



# Behaviour for Learning Policy

(Incorporates Suspensions and Permanent Exclusions)

Version 24/25 - 1.1

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<b>Related Documents:</b>	<ul style="list-style-type: none"><li>• DfE Statutory Guidance on Suspensions and Permanent Exclusions</li><li>• Anti-bullying policy</li><li>• RESPECT Charter</li><li>• Searching Screening and Confiscations Guidance</li></ul>

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## 1. Introduction

The Department for Education states that ‘Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law’. This policy, along with the associated policies and the school’s monitoring and self-evaluation process, fully takes the aforementioned requirement into account and should be read in conjunction with the DfE Statutory Guidance on Suspensions and Permanent Exclusions. The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

“Good behaviour in school is important to their (pupils) future success. Pupils have the right to come to school and focus on their studies, free from disruption” (*Department of Education White Paper 2010*)

“Behaviour is crucially linked to motivation, achievement and hence to standards” (*Lund 1996*)

“Effective behaviour policies separate the child from the behaviour. They say ‘we want you – we do not want this behaviour’” (*Lund 1996*)

As well as school based behaviours, this policy applies to offsite behaviours including those which occur on school trips and at other educational establishments.

## 2. Aims of the Policy

- To promote a positive environment in teaching areas and around school where learning can be effective and staff and pupils feel safe and respected
- To minimise low level disruption so that the maximum amount of time is available for learning
- To encourage and develop a sense of personal responsibility and accountability by pupils and emphasise that they make clear choices regarding their behaviour
- To ensure that pupils, staff, parents and governors are fully aware of:
  - i) the expected behaviour of pupils within lessons and around school
  - ii) clearly defined and graduated rewards for good behaviour and consequences for poor behaviour
- To develop systems of recording that ensure detailed information on pupil behaviour, positive and negative, can be easily accessed by staff as required
- To communicate with parents quickly where significant positive, or negative, intervention has taken place
- To provide a culture where pupils are safe and able to report concerns around behaviours including harmful sexual behaviour. On this matter the school assumes that sexual harassment, online sexual abuse and sexual violence are happening in the community, and potentially in the school, even when there are no specific reports, and has a whole-school approach to address them.

## 3. Principles

- Excellent teaching and learning incorporating the formation of professional, purposeful positive relationships with all children is fundamental to high standards of pupil behaviour
- Behaviour management is a key function of the classroom teacher and so is their direct responsibility and should therefore be accountable for it
- Expected behaviour needs to be clearly expressed to pupils, taught and reinforced regularly
- The understanding that removing a child from their routine learning environment as an intervention is a serious action and should, therefore, be only used when absolutely necessary
- All pupils have equal rights to be treated with respect and fairness
- Systems must not be the end result but rather the means to achieve improvement and consistency. However, rigour and routine are fundamental to behaviour management

#### 4. Expectations

##### Expectations in the classroom

It is the responsibility of all teaching staff to ensure that a positive environment for learning is created within their classrooms. Teachers should greet pupils at the door and ensure a calm entrance to the classroom. All teachers must implement seating plans which they should review regularly and for which they must use the school IT package, Mint Class.

##### Start of the Lesson

Pupils must arrive calmly and on time and be prepared for learning. All pupils are expected to stand behind their chairs with equipment including the school planner on the desk. Pupils must wait to be told to sit down by their teacher.

##### During the Lesson

- **Signal for silence** The teacher will raise their hand. This is the signal used across the school to indicate that all pupils should be silent and focussed on the teacher
- **Have respect** Listen in silence when the teacher and others are talking
- **Want to speak** Hands up and wait until given permission
- **Follow instructions given** Don't wait to be told twice
- **Focus on your activity** Remain on task and allow others to remain on task
- **Be guided by and respond to the step system** : Ensure that early warnings modify behaviours

##### End of the Lesson

Pack away quickly and calmly and wait to be given permission to leave.

##### Expectations around the school

- Do as you are asked by all staff
- Arrive at lessons on time – you will need a note from a member of staff if you are late
- Be polite, use inoffensive language and respect the feelings of others

- Eat and drink in the areas provided. Remember no chewing gum
- Place litter in the bins provided
- Wear full school uniform in class, whenever you are in a building and when moving between lessons
- Keep to the left when walking around the building
- Must not use or have in their possession any prohibited items or substances
- Fully comply with the RESPECT Charter

### Behaviour outside school

Pupils' behaviour outside school on school business, for example school trips and journeys travelling to and from school, away school sports fixtures or a Work Experience is subject to the BFL Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school

For behaviour outside of school but not on school business, the policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil population as a whole. If a pupil's behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for suspension then the Headteacher may decide to sanction. This is also included in the criteria for permanent exclusion. It should be stressed that incidents of cyber bullying or other online behaviours that clearly impact on the welfare and safety of pupils and staff do come under the remit of 'behaviour outside school'.

## 5. Rewards

The school community is committed to recognising the achievements of pupils and rewarding these achievements appropriately. We believe that praise and positive reinforcement of good attitude, progress and behaviour is an effective motivator.

The school believes in regularly evaluating its reward systems in response to pupil voice.

### a) Rewards for all throughout the year

We are committed to providing meaningful rewards to pupils who meet our expectations. Rewards will be issued throughout the year and will include positive letters home and school events. To qualify for a reward, you must receive **no more than** an average of:

- One unauthorised half day absence per fortnight; and
- Four behaviour points per week.

### b) Personalised Rewards throughout the year - PLUS Points

- This system was introduced in June 2022 having been co-constructed with the staff and pupils
- All pupils can collect up to TWO PLUS points per lesson for displaying a range of positive behaviours which are spelt out in the PLUS points classroom display sheet which is here:  
<https://drive.google.com/file/d/1Z7QBOvwz2wQsWBYSej9R8gACfnGc1XPu/view?usp=sharing>

- In addition, pupils can collect TWO PLUS points each morning from their form tutor for being in full uniform and being correctly equipped as defined by the tutor on that day
- PLUS points can also be awarded by any member of staff for positive out of lesson behaviours if they see a pupil showing positive behaviour that “goes above and beyond”
- PLUS points can be exchanged for a range of prizes at our in-school shop with each year group being allocated a specific day on which they can spend their points
- The full list of available prizes is subject to modification but will always be clearly displayed and shared with the pupils and it will evolve in response to pupil voice

c) House Points

Pupils are awarded House Points for effort and participation in a raft of wider school activities and extra-curricular participation. They are also awarded for excellent behaviour and attendance. These contribute towards each House's total points score for the academic year which results in the awarding of the House trophy.

## 6. Sanctions for In-Class Behaviour

Where a pupil chooses not to follow the agreed expectations, sanctions should be used in a hierarchical way to support learning as shown below: The sanctions are all clearly displayed at the front of all classrooms.

- Learning Statement E.g ‘Your talking is impacting on your learning’
- STEP 1 ONE behaviour point  
First formal step – correct your behaviour to avoid a detention
- STEP 2 TWO behaviour points  
15 minutes next day detention  
Seat move if appropriate  
Automatically applied for lateness without a valid note  
Home notified the same day
- STEP 3 THREE behaviour points  
30 minute next day detention  
Displacement to another classroom  
Home notified the same day
- STEP 4 FOUR behaviour points  
Issued if disrupts following a Step 3, or refused a Step 3  
Displacement to Reflection Space until the end of the lesson  
45 minute same day after school detention  
Home notified the same day

Underpinning the step system is the clearly articulated expectation that classroom teachers are responsible for managing behaviour in their own classrooms which is supported by positive purposeful relationships. As such, where a child is placed into an after school

detention by a class teacher, there is a clear expectation that the teacher has a restorative discussion with the pupil at the next available opportunity.

If a pupil fails to attend any detention, they will receive a 45-minute after school detention the following day. If they fail to attend that detention, they will then be in the Reflection Space until 4pm the next day

At the school's discretion, and on a case by case basis, Reflection Space time for Year 11 pupils may be completed at lunch-time.

Removing a pupil from a lesson is a significant action and so is used as a last resort to avoid disruption to other pupils' learning. Pastoral staff and Senior Leadership Team will support individual pupils and staff by visiting lessons (zonings) and recording positive observations alongside any concerns which are then swiftly and suitably followed up on.

When applying a sanction, teachers should focus on the behaviour and not the individual. For example, 'your behaviour is preventing you from learning'. Staff will also state a clear reason why a sanction has been given. There should be no need for confrontation. Pupils who argue will automatically move to the next sanction up. Refusing to leave if Step 3 is reached will result in an immediate Step 4. Misbehaviour will not be tolerated. Regular staff training is provided on all aspects of positive behaviour management.

## **7. The Reflection Space**

- The purpose of this space is to provide a reflective period and to reduce the chances of further sanctions
- All pupils complete a Reflection Survey at the start of each session to provide the Pastoral Team with important information that may allow them to address pupils' specific needs
- CCTV is in operation in the Reflection Space and this is clearly signed
- The expectations of pupils in the Reflection Space are made clear to all pupils entering the space but in essence a slightly adapted version of the in-class behaviour steps and accompanying behaviour points operates for each lesson they are in the Reflection Space

Learning Statement - You are negatively impacting learning

Step One      One behaviour point  
First Formal Step, Correct your Behaviour to avoid detention or further sanctions

Step Two      Two behaviour points

- 15 minute Next day after school
- Home Notified the same day
- Moved to outside seat if needed

Step Three    Three behaviour points

- Displacement from Reflection space by Pastoral/SLT with opportunity to return to Reflection in the next learning session if appropriate
- 30 minute same day detention with SLT

- Home notified the same day by SLT

**Step Four**      Four behaviour points

- Will be used where the pupil does not respond positively to Step Three removal above
  - Phone call home by SLT straight away
  - House Team informed
  - Parent invited into school for discussion
  - Same day detention until 4pm with SLT
- Pupils will have meaningful, age appropriate work provided to them, about which pupils will receive feedback
  - Most pupils will work in booths to promote pupil focus. However, alternative seating arrangements will be made for pupils in response to specific needs, physical or otherwise
  - In almost all case pupils will work on Google classroom
  - Time in the Reflection Space ( between 8.45 and 3.15 am ) equates to five behaviour points
  - Whenever a pupil with an EHCP would ordinarily be required to spend time in Reflection, the Reflection Lead will liaise with the SEND team to ensure that the child's needs can be met and to discuss alternative options
  - Where a pupil has K Code – SEN Support, then the Reflection Lead will read the pupil profile and will take relevant advice from the SENCO

## **8. RESPECT Charter**

The RESPECT Charter is designed to frame discussions and learning opportunities with pupils in regard to out of classroom behaviours only and to support Form Tutors in particular during morning checks of items, such as pocket planners and uniform.

If a pupil breaches an aspect of the RESPECT Charter this is viewed as a RESPECT breach. For this, pupils receive two behaviour points and a 15-minute after school detention which takes place the following day.

A pupil may receive multiple RESPECT breaches in a day but based on all historical data available this rarely happens.

If a member of staff records a RESPECT breach, they will endeavour to make the pupil aware of this as soon as possible. Staff can record using their computers or the in-school texting system.

If a pupil fails to attend a school detention (from classroom steps or a RESPECT breach) they will be sanctioned as follows:

First missed detention:	45-minute after school detention the following day
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Missed 45 minute detention:	Reflection Space the following day until 4.00pm
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The RESPECT Charter is displayed around school through prominent wall art, all classrooms and the pupils' pocket planners.



### **Right Place**

**We make sure we are in the right place at the right time**

### **Explain Actions**

**We explain our actions when asked by a member of staff**

### **Show Manners**

**We show manners to every member of our school community**

### **Pocket Planner**

**We have our pocket planner with us at all times**

### **Enter Correctly**

**We enter the building and classrooms sensibly, wearing the correct school uniform**

### **Communicate Appropriately**

**We use a respectful voice and words to communicate our point**

### **Treat Kindly**

**We treat every member of the school community with kindness and acceptance**

## **9. Out of lesson and off site behaviours**

We expect all pupils to continue their excellent classroom behaviours into all other parts of their daily school life whether on a corridor, in a dining space or on a school trip. Where behaviour does not meet our expectations pupils will be sanctioned, initially through the RESPECT charter but the school reserves the right to remove a pupil's right to be in free circulation for the periods of time that it deems appropriate and necessary.

## **10. Damage to school property**

In the rare event of a pupil wilfully damaging school property a discussion will be had with the family of that child about the best way to remedy the damage. This may include the pupil repairing or cleaning the item and in other cases it may require a discussion around payment towards a replacement item. In addition the pupil will always be required to spend time in the Reflection space. In this case proportionality and fairness will always be balanced alongside the need to sanction.

Where multiple pupils are present during an incident which results in damage to an area of the school without CCTV coverage and where pupils should not be present, they may be considered as culpable on a balance of probabilities and any payments for replacement items may be split between pupils.

## **11. Truancy**

If a pupil truants any part of the school day in that they wilfully and deliberately fail to attend a timetabled lesson or activity then the first priority of the school will be to establish the reasons behind that choice so that we can prevent any future occurrences. The second priority will be provide a relevant sanction which will not include the missing of any future learning sessions. The pupil will, therefore, receive a **45 minute** after school detention for each session that they truanted.

## **12. Persistently Disruptive Behaviour (PDB)**

The school will use its own in-house custom built SIMS linked, B.E.S.T system (Behaviour Evaluation & Systematic Tracking) to show cumulative behaviour points per pupil. B.E.S.T will show a pupils' behaviour record relative to others within both year group and House. It will allow week by week analysis at pupil level enabling us to spot both positive and negative trends.

House Leaders will use B.E.S.T at the start of each half-term to identify those pupils with a number of behaviour points which significantly distinguishes them from their peers. Such pupils will receive a phased set of corrective interventions and their behaviour will be more closely tracked using B.E.S.T. If a pupil is supported at phase 1 they will be set a clear numerical target for improvement and if they achieve that they will return to standard monitoring in line with all pupils. If they do not achieve the required improvement they will progress to phase 2. If a pupil succeeds at a particular phase and then they require support at a later point in time then they will re-commence at the phase they were last on. The interventions for each phase will be personalised to the pupil but they are most likely to be the following phases which are all about understanding barriers to better behaviour;

### Phase 1

Subject Teacher Phone Call  
Subject Teacher Report  
Time in Reflection  
Review SEND Needs  
Dedicated Mentor

### Phase 2

Form Tutor Phone Call  
Form Tutor Report  
HOD Report  
HOD Report  
Review SEND Needs  
Time in Reflection  
Dedicated Mentor

### Phase 3

DHOH Phone Call  
DHOH Report  
DHOH on-site meeting  
Review SEND Needs  
Time in Reflection

Dedicated Mentor

#### Phase 4

HOH Phone Call  
HOH Report  
HOH on-site meeting  
Review SEND Needs  
1 Day Internal Suspension  
Dedicated Mentor  
Curriculum Review  
Individual Behaviour Plan

#### Phase 5

SLT Phone Call  
SLT Report  
SLT on-site meeting  
Review SEND Needs  
Multiple Day Internal Suspension  
Dedicated Mentor  
Curriculum Review  
Governor Panel  
External Suspension for Persistent Disruptive Behaviour  
Individual Behaviour Plan  
Possible off-site direction

### **13. Failing to follow instructions at the first time of asking**

We expect all pupils to promptly follow staff instructions. Whilst we are prepared to invest time in discussions with pupil and explain rationale for decisions pupils need to accept that staff time is precious and is needed to support all pupils. Therefore, if a pupil does not promptly follow instructions result in a sanction up to and including suspension.

### **14. Prohibited Items**

All of the following are prohibited:

- Knives and weapons (including toy and/or replica weapons)
- Alcohol
- Illegal drugs
- Stolen items
- Any article that a 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 property of, any person
- Tobacco, cigarette papers, lighters
- Vapes
- Fireworks
- Pornographic or defamatory images

- Mobile devices when used contrary to the Mobile Phone Policy
- Items associated with graffiti, including aerosol spray paints

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

The school has a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item as listed in Section 14. In line with the DfE Guidance on Searching, Screening and Confiscation, the school has the power to search a pupil for any item if the pupil agrees

The details of all searches are recorded within CPOMS for future reference. Parents will always be notified following a search but express prior permission is not required. As per the DfE policy 'the member of staff conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness to the search'.

## **16. Internal Suspensions**

As part of the school's commitment to an inclusive approach to behaviour sanctions, the school will always consider the merits of an internal suspension over an external suspension. Each day of an internal suspension accrues 10 behaviour points for the pupil.

An internal exclusion requires the pupil to be in the Reflection Space from 8.45am to 4pm.

Where an internal suspension has been issued, parents will receive a letter detailing the sanction and reasons behind this. Parents will also be asked to attend a reintegration meeting in-person or via the telephone to discuss future behaviour.

In cases where a pupil requires reasonable adjustments, alternative venues to the Reflection Space may be used for Internal Suspensions. This is at the discretion of the school.

## **17. External Suspensions**

This can be suspension or permanent exclusion and only the Headteacher can suspend a pupil. At appendix 2 there is a complete section detailing suspensions and permanent exclusions.

## **18. Bullying**

Bullying at Malet Lambert in any form is unacceptable. The school has a responsibility to "safeguard and promote the welfare of all pupils" (Education Act 2002) and to put policy and procedure in place to "prevent all forms of bullying" (Education and Inspections Act 2006).

Due to the importance of tackling bullying the school operates a separate 'Anti-bullying Policy' which pupils, parents and staff should familiarise themselves with.

## **19. Staff**

Where a member of staff feels that they require support with a group they should initially speak to their Subject Leader and they can then request 'zonal support' from a team largely comprising of SLT. Subject Leaders should support all members of their team in issues of classroom management. This may involve peer observations within the department to share good practice, meeting with the parents of identified pupils and/or temporarily removing a pupil who is not responding. There will be an opportunity for staff to receive whole school and individualised training.

Heads of House and other Pastoral Leaders will work to support members of staff and Departments when 'patterns' of negative behaviour have been identified which are across subject areas or when there is poor response to department strategies. Senior Leaders' responsibility is to ensure consistency across year groups, houses, subjects and departments, ensuring a hierarchical, strategic deployment of resources and response to managing behaviour.

## **20. Consistency**

It is vital that matters of behaviour management are approached in a positive and consistent way so that pupils can gain a clear idea of the boundaries, and so that they have a sense of 'justice' as any reward or sanction is given evenly. It also helps support the entire staff body if a collegiate approach is adopted and followed.

## **21. Transparency**

All members of staff will be able to feed back directly to the Pastoral Deputy Headteacher about any aspect of behaviour, at any point, including anonymously by using a live electronic link that goes directly to the Deputy Headteacher. Where a name has been provided, the staff member will receive acknowledgement and follow up communication from the Pastoral Deputy Headteacher or other Senior Leaders. The Headteacher will always be made aware of any feedback received together with any response.

## **Appendix 1 - Behaviour Reports System**

A pupil's behaviour in a lesson can be a complicated matter to say the least and there will never be a single, simple one size fits all approach to improving a pupil's behaviour where it consistently falls below a teacher's expectations.

However, we do work on the basic premise that the person who is ultimately responsible for a pupils' behaviour is the pupil themselves first and foremost, especially for secondary age pupils.

We are clear that through good behaviour we get good progress which is our core purpose.

Beyond the pupil and the parent, we ask that ownership of the behaviour and specifically of improving the behaviour sits with the following people depending on the phase of support

### **1. Classroom Teacher (Yellow in colour)**

If, over the course of several lessons, a teacher has consistently applied the behaviour management steps, has made relevant seating plan moves and has already made initial contact with the parent, then the subject report should be used. This is the same yellow report card for all subjects and all pupils across the school with personalised targets that are completed onto the report card itself which remains with the class teacher at all times. Where a pupil is identified on the B.E.S.T System as receiving a high number of behaviour points in a subject area, Heads of House may direct classroom teachers to implement a Classroom Teacher Report.

### **2. Head of Subject / Department (Blue in colour)**

The role of the HOD is key critical in modifying pupil behaviour and HODs at Malet Lambert pride themselves on supporting their staff and having full knowledge of everything happening within their own departments.

If a class teacher has not seen the desired improvements through being on class teacher report for between two and four weeks then through discussion with the HOD, the pupil must move onto HOD report where the HOD meets with the pupil and makes relevant contact with home.

### **3. DHOH Conduct Report (Pink in colour)**

### **4. Head of House Conduct Report (Orange in colour)**

### **5. Senior Leadership Team Conduct Report Card (Green in colour)**

### **6. Headteacher Report (Red in colour)**

## **Appendix 2 - Suspensions and Permanent Exclusions**

### **1. Introduction**

This section is intended to give parents/carers a simple overview of the reasons a school may need to use suspensions or permanent exclusions; it is not intended to provide detailed guidance for school leaders. Full details of the national guidance can be found in the ***Suspension and Permanent Exclusion. Guidance for schools, academies, and PRUs, May 2023*** and ***Behaviour in schools: Advice for Headteachers and school staff, September 2022***.

### **2. Background**

This government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspensions and permanent exclusions are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments ***[Suspension and Permanent Exclusion. Guidance for schools, academies, and PRUs, May 2023]***

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions ***[Behaviour in schools: Advice for Headteachers and school staff, September 2022]***

### **3. Suspension**

A suspension is where a pupil is temporarily removed from the school for a fixed period. It can be for one or more fixed periods (up to a maximum of 45 school days in a single academic year) and does not have to be for a continuous period.

The decision to suspend a pupil from the school can and will only be taken by the Headteacher or, in their absence, a Deputy Headteacher or the most senior member of staff on site to whom the authority has been delegated.

The decision to suspend a pupil is a matter of judgement for the Headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour that is in breach of the standards of behaviour expected by the school either on the school premises or outside of school.

**Pupil behaviour outside the school** will be dealt with in the same way as behaviour inside the school where it is considered that there is a clear link between the inappropriate

behaviour outside the school, and the risk of it harming the education, welfare and discipline among the pupils as a whole.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- or that could adversely affect the reputation of the school

*(Behaviour in schools: Advice for Headteachers and school staff, September 2022)*

#### **4. Behaviours that may result in suspension and/or permanent exclusion**

Headteachers use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. Suspension, whether suspension from lessons, external suspension, or permanent exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of our behaviour policy:

- Deliberate unsafe behaviour which potentially causes risks to others
- Fighting
- Persistent bullying/abuse/intimidation of other pupils
- Unauthorised filming, photographing or recording in school
- Actions which put the pupil, or others, in danger
- Verbal abuse or threatening behaviour against pupils or staff
- Racial, homophobic, sexual or other discriminatory abuse, harassment or aggression
- Sexual assault or misconduct
- Physical abuse of/assault against staff or pupils
- Malicious allegations against staff
- Indecent behaviour
- Damage to property
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Theft
- Serious actual or threatened violence against pupil or staff
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour
- Defiance and /or persistent refusal to accept school sanctions.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. There may be other situations where the Headteacher makes the judgement that suspension is an appropriate sanction.



Before reaching a decision to either suspend, or permanently exclude, the Headteacher will:

- Consider all relevant facts and such evidence as may be available to support the allegations made
- Make every effort to ensure that the pupil makes or dictates a written statement to give their version of events
- Check whether the incident may have been provoked, for example by racial or sexual harassment
- If necessary, consult others, being careful not to involve anyone who may have a role in any statutory review of their decision, for example members of the governor panel
- Keep a written record of the actions taken, including any interview with the pupil. Witness statements must be dated and should be signed, wherever possible.

When the Headteacher makes the decision to suspend or permanently excludes a pupil they will ensure that parents are notified without delay, usually by phone call and then followed in writing, including the details and their rights to make representation where applicable. They will also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC. Before permanently excluding a Looked After Child the Headteacher will always discuss with the appropriate LA officers and VSH the availability of suitable alternative provision elsewhere.

## **5. Drug related suspension or exclusion**

When dealing with an incident involving the potential use or dealing in drugs it should be stressed that if sanctions are applied, the school will base its judgement not only on physical evidence but also where the balance of evidence indicates a pupil or pupils have taken illegal substances or supplied illegal substances to other members of the school community. This is not restricted to school premises but, as defined earlier, also includes behaviour outside of school that is in breach of the standards of behaviour expected by the school and/or where the health and safety of other members of the school community are compromised.

## **6. Lunchtime suspension**

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. Any lunchtime exclusion will be treated in the same way as any other fixed-term suspension and parents will be informed in the same way. Any pupil entitled to a free school meal will be offered a packed lunch.

## **7. Reintegration following a suspension from school**

A reintegration meeting will be arranged with the parent/carer during or following the completion of exclusion. The pupil will be expected to attend either the full or part of the meeting. The aim of the meeting is to assist the pupil to make a positive reintegration back into the school community. In the event that a parent cannot attend, the meeting will be held with the pupil and an appropriate adult. An action plan or support plan may be drawn up which will outline expectations regarding the pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners. The reintegration meeting will also provide an opportunity to emphasise the importance of parents and carers working with the school to take joint responsibility for their child's behaviour.

## **8. Permanent exclusion**

The decision to permanently exclude any pupil will only be taken:

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

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a one-off serious breach of the behaviour policy. Such circumstances might include:

- Where there has been serious actual, attempted or threatened violence against another pupil or member of staff
- Sexual assault or misconduct
- Supplying an illegal drug
- Carrying and/or making threats with an offensive weapon
- Any severe form of bullying, including racist, sexist, homophobic or other discriminatory bullying
- Any action resulting in a serious health and safety issue

Again, this list is not intended to be exhaustive and there will be other examples that meet the threshold.

In cases where a criminal offence has taken place, the police may be informed and where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the pupil. Should the Headteacher decide to permanently exclude a pupil they will inform the Local Authorities Exclusions Officer at the earliest possible opportunity.

## **9. Preventative measures to school suspension and exclusion**

We are committed to using suspension and exclusion as a last resort. Alternatives will always be considered and may include:

- Suspension from lessons in another area of the school
- Restorative practice alongside a sanction
- Managed move, leading to the permanent transfer of the pupil to another school at the agreement of all parties (including parents/carers and the new school)
- An off-site direction, where the pupil is required to attend another educational setting to improve their behaviour for a fixed period of time. Unlike a managed move (above) this does not need agreement from parents and the school is able to direct this as part of its strategy to improve behaviour
- Alternative provision

## **10. Representation and reviews**

All suspension and permanent exclusion letters include details of a parents' right to make representation to the governor panel and other avenues of support.

The governor panel will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the Headteacher if:

- It is a permanent exclusion
- It is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term
- It would result in the pupil missing a public examination or national curriculum test.

Should the governor panel decide not to reinstate a permanently excluded pupil then parents/carer may appeal that decision within 15 school days. The appeal will be heard by an independent review panel (IRP).

Should parents wish to make representations about a suspension not listed above, they should follow the guidance included in the suspension letter. Whilst the governor panel has no power to direct reinstatement, they must consider any representations made and may place a copy of their findings on the pupil's school record.

This process is summarised at the end of this policy as appendix 1.

## **11. Other considerations**

The school will implement this Suspension and Exclusion policy with due regard to the implications arising from the Equality Act 2010 which requires schools to make reasonable adjustments for disabled pupils.

Under the Children and Families Act 2014 schools must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they may need because of their SEN.

The school will always be mindful to the needs of our most vulnerable pupils when considering suspension or exclusion. Professional advice will always be sought; where either a pupil who has a social worker, or where a Looked-after Child is at risk of suspension or exclusion, school staff (including DSL, SENDCo and Designated Teacher) will work closely with the relevant external agencies (VSH, social workers, and local authority officers) at the earliest opportunity.

## Summary of the governing panel's duties to review the Headteacher's exclusion decision

A summary of the governing board's duties to review the headteacher's exclusion decision

Conditions of exclusion

Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 in a term
- Will the suspension or permanent exclusion result in the pupil missing a public examination or national curriculum test?

Yes

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.<sup>38</sup>

\*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider the pupil's reinstatement alone.<sup>39</sup>

No

Will the suspension (s) take the pupil's total number of school days out of school above the five but less than 16 for the term?

No

The governing board must consider any representations made by parents and has the power to consider the reinstatement of the pupil.

Yes

Have the pupil's parents requested a governing board meeting?

Yes

The governing board must consider a meeting to consider the reinstatement within 50 school days of receiving notice of the suspension.

No

The governing board is not required to consider the suspension but does have the power to consider the reinstatement of the pupil.

<sup>38</sup> The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

<sup>39</sup> The ability for a chair to review in the case of public exams refers only to maintained schools.