Late to lesson or form</u>	-2
<u>-2 Missing PE kit item</u>	-2
<u>-2 Poor engagement/effort with classwork(after interv...</u>	-2
<u>-2 Repeated / serious uniform concern</u>	-2
<u>-2 Repeated disruption in lesson(after intervention)</u>	-2
<u>-2 Social/transition times misconduct, including no ha...</u>	-2
<u>-1 Equipment concern</u>	-1
<u>-1 Incorrect uniform</u>	-1
<u>-1 Poor engagement/effort with classwork</u>	-1