Behaviour & Exclusions Policies

St Anne's Catholic School and Sixth Form College

Approved by:	Headteacher
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Owner:	Julian Waterfield

Policy into Practice

This policy sets out how we approach behaviour and exclusions at St Anne's. While in this area, it is never possible to make rules for everything, the policy aims to ensure fairness and objectivity in all we do.

The policy ensures that:

- all members of the community are protected
- all members of the community are treated fairly
- there is guidance for adults in the rare cases of poor behaviour

In families, things do go wrong and in our family community we want to keep restoration, reconciliation and forgiveness at the heart of our work.

Contents

1. Introduction

St Anne's is an LSU Catholic School and the values of the order's and Church's traditions underpin our behaviour policy. The LSU Schools' Vision Statement asks us to:

- 'Be at the heart of our rapidly changing world, revealing God's love': in dealing with behaviour, we accept that we do not always hold shared experiences with our students and that modern life for teenagers is rapidly changing. We also understand the importance of the idea of speaking the truth in love: that true Christian love is underpinned by fairness and justice and restoration.
- 'Grow each day in holiness': in dealing with behaviour at St Anne's, we see opportunities to educate, grow and develop.
- 'Reverencing the dignity, diversity and vulnerability of all': we understand the importance of consistency and fairness while at the same time recognising that there can never be a 'one size fits all' approach to the outworking of this policy and that different individuals are on different stages of the journey to the ideal described by, for example, our Code of Conduct.
- 'Be a family community': we understand the need of families to correct and support, to reward as much as to caution or sanction.
- 'Recognis[e] the inter-connectedness of all life': we remember that behaviour as well as school responses to behaviour that does not meet expectations has an impact on the wider community.
- 'Warm relationships': restoration, reconciliation and the example of Christ in the relationships he formed is fundamental to our work as a school.

The school sets high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a young person enters the school. The wellbeing and achievement of all within the school community is central. Good behaviour is linked to learning and individual progress.

Our standards are explained in our code of conduct. This is primarily achieved through an ethos of positive reinforcement and through striving for consistent and fair sanctions for all. No member of the school community should feel fearful of any other member of the community from any behaviour, especially bullying behaviour, which will always be dealt with quickly and firmly and every effort will be made to prevent it from recurring.

As a learner you are expected to:	
Be **punctual**	Arrive **on time, fully equipped** for the start of lessons.
Be **co-operative**	**Accept advice** and guidance from your teacher and **follow instructions.**
Be **considerate**	**Show respect for other people** and their **property**. Consider how your actions help or hinder others**.** **Listen respectfully** to others.
Be **focused**	**Remain on task** and **try to improve** on your previous best.
Be **ambitious**	**Make a real effort** and **aim for excellence** in your work.

Whenever you are in uniform you represent our community, you are expected to:	
Respect **yourself**	Think about the **effect of your words** and **actions** on others. **Be truthful. Look smart** in the correct **uniform**.
Respect **others**	**Take a stand** against bullying or unkindness. When travelling to school **be polite and co-operative**. In school, **be aware of others**-hold the door open, avoid pushing or running. Talk and behave quietly respecting others' needs. **Racist, offensive or bullying language or swearing is not acceptable.**
Respect **the environment**	Treat the things around you with respect-**put rubbish in the bin**, **leave chewing gum** at home, **use resources carefully** and **recycle** where possible, **avoid damage or graffiti.**

There are some things that are strictly forbidden at St Anne's including: alcohol, bullying or intimidation of others, drugs, fighting, smoking, stealing or weapons.

This policy should be read alongside the following school documents:

- The school vision statement
- The current school development plan
- Safeguarding: policy and procedures
- PSED statement and Equality Objectives
- SEND Information Report
- Student Code of conduct
- Staff handbook

Relevant external documents include:

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

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outline schools' powers to exclude pupils:

- *Section 52 of the Education Act 2002, as amended by the Education Act 2011*

- *The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012*

In addition, the policy is based on:

- *Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils*

- *Section 579 of the Education Act 1996, which defines 'school day'*

- *The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014*

This policy complies with our funding agreement and articles of association.

2. Aims

This policy aims to:

- provide a **consistent approach** to behaviour management so that pupils in school are safe and feel safe
- **define** what we consider to be unacceptable behaviour, including bullying
- outline **how pupils are expected to behave**
- summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- outline our system of **rewards and sanctions**
- **ensure that the exclusions process is applied fairly and consistently and is understood by governors, staff, parents and pupils**

3. Responsibilities

All members of the St Anne's community have roles and responsibilities within the school's behaviour policy and procedures.

Pupils

- follow the school rules and code of conduct both in and out of school when in uniform, when representing the school or identifiable as a member of the school community

- understand that actions online or via mobile phone or other communication methods can be covered by this behaviour policy, even if they do not happen during school hours
- treat all members of the community and visitors with respect
- follow instructions immediately
- understand that sanctions are a result of choosing to break the school rules

Parents and Carers

- sign the relevant pages of the logbook at the start of each year
- sign the pupil logbook weekly
- discuss and enforce the school vision statement, code of conduct and school rules with their child
- respond promptly to communication from school
- attend meetings to discuss their child's behaviour and progress in school if required
- form positive home/school agreements and relationships
- inform the school of any changes in circumstances that may affect their child's behaviour.

Staff

Each member of staff (teaching and support) has a responsibility to:

- implement the behaviour policy consistently
- provide a personalised approach to the specific behavioural needs of all pupils, using, for example: behaviour plans, the Learning Support booklet or advice sent out by email
- model high standards of behaviour and speech, remaining professional at all times when interacting with members of the school community, both online and offline
- recognise and reward achievement, progress and success
- follow school procedures on discipline, rewards and sanctions
- keep accurate records of behaviour, including the use of current behaviour reporting systems
- be alert to bullying
- pass on information in a timely manner
- act to stop poor behaviour and promote good behaviour and self-discipline wherever they may see it
- renew behaviour data regularly and alert their line manager to persistent problems
- participate in meetings or respond to email requests by Heads of Department/Tutors/Heads of Year/Senior Leadership to seek information on the behaviour of pupils and strategies for dealing with persistent problems
- communicate concerns about behaviour with parents
- communicate with other appropriate members of staff, for example Learning Support, SLT, Heads of Year and work together with colleagues to resolve issues, prevent further issues and restore relationships.

Head of Department

The Head of Department has a responsibility to:

- support class teachers in their implementation of behaviour policies and procedures
- have oversight of the implementation of personalised behaviour plans or strategies within their department
- monitor behaviour reporting and discuss trends with their line manager
- establish and communicate clear departmental expectations of work and behaviour and monitor implementation of department strategies for rewards and sanctions.
- follow up persistent or serious breaches of the school's code of conduct and refer to SLT when necessary
- maintain appropriate departmental records and log communications
- inform Heads of Year and parents when a pupil is on department report.
- audit staff training needs on behaviour management and reasonable accommodations and

implement appropriate training strategies, such as peer observation
- communicate with other relevant staff, for example Learning Support

Tutor

The tutor, as the first port of call for pupil welfare, has a responsibility to:

- know the pupils under their care as individuals
- encourage, model and educate pupils in high standards of behaviour, dress, attendance and punctuality
- maintain an overview of each pupil's progress, well-being and behaviour (including rewards), attendance and punctuality
- discuss rewards and sanctions, behaviour and uniform, attendance and punctuality with pupils, regularly using the vision statement, code of conduct and student logbooks as tools
- communicate as appropriate with parents, other staff and outside agencies concerning the welfare and behaviour of a pupil
- implement behaviour strategies, such as individual behaviour plans, in tutor time and contribute to their development as needed
- discuss with Heads of Year any persistent problems
- discuss with subject teachers or Heads of Department any concerns that may arise in their tutor group

Head of Year

The Head of Year maintains an overview of the behaviour and wellbeing of all pupils under their care and holds the following specific responsibilities:

- support all staff in implementing school policies and procedures, especially those in their own year team
- monitor and discuss behaviour trends and training needs regularly with their year team
- co-ordinate the individual behaviour strategies or plans for pupils
- promote standards of behaviour, dress, attendance and punctuality especially through assemblies
- monitor behaviour within the year group using SIMS (and CPOMS where relevant) and discuss trends and patterns with line manager and other heads of year
- complete behaviour analysis and interventions as required
- keep up-to-date records of pupils on conduct report, of behaviour logs and of conversations with parents
- ensure good behaviour is promoted through the conversations tutors have with pupils, interventions delivered in tutor time or assemblies and through the delivery of Curriculum Enrichment Days which focus on PSHE topics as required
- show particular awareness of particular stages of transition, whether at the start of a new year group or key stage, liaising with support staff linked to transition where necessary to ensure additional support
- communicate as necessary with parents, staff members, outside agencies, Learning Support, Senior Leadership Team, Headteacher.

Senior Leadership Team

The Senior Leadership Team has the following responsibilities:

- ensure the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- promote and model the highest standards of behaviour, teaching and learning, dress, attendance and punctuality from all pupils

- provide support and guidance for all staff, especially middle leaders, in implementing school policies and procedures and hold them accountable for consistency of behaviour
- assist Heads of Year in addressing serious breaches of the school's code of conduct
- liaise with parents and outside agencies in support of colleagues, especially in particularly serious cases
- keep the Headteacher and/or Deputy Headteacher informed of any parental complaint and of follow-up action
- lead staff in implementing recommendations for Safeguarding, Inclusion and Equality
- monitor staff and pupil approaches to behaviour as part of regular cycles of observation and day-to-day presence in the school environment
- support individuals as required either immediately or over a longer period of time, ensuring that staff are appropriately trained to ensure school consistency and that line managers are informed if an individual member of staff requires further support
- ensure all staff receive regular refresher training
- report regularly to the governing body curriculum committee on the implementation of this policy, and at least once per year.

Governing Body

The governing body sets out its guidance on the issues below. It is responsible for monitoring the policy's effectiveness and holding the headteacher to account for its implementation.

- Searching pupils:
  - all searches will take place after a clear explanation to the pupil and the opportunity for the pupil to ask any questions. The co-operation of the pupil will always be sought first if at all possible. Staff will be mindful of reasons why a pupil is not willing to co-operate, such as a lack of understanding or a previous traumatic event.
  - With pupil agreement, a pupil may be searched in the presence of two members of staff, usually from the Head of Year office or senior leadership team.
  - The Headteacher delegates power to conduct searches without consent to members of the senior leadership team where prohibited items are suspected to be onsite or where there is the potential for harm to be caused:
    - knives and weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers
    - fireworks,
    - pornographic images,

    any article that the member of staff reasonably suspects has been taken, or is likely to be, used to commit an offence, cause personal injury to or damage the property of any person, including the pupil).

    In addition to the list of prohibited items, the school allows searches for the following banned items:
    - Drug paraphernalia
    - Other smoking paraphernalia, including lighters and matches
    - E-cigarettes or vapes
    - Legal highs.

    A search may also be carried out with or without consent if a member of the senior leadership team feels that the search will contribute positively to the smooth running of the school (for example if a student is refusing to hand over something for confiscation).
  - All searches must be conducted by a member of staff of the same sex as the student being searched and in the presence of another member of staff. An exception can be made only if the member of staff reasonably believes there is a risk to serious harm if the search does not take place immediately and another member of staff cannot be

contacted. Searches that take place without a witness in these exceptional circumstances must immediately be reported to another member of staff.

- o A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing is defined as any item of clothing not worn wholly next to the skin or immediately over a garment that is being worn as underwear.
- o Lockers are deemed personal spaces and will only be searched in the presence of the student, unless there is a risk of immediate harm.
- o failure to co-operate with the request of staff members to conduct a search will be sanctioned under the school's behaviour policy
- o If it is suspected that a pupil is concealing items on his/her person then the DSL or a DDSL or the Headteacher will authorise the police to be called.
- o Part of a contract for behaviour can include the requirement for searches to take place.
- o Searching includes the content of electronic devices, including, but not limited to, mobile telephones and tablets.
- o Where staff are concerned about additional vulnerabilities, advice will be taken from the DSL or SENCO or Headteacher as appropriate before carrying out searches.
- o The DSL will be alerted to all searches via CPOMS and a DDSL will also be alerted if the DSL is not immediately available to review the situation. If a risk of harm is identified, appropriate safeguarding procedures will be followed. When a search takes place, parents will always be informed.
- o Disposal of any items will take place in line with DfE guidance in 'Searching, Screening and Confiscation'

- Screening methods authorised by the governing body are limited to the use of a hand-held metal detector (arch or wand) to scan pupils for banned items.
- The use of reasonable force is outlined in the school safeguarding policy. Only trained members of staff would normally restrain a pupil, although all staff have the power to do so if necessary.
  If reasonable force is required as part of a search, the headteacher or deputy headteacher would normally make a decision where possible about whether the search can take place or whether the police will be called. The decision-making process will include whether or not the search is of the pupil or of their possessions. Reasonable force is permitted for searches for prohibited items deemed by the Department for Education but not those specifically named by the school.
- Disciplining pupils beyond the school gate: as members of the St Anne's community, pupils wearing school uniform or otherwise representing the school are ambassadors for St Anne's and school expectations apply. All offsite and out-of-hours activities have two emergency contacts from the Senior Leadership Team (or a middle leader where necessary) who can advise and where necessary give authority to a member of staff to conduct a search.
- Pastoral care for staff accused of misconduct: policy and procedures to support staff are detailed in the safeguarding policy. Where pupils have made malicious allegations against staff they may be kept isolated while a full investigation is made by the Headteacher or a nominated member of the senior leadership team.

4. Behaviour for learning

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom, including tutor time and non-usual settings for learning

They will:

- Be excellent role models for the pupils in all interactions with them
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school vision statement and code of conduct
- Develop a positive relationship with pupils, which may include:

- o Greeting pupils in the morning/at the start of lessons
- o Establishing clear routines
- o Communicating expectations of behaviour in ways other than verbally
- o Highlighting and promoting good behaviour
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement

5. Restorative practice

Restorative practice at St Anne's is a principle and a process, where those members of our school community involved in a problem, concern or incident take collective responsibility to resolve the issue after the event so that all can move forward positively and build bridges and relationships.

The aims of our restorative practice are:

- ❖ **Satisfaction:** To reduce unkind feelings between those involved and resolve the situation so that all parties can move on.
- ❖ **Engagement:** To ensure those involved are clear about the way in which they have broken the school code of conduct and the consequences that their actions have. They will have a chance to put the situation right with apologies made and understanding of one another so that the community relations are repaired.
- ❖ **Strengthening school values:** To increase the community confidence in our behaviour system which stem from our vision statement.

All are encouraged to take responsibility for their own behaviour and actions when it goes against the school code of conduct by reflecting on the following questions:

1. What happened?
2. Who else has been affected by this?
3. How did you feel at the time?
4. How do you think they felt?
5. What actions do you need to now take to make things right?

Further details are located in pupil logbooks and the staff handbook.

6. Anti-bullying

The school recognises that the behaviour of a young person is distinct from the person themselves. We will never condone acts of bullying, but we will try to respond in a Christian way to all those involved in bullying.

At St Anne's we aim to

- prevent bullying from happening through all pro-active means and increase awareness of the issues to all pupils
- create a climate where it is accepted that bullying must be reported if it is to be dealt with effectively
- encourage everyone – pupils, parents, teachers, staff and governors – to share the responsibility for stopping and preventing bullying as promptly as possible
- believe and support the victims of bullying giving reassurance where possible
- encourage and support those who bully to change their behaviour and attitude towards others
- make it clear that bullying will not be tolerated and apply appropriate sanctions

<u>What is Bullying?</u>

Bullying is behaviour that is deliberately intended to hurt, threaten or frighten someone. It denies the dignity of that person. Persistent bullying can severely inhibit a person's ability to learn effectively and the negative effects can impact on a person's entire life. It can be seen in a single 'one-off' incident but is more likely to be repeated over a period of time. Those who bully often choose 'victims' who find it hard to defend themselves and so there is an imbalance of power, either actual or perceived between the two people.

Bullying can range from horseplay to vicious assaults. It is important to distinguish between bossiness or minor upsets in friendships or high spirits and real bullying. All young people break up with their friends sometimes, and there are arguments and sometimes name-calling. This is usually forgotten within a few days and would not normally be considered as bullying. This behaviour is not acceptable, even where it does not constitute bullying. However, if this behaviour continues and escalates into hurtful behaviour, it can become bullying. In some cases, bullying might be considered as harassment or assault and it may be necessary to notify to the police.

The school recognises the following behaviours as bullying – by word, action or gesture, conducted by either an individual or a group of people:

- Physical abuse: hitting, pinching, poking, kicking; threatening or intimidating an individual, sometimes by a group.
- Emotional - verbal & non-verbal abuse: name-calling; insulting or derogatory comments, including racist or sexist remarks; staring, or nasty looks; abusive gestures or sounds; taking someone's bag; demanding money. This can also include being unfriendly, excluding, tormenting such as hiding books or personal items, being threatening or using graffiti.
- Sexual abuse could be abusive sexual comments or unwanted physical contact as well as the spreading of sexual rumours and/or images.
- Prejudice-based abuse: this is any abuse that is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived disability, race, religion, gender identity or sexual orientation. Although this is known as 'hate crime' the offender does not have to be motivated by 'hate'; they only have to exhibit hostility. It can be seen through assault, taunts, teasing or use of particular language, graffiti, gestures, refusal to co-operate with others because of their protected characteristic, inciting hatred or bullying against a pupil or group of pupils, provocative behaviour, inciting people to join an organisation or group that sanctions hatred.
- Low-level or indirect abuse: getting a third person to pass on an abusive message; spreading false rumours; deliberately excluding an individual and encouraging others to do the same.
- Cyberbullying: bullying that takes place using technology and may include any of the above elements. Whether on social media sites or apps, websites, email, through a mobile phone, tablet, laptop, computer, or gaming sites, the effects can be devastating for the young person involved.

The school is mindful of the Equality Act (2010) and the protected characteristics and will not tolerate bullying of people protected by this Act.

<u>Bullying in school</u>

The school understands that bullying hurts and that no one deserves to be a victim of bullying. The school understands that it has a duty of care to prevent and deal with bullying that takes place on the school premises. However, wherever possible we will deal with bullying that occurs on the journey to and from school and during school off-site activities in the same way. Bullying that occurs in school will be dealt with as outlined in the staff handbook.

<u>Bullying out of school</u>

Bullying, as defined above, that takes place out of school time, during evenings, at weekends or during the school holidays should be dealt with by the parents, who may choose to involve the police. We would encourage parents to inform the school of any such incidents to help us prevent bullying that occurred out of school being continued in school.

<u>Cyber Bullying</u>

Cyber bullying is treated in the same way as other forms of bullying. We are aware of an increased need of communication with other parties, such as parents or the police, as cyber bullying is likely not to have taken place on school premises.

<u>School Action</u>

Bullying is not a major problem at St Anne's, but we know that it occurs here, as it does in the world outside. Our response should always be immediate, fair and firm, in attempting to put an end to the unhappiness experienced by the bullied pupil and making it clear that we will always take action against bullying. The tutor will normally be the first point of contact when bullying is suspected and will often be supported by the head of year. In more serious cases, senior leadership will be involved.

7. Praise, rewards and sanctions

<u>Praise and rewards</u>

St Anne's School believes in the importance of a positive approach to framing conversations between different members of the community and there is value in receiving praise as much as there is in receiving a physical reward. Methods of praise and rewards might include:

- Merits and commendations, according to school procedures
- Verbal comments
- Congratulatory note/comment/ticker/stamp in logbook or on classwork
- Praise postcard/letter or other home/school contact, such as certificates or phone calls/emails.
- Display work or other media in classrooms or corridors
- Public display work or other media outside of the school with the required consent
- Mention in the school newsletter or message home or through social media channels
- Praise at assemblies, celebration assemblies or other public events
- Sports prizes
- The opportunity to represent school

Current procedures relating to rewards can be found in the staff handbook and pupil logbooks.

<u>Sanctions</u>

Sanctions should be applied when rewards have failed, or where it is necessary to show appropriate disapproval for breaches of the code of conduct. All staff will seek to ensure that punishments are proportionate to the offence and circumstance and should enable pupils to make reparation where possible. Sanctions should be constructive where possible.

Methods of sanctions allowed by the governing body are:

- a verbal warning or reprimand
- completion of work at home or extra work (at school or at home)
- carrying out useful tasks to help the school
- detention (in school hours or outside school hours)
- removal from the group, class or a particular lesson

- withdrawal of break or lunchtime privileges
- being placed on conduct report
- contact with home
- withholding participation in educational visits or events which are not essential to the curriculum
- confiscation of items, either temporarily or permanently
- use of the school's isolation room
- fixed-term and permanent exclusion

Current procedures relating to sanctions can be found in the staff handbook, staff planners and pupil logbooks.

8. Support systems and Early Intervention

The school has a number of programmes and techniques for supporting behaviour management and the tutor or Head of Year is often best-placed to suggest appropriate ways of supporting an individual.

The Heads of Year and the Senior Leadership Team collaborate with the SENCO (Special Educational Needs Co-ordinator) to ensure that the needs of SEND (Special Educational Needs / Disabled) pupils are properly taken into account. The Senior Leader with oversight for Equality will ensure that the requirements of the Equality Act 2010 are taken into account.

St Anne's recognises that an individual's needs are rarely best met through 'black and white' systems and that some pupils require a more sensitive and differentiated approach, but some notable systems are:

- seating plans
- conduct reports
- positive reports
- time out cards
- support from additional members of staff
- meeting with parents
- behaviour contracts
- anger management group or ELSA (Emotional Literacy Support Assistant)
- referral to other agencies via head of year and/or DSL (Designated Safeguarding Lead) (e.g. school counsellor, school nurse, mental health nurse)
- collaborative work with the educational psychologist
- pastoral support plans, individual behaviour plans or similar
- modification of curriculum
- personalised support offered through tutor, Pastoral Manager, Inclusion HLTA or other named member of
  staff

Other aspects of support for individual situations can be found in the school's safeguarding policy and procedures document.

Parents will be involved with concerns regarding behaviour and involved in discipline cases where appropriate. Where appropriate, staff should involve their head of year or department before contacting parents.

Staff will be trained in behaviour management techniques through a variety of ways including via induction, staff handbook and in-service training as appropriate from time to time.

Pupils will be consulted in key areas of school procedure through the student voice system.

9. Exclusions

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We accept that exclusions will at times be unavoidable and necessary. They send a clear signal to the offending student and the school and wider community that we will defend and uphold the school's ethos and Code of Conduct in the interest of the well-being and right of everyone at St Anne's to learn and work in a safe, respectful and orderly environment.

However, exclusions should be a last resort. They will normally be used when other sanctions and strategies to support a pupil in managing their behaviour have proved insufficient to amend a student's conduct.

Our school is aware that off-rolling (the practice of removing a pupil from the school roll without formal, permanent exclusion or by encouraging the parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil) is unlawful.   We are committed to following all statutory exclusions procedures to ensure that every young person receives an education in a safe and caring environment. We will follow current guidance from Southampton City Council.

In many cases it may be preferable to use internal exclusion (withdrawal from lessons and social time) for some of these, (especially in cases of first or one-off offences). Each case will be judged individually depending on the circumstances, severity and pupil's previous conduct.

Where an internal exclusion is given, parents will be informed.

Internal exclusions are not reported to the LA. External exclusions are notifiable to the LA. Once a pupil has had an internal exclusion but re-offends in the same term, an external exclusion will be more likely. An external fixed-term exclusion (suspension) or permanent exclusion is only administered by the Headteacher.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked;
- Allow the pupil to give their version of events, which is recorded; as well as, where possible and relevant, allowing the pupil to give their view about the possibility of exclusion;
- Consider if the pupil has special educational needs or any current safeguarding concerns

The Headteacher will always ensure that the decision is explained carefully to the pupil, including how their views have been factored into any decision made.

Fixed-term exclusions (suspensions) may be considered for serious breaches of school's Code of Conduct, such as:

- bullying
- fighting
- theft or stealing
- damage to school property or that belonging to a member of the school community
- swearing at a member of staff
- repeated defiance or persistent violation of school rules
- physical aggression or violence towards a member of staff or pupil
- bringing the school into disrepute (e.g. poor behaviour on way to school)
- refusal to follow instructions of a senior member of staff
- derogatory comments or abuse directed at another person, including via social media or when off the school site
- behaviour that endangers the health and safety of oneself and/or other members of the school community
- inappropriate use of social media or online technology
- the possession or use of alcohol, tobacco, vapes, illegal drugs or other banned substances

They may also be considered for repeated or persistent breaches of the school's Code of Conduct, such as:

- repeated disruption to lessons that hinders the progress of other pupils
- ongoing unacceptable behaviour for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

A fixed-term exclusion may also be given for a serious criminal offence outside the school's jurisdiction while the incident is being investigated by the police.

Reintegration

Following a fixed-term exclusion, a reintegration meeting will be held involving the pupil, parents, a member of senior staff and other staff as appropriate. This meeting will focus on the restoration of relationships and the safety of the pupil in returning to school. When a pupil returns from a fixed-term exclusion, the following measures may be implemented:

- agreeing an individual behaviour plan
- putting a pupil 'on report'
- access to onsite support systems (e.g. inclusion team, emotional support)
- internal isolation or the loss of break/lunch times for a period of time

Off-site direction

Off-site direction may be used to arrange time-limited placements at another school where interventions or targeted support have not been successful in improving a pupil's behaviour. The decision to direct a student to education offsite will be communicated to the parents no less than two days before the start of the provision. Parents may request that the governing body hold a review meeting.

Managed Moves

Managed moves are voluntary processes that lead to the transfer of a pupil to another mainstream school. DfE and Local Authority guidance is followed in arranging these.

Permanent Exclusions

Permanent exclusions will only be issued for::

- repeated breaches of the school's Code of Conduct when all other relevant support strategies have been exhausted, including involvement of relevant external agencies; all support provided must be clearly documented
- a first or one-off offence that seriously endangers the health and safety of others; this might include but is not limited to:
    - serious actual or threatened violence against another pupil or member of staff
    - sexual abuse or assault
    - supplying an illegal drug
    - carrying an offensive weapon
    - arson
    - serious destruction of property

A decision to exclude a pupil permanently will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy, and

- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The headteacher will provide the relevant information, in writing, to the parents of an excluded student, using the most recent model letters provided by Southampton City Council. These include details of the exclusion, information about parents' right to make representations about the exclusion and details about next steps and the provision of education during the exclusion.

The headteacher will immediately notify the governing body and the local authority of permanent exclusions, exclusions that would result in the student for being excluded for more than 5 school days (or more than 10 lunchtimes) in a term and exclusions that would result in the student missing a public examination.

The governing body's responsibilities regarding exclusions are delegated to the pupil discipline panel who will follow the requirements of the most recent national guidance.