



THE JOHN OF GAUNT SCHOOL
A Community Academy

The John of Gaunt B4L Policy

Originator	Reviewed by	Date of Review	Approved by	Date of Approval	Next Review Date	Website
School	S&C		FGB			

1. Vision Statement

‘Creating an irresistible climate for achievement’

- We challenge, support and encourage every student to **achieve their potential.**
- We believe **effort** and **dedication** lead to success and we **raise aspirations.**
- We **personalise our provision** to meet the needs of individuals.
- We enable our students to flourish as **confident learners and leaders** of our community.
- We create a culture where all stakeholders **feel valued, supported and proud.**
- We **work collaboratively** to improve outcomes for our students and support other schools to improve.

2. Aims

1. To ensure that all students, parents/carers, staff and governors are aware of the high expectations of The John of Gaunt School in terms of Behaviour for Learning (B4L);
2. To provide a safe, secure and celebratory environment where all members of the community can flourish, thrive, feel a sense of belonging, and fulfil their potential
3. To promote good behaviour through good conduct, high levels of effort, self-discipline and respect;
4. To create a safe learning environment that is free from bullying and in which all students are empowered to keep themselves safe;
5. That all members of the school community are aware of the behaviour and reward systems
6. To encourage students to become involved in, and have enthusiasm for, all aspects of academic, learning, creative, sporting and leadership opportunities and success;
7. To embrace difference, encourage tolerance and challenge prejudice;
8. To prepare students to become responsible adults.

We believe that high standards of behaviour lie at the heart of a successful school that enables:

- All its students to make the best possible progress in all aspects of their school life and work.
- All staff to be able to teach and promote good learning without undue interruption or harassment.
- All students and staff have the right to feel safe at all times in school. There should be mutual respect between all in the student community.
- All students have the right to be at ease with their involvement in any enriching activity they choose and to take pride in their achievements.
- All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- Parents / Carers are encouraged and helped to support their children's education, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

This policy should be read in conjunction with other the other policies listed below:

- Equalities Policy
- Anti-Bullying Policy
- Drug and Alcohol Misuse Policy
- SEN Policy
- E-Safety Policy
- Rewards Policy
- Safeguarding Policy
- Attendance Policy
- Teaching and Learning Policy

3. Objectives

This policy defines the operating procedures for a system that:

- reinforces the right behaviour to enable students to be successful
- delivers consistent consequences for the wrong behaviour
- seeks to ensure that all students are treated equally and fairly
- enables staff to teach effectively by removing disturbances to learning
- promotes a respect for and positive attitude toward learning

4. Students with identified additional needs

Students who have an Educational Health Care Plan (EHCP) or identified additional need (s) will also be expected to follow the behaviour policy.

However, reasonable adjustments will be made for some individuals. Advice from The John of Gant Individual Learning Department (ILD) and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP).

Staff can refer to the notes on SIMs, Class Charts, the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.

5. Expectations

All members of the school community have a role to play in supporting behaviour, which promote learning that is free from disruption, enables teaching to meet the needs of the students, and ensures all members of the school feel safe.

No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and students will have disruption free classrooms in which they can learn.

On a lesson-by-lesson basis, students will have one simple choice, to either be in class working as directed by staff or to be isolated from their peers.

No student has the right to deride or undermine the involvement and achievement of others in school life.

6. The Governing Body:

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to arrange to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children this would include;

- supporting the School in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way
- this policy is carried out and monitored with appropriate impact assessments informing future plans
- ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising;
- providing an appeals mechanism in relation to this policy
- supporting the school in celebrating the involvement of students and staff in enrichment activities and their achievements.

7. The Senior Leadership Team (SLT):

Members of SLT/Head Teacher will support all staff in promoting learning and positive behaviour through:

- implementing this policy in a fair, effective and non-discriminatory way Conducting regular 'Learning Walks' throughout each school day
- recognising excellence in terms of learning, engagement and supportive behaviour
- ensuring that all stakeholders are aware of this policy and have access to it
- ensuring that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- responding to any complaint made to the School in relation to this policy by students and/or parents/carers
- supporting the **PBSC**
- following up and offering support/advice both to staff and students
- Report to governors regularly regarding any incidents in relation to this policy and its impact.

8. Teaching and support staff

Securing excellent behaviour is central to learning, teaching, and 'vice-versa'. High standards of teaching and clear expectations of learners will promote improved behaviour and support effective learning.

8.1 Good teaching and learning

It is expected that good teaching and learning will:

- promote engagement of students
- provide every individual with the opportunity to 'shine' and enable students to understand the nature of learning
- enable students increasingly to recognise and take responsibility for the development of their own learning through engaging with learning activities

8.2 It is an expectation of all teaching staff to:

- implement meet, greet, stand, seat with all classes and similarly, offer words of praise and encouragement as students leave (presence at the classroom door, enables staff to adopt a monitoring role as students move past their respective classrooms and ensure that the correct uniform is worn correctly)
- ensure, at the start of lesson, students stand behind desks quietly to enable a positive and constructive start to each lesson
- construct and follow a seating plan for each class
- be aware of the individual needs of students as described in the SEN register
- plan lessons with due regard for the different abilities and needs of all students
- clearly identify, share and review intended learning outcomes for each lesson, recognise, value and reward effort and achievement
- mark work on a regular basis, offer feedback and targets for improvement for students to respond to
- consistently address any negative behaviour that reduces the opportunity for all students to achieve their potential both in and out of the classroom
- consistently follow processes identified through behaviour templates
- share with parents / carers successes or concerns relating to their child's performance at the School
- log on SIMS or other systems designated for such purposes both positive and negative events noting, as appropriate, details of the subsequent actions taken. This is done through the behaviour logs and through Attitude to Learning Scores (A2L)
- accept and seek the advice of the pastoral leads for each year (YPL) who are also key to the support of good learning behaviour
- recognise and celebrate positive involvement and achievements in whole-school life in accordance to the rewards procedures.

The School's expectation of parents/carers

- by choosing to send their child to The John of Gaunt School, parents/carers will be expected to support the School in developing a safe, effective and enriching learning environment through its various policies
- parents/carers will work with The John of Gaunt School and with the parents to ensure that their child's behaviour is their best and enables their child and other students to make the most of the opportunities offered to them in School; that their child arrives punctually and is ready to learn
- as part of the admission process parents/ carers are expected to read the published Home-School agreement (available on the school website and in written form on request from reception) and act in accordance with it enabling their child to develop

positive behaviour skills and attitudes to support in learning and in the wider community

- parents / carers will be asked to support The John of Gaunt School Behaviour Policy and Uniform Policy
- parents / carers will be expected to support The John of Gaunt School's enrichment program and rewards procedures
- the School reserves the right to charge parents/carers for all exam entries in cases where persistent absence and / or persistent poor behaviour is exhibited by their child
- where parents/ carers have an issue with the management of behaviour or rewards in the School they are expected to raise their concerns appropriately in keeping with the Complaints Procedure

10. The Schools' Expectations for Students

- It is expected that students take responsibility for their own behaviour including accepting and seeking support from staff when needed.

10.1 In Lessons and tutor periods, students shall:

- arrive promptly. If there has been an unavoidable delay, this must be supported with a note from the member of staff with whom they have been talking/meeting
- arrive with the basic equipment including exercise books (if taken from the previous lesson) pens, pencils, a ruler and a calculator plus any specific equipment required for that particular subject and be **'READY TO LEARN'**.
- Wait outside the classroom in a silent orderly line, not blocking movement in corridors
- remove all outside clothing including hats, coats, scarves and gloves.
- Stand behind their allocated seat on entering the classroom, according to the seating plan which is non-negotiable and be seated quickly when directed by the member of staff leading the lesson or activity
- act at all times with respectful, courteous and considerate behavior, which promotes a positive learning environment
- show care and respect for other people and their property and leave the classroom in a clean, safe condition for those who follow. Community service may be used as a sanction for any property-related breach of the behaviour policy and in cases of criminal damage the cost will be passed to the parents/carers
- ensure that electronic devices such as phones, smart watches and tablets (including headphones) that are not school approved for learning are switched off during the school day and kept out of sight at all times. (Any mobile phones seen will be confiscated by staff, and taken to be held in the safe in the KS3 Year Leaders Office in G109 or in the KS4 Year Leaders office in G21). Staff at The John of Gaunt School will not be held responsible for the loss or damage to any phones or mobile devices. **See section on mobile communication devices**
- follow instructions from staff the first time asked
- represent the school in a positive manner within the community and on school trips – students are expected to behave in an outstanding manner whilst in school uniform on their journeys to and from The John of Gaunt School – (see section on out of school behaviour)

10.1.1 How it works

If a student fails to meet any of these expectations the student will be given a formal warning by name, either verbally or their name will be written on the whiteboard, the member of staff leading the lesson will briefly explain to the student why their behaviour has resulted in the warning. Staff may choose to move the student within the classroom to support positive behaviour for the remainder of the lesson.

If a student has a time out card that has been issued to the student in support of any S.E.N.D. or anger management support strategies, then this must be used before a second incident.

The second time during a lesson that a student fails to meet these expectations they will be sent to the Pastoral and Behaviour Support Centre (PBSC). Students are expected to go to the PBSC unescorted and have a reasonable time to move from their current classroom to the PBSC. This is no more than 5 minutes.

Failure or refusal to go to the PBSC will result in a one day fixed term exclusion with the day in PBSC completed upon their re-admittance to the school.

If a student is sent to the PBSC, the member of staff who sent the student out will meet with the student at the end of the day for a 'Restorative Conversation' where they will be made aware of what they did wrong, why it is disrupted learning and what needs to be done differently next lesson. To allow this to take place, students sent to PBSC will be required to remain in school until 3.30pm that day

10.2 Conduct in school generally

All students are expected to take responsibility for their actions and their choices at all times. For a serious breach of our code of conduct a student will always be fixed term excluded if they:

- Swear at a member of staff (even under their breath)
- Defy a member of staff by walking off when being spoken to/reprimanded
- Physically assault another student or a member of staff

10.3 Behaviour in corridors and around the site

During transitions between lessons (going from one lesson to another) students will act appropriately, that means no running through the corridors or loitering in corridors. To avoid congestion, we encourage students to keep to the left.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

10.4 During social times, students are expected to do the following:

To sit/stand/play with their friends before school, break, lunch and after school in the designated duty areas of the school. (See Appendix)
Food is to be eaten in the designated areas only

The Journey Home

Students are expected to demonstrate a high standard of conduct on the journey to and from school as the students are ambassadors for past and future generations. Our

behaviour policy will be fully implemented when necessary if a student/group of students is involved in any anti-social/inappropriate behaviour when out in the community and whilst representing the School.

10.5 Behaviour beyond the school gates

This policy covers behaviour not only within school but in line with Department for Education guidance, also outside of school.

Taking part in any school-organised or school-related activity, travelling to or from school, or any time when wearing our school uniform

Or for behaviour which at any time:

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or
- Could adversely affect the reputation of the school.

11. Uniform

In line with government guidance <https://www.gov.uk/government/publications/school-uniform>, students are asked to wear the specified uniform correctly at all times whilst travelling to and from school, on the school grounds during the hours of 8am – 5pm or for school events outside of these hours unless otherwise specified (trainers used for sporting activities at break times must be changed prior to re-entering the building).

Students may be asked to make immediate minor adjustments to incorrect uniform. Failure to comply with uniform expectations will result in the student being placed in the PBSC until such time that the uniform is correct and in line with expectations. Students may wear items of school owned uniform; make minor adjustments to school uniform or, with parents/ carers permission be allowed to return home where practical and change into the correct items of uniform and then return to school immediately.

12. P.E. Kit

Students must not travel to school in PE kit even if they have PE second period as students will attend tutor period first. PE kit should be taken to PE lessons. When students are unable to participate fully in activities they will be expected to assist in some way e.g. officiating, keeping score, supporting etc.

Parents are strongly advised to name all PE kit items.

When it is available PE owned by the school will be offered to students who have forgotten kit.

Forgetting PE kit will result in a short detention during the next available break or lunchtime (10 mins) for the first incident. A second incident will result in a 20mins detention. If a student forgets kit more than twice in a term, they will be sent to the PBSC. Parents will be communicated with to inform them of the ongoing issue.

13. Mobile Communication Devices (Phones/Tablets/Smart Watches/Wearable Devices)

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived at the school gates however, all phones and devices will need to be switched off and placed into their school bag (**not into a pocket**), together with any headphones.

If a phone/tablet/smart watch is seen during lesson time or around the school including break and lunch time, it will be confiscated and students will be asked to collect it from the KS3 or KS4 Year Leaders office (G109 / G21) at the end of the day. The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.

Staff must take the confiscated item to G109 / G21 (dependent on Key stage) as soon as reasonable. Staff should not ask students to take confiscated items to the designated safe place.

If a student refuses to hand their phone over, they will be sent to The Pastoral and Behaviour Support Centre (PBSC) for the remainder of the day until 3.10pm.

Refusal to go to the PBSC will result in a one day fixed term exclusion with the day in isolation completed upon their re-admittance to the school.

Should a subsequent confiscation be necessary the parent or carer will need to collect at the end of the school day or the phone will be held for 5 school days whichever is sooner, with further offence resulting in a day in isolation in the PBSC and the item to be collected by parents / carers.

Parents and carers should not telephone or text their child during the school day. If there is an emergency, please contact Reception who will arrange for a message to be passed to your child.

Should a student need to use their telephone during the school day in exceptional circumstances they may do so with permission from staff in one of the designated areas; Pitman Building, G109 or G21.

Students are expected to:

- use all traffic lights and road crossings safely
- use the cycle lanes/pedestrian zones safely
- take any litter home and dispose of it properly
- respect our neighbours and all local residents
- respect all property

Where students are involved in activities that are deemed to be anti-social or in any way criminal, we will fully co-operate with any police investigation.

14. Smoking - see also Drugs policy

No student will smoke, including the use of e-cigarettes and vaping on The John of Gaunt School grounds, on a school activity or in any street adjoining the school. If a student is seen smoking or chooses to associate with smokers the consequences will be as outlined below:

- Smoking will lead to a one day fixed term exclusion followed by a day in the PBSC

- Association with a smoker/smokers will result in being sent to the PBSC
- Being found in possession of smoking or vaping related paraphernalia will result in being sent to the PBSC for the remainder of that day
- Refusal to hand over smoking (or vaping) paraphernalia when asked by a Member of the Senior School Staff will lead to a five day fixed term exclusion
- All tobacco and smoking related paraphernalia will not be returned but will be destroyed

15. Search and Confiscation

With student consent, members of the Senior Leadership Team, Pastoral Team and Year Leaders can search a student for any item

Only The Senior Leadership Team and authorised staff are able to utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item. (See appendix for list of current authorised staff)

A search without consent should, where possible, be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched.

There is a limited exception to this rule. An authorised member of staff can carry out a search without consent of a student of the opposite sex and without a witness present only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in The United Kingdom or in training settings.

The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.

Prohibited items include but are not limited to:

- Knives or weapons
- Alcohol, illegal drugs or other chemical substances that produce similar effects to alcohol or drugs
- Stolen items
- Tobacco, cigarettes and other smoking paraphernalia including vaping paraphernalia
- Fireworks
- Pornographic images/literature
- Discriminatory images/literature
- Images/literature appertaining to radicalisation or extremism
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student)

15.1 Confiscation

- Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance. Weapons and knives and extreme or child pornography will always be handed over to the police. For other items, the teacher will use professional judgement to decide if, when and to whom to return a confiscated item.

16. Recording and reporting of behaviour concerns and Incidents

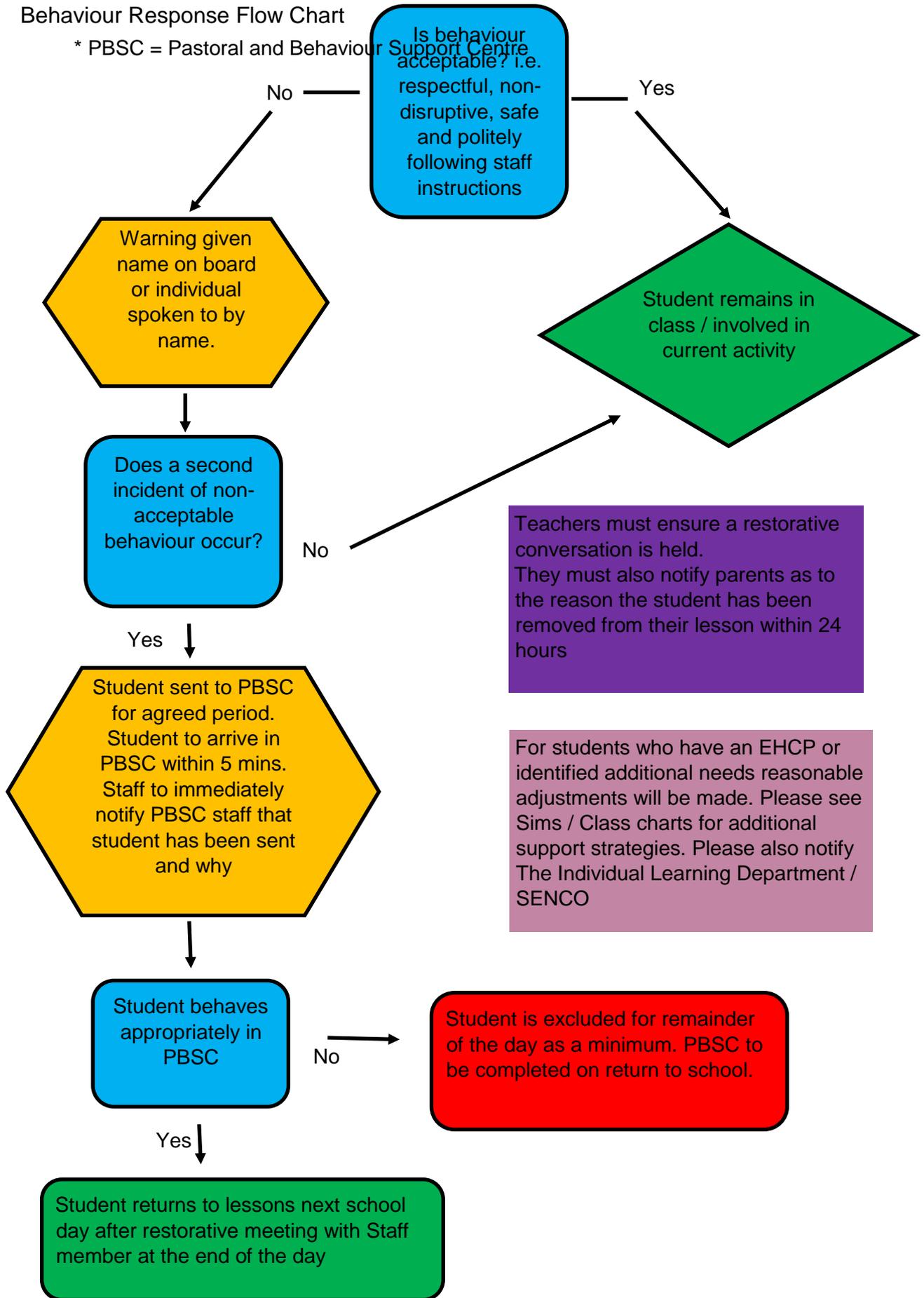
- Incidents of students' misbehaviour and action taken are recorded electronically on SIMS or other named software such as ClassCharts. Staff must ensure that any instances of behaviour that does not meet the School's expectations is recorded by the member of staff who initially dealt with it.
- Additional staff may add further details to this record as actions are taken.
- The Year Team in conjunction with the safeguarding team monitor reported incidents, taking actions and making referrals to outside agencies, SLT and other stakeholders as appropriate.
- Behaviour monitoring is reported to the Student and Community subcommittee of the Board of Governors and then is reported to the Full Board by the named Governor for Behaviour.

17. Non-negotiable response to extreme behaviours

- There are some behaviours deemed unacceptable at any time and which we will not tolerate from any students. If they do, it is highly likely that they will be permanently directed off site and this may include accessing a fresh start through a managed move or through accessing alternative educational support where appropriate.
- Dealing or supplying recreational drugs in school.
- A weapon of any sort including pen knives and BB guns.
- Arson.
- Persistent bullying.
- Persistent disruption of lessons.
- A physical assault of a member of staff

Behaviour Response Flow Chart

* PBSC = Pastoral and Behaviour Support Centre



19. Procedures for Isolation and referral to the PASTORAL AND BEHAVIOUR SUPPORT CENTRE – See appendix 1

The following is a simplified version of the behaviour process:

- Member of staff within the lesson identifies poor behaviour and warning is given using the student's name (This may be the teacher or a member of support staff)
- A second incident of poor behaviour is identified by the member of staff within the room
- The member of staff immediately notifies the PBSC coordinator that the student has been removed from the lesson by completing the notification information on the allocated software
- The student arrives in a timely fashion at the PBSC.
- The student hands over / places their bag and coat in the designated area
- The student completes a reflection sheet
- Once the reflection sheet is completed, the student is then given additional work to complete. This may be work that has been sent to the student from timetabled lessons but this may not be possible in all instances
- At the end of the day the student is expected to engage in a restorative conversation with the teacher
- The student remains in the PBSC for the agreed time including any breaks / lunch /free time
- If the student does not engage with any of the above expectations, they will be given a Fixed Term Exclusion (FTE).

Parents will be contacted by the PBSC coordinator to inform them their child has been isolated and if detailed beyond the normal school day, what time they will be leaving the school. This may be by text or email or through the use of a student /parent support and communication app such as School Comms or Class Charts. It is expected that parents will access these free methods of communication with the school or notify that school that they are not able to so that other methods of communication can be accessed to support that student.

The PBSC coordinator will email the teacher concerned to remind them to attend the restorative conversation and contact home (*Relevant Key staff to be cc into e-mails*)

The teacher will have a restorative conversation with the student.

The teacher will then contact home to explain/discuss the incident.

19.1 Restorative Conversation (see appendix 3)

The restorative conversation is an opportunity to rebuild the relationship with the student that has been sent to PBSC. The conversation is not to be used as another telling off/administration of punishment. The student completed reflection sheet may help inform this discussion.

The conversation should:

- Help the student reflect on their behaviour
- Move the student on from that behaviour
- Allow successful return to that lesson /activity
- Give the student an opportunity to restore the relationship with the member of staff

At the end of the conversation both the member of staff and the student will sign the reflection sheet to confirm the conversation has taken place and the student will be able to return to mainstream lessons the following school day.

20. Behaviour Stages

In instances where a student consistently fails to achieve The John of Gaunt School's expectations, they are placed on a Behaviour Stage. A Behaviour Stage is designed to work flexibly for individual students and affords the School the opportunity to monitor a student's behaviour more closely over a short to medium term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs.

It is important to recognise that students may move down the stages as they succeed in modifying behaviour as well as move up.

At the end of the academic year, each student who is on a behaviour stage will have this reviewed so that they are on the suitable stage for the new academic year.

Students who have made sufficient progress may start the new academic year without being on a behaviour stage. This will be decided in a final review meeting in Term 6.

Stage 1

Monitored by Tutor /Year Pastoral Lead (YPL)

Triggered by: 4 internal isolations and / or fixed term exclusions within 1 academic year

1. Meeting with Parents / Carers held
2. Target Card to tutor or YPL
3. Support agreed
4. Weekly monitoring meeting with PYL or tutor for period agreed by Tutor / YPL / Parents or Carers

Stage 2

Monitored by Year Leader (YL)/ Year Pastoral Lead (YPL)

Triggered by: Failure to meet stage 1 targets, 6 internal isolations and / or fixed term exclusions in one academic year
Persistent defiance

1. 3-day placement in PASTORAL AND BEHAVIOUR SUPPORT CENTRE (see appendix for details)
2. Meeting with Parents and Head of Year
3. Individual Behaviour Support plan agreed and written in conjunction with behaviour contract signed by Student / Parents or Carers
4. Target Card to YL
5. YPL to mentor
6. Managed Move considered

Stage 3

Monitored by Year Lead / Pastoral Support Manager

Triggered by failure to meet stage 2 targets
Further internal isolations / fixed term exclusions
Persistent Defiance

1. Meeting with Parents and Carers
2. IBP reviewed / behaviour contract reviewed.
3. Report to SLT
4. 6-day placement in PASTORAL AND BEHAVIOUR SUPPORT CENTRE
5. Support from ILD / YPS / External sources offered as appropriate.
5. Governors informed of student on Stage 3
6. Manage Move considered

Stage 4

Monitored by Year Leader / Ast Head with responsibility for behaviour, Dep Head, Head Teacher

Triggered by failure to meet Stage 3 targets
Further internal isolations / fixed term exclusions
Extreme defiance

- 1.. Meeting with parents and Carers/ YL/ SLT and Governor
2. Support / mentoring by SLT on target card
3. 10-day placement in PASTORAL AND BEHAVIOUR SUPPORT CENTRE
4. Managed move / timetable adjustment/ alternative provision considered

Stage 5 will result in a student being permanently removed from the John of Gaunt School site with alternative educational provision considered. This happens as a result of failing to meet agreed targets at stage 4 of the behaviour system or more rarely as a result of a serious single incident.

22. Failure to complete homework and insufficient work in lessons

The School operates same day Study Support detentions from 3.00-4.00pm. Students may be placed in study support on the same day or the day immediately following a lesson for either missed or insufficient homework

The teacher will notify the student and the student will record this in their planner. Parents/guardians will be notified by email or School Comms or other named software such as Class Charts when a student is issued with either an after school detention or study support

The teacher who is placing the student in study support must log this on SIMS or other named software and notify the parent or carer of the student support session. This may be done by telephone, email, writing in the students planner or through the use of school comms or class charts

Students who fail to attend a study support session, which they have been notified of, will be placed in PBSC the following day.

Under DFE guidelines parental permission is not required for a child to be placed in detention

23. Exclusions

23.1 Guidance Framework

The John of Gaunt Exclusion policy is written in line with the DFE Guidance on Exclusions.

23.2 Principles

The School is a learning institution, which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.

We believe that learning is the most important reason for being in school and that every opportunity to learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude either for a fixed-term or in rare cases, directed from site permanently, is not taken lightly.

We recognise the detrimental impact of exclusion on both the education and well-being of the excluded student and their families. We also recognise the impact of social exclusion, which can result from the permanent removal from our school site and will try hard to avoid it.

We take account of the Equality Act and of our duty not to discriminate against students for any reason.

We also take account of our statutory duties in relation to SEND.

We aim to involve parents as early as possible in any process.

The decision to exclude a student is not taken lightly and the Principal will:

- Ensure that a thorough investigation has been carried out where this is needed
- Consider all the evidence available to support any allegations
- Allow and encourage the student to give their version of events
- Keep a written record of the actions taken including the signed statements of witnesses if these are available
- Be confident that the procedures detailed later in this policy have been carried out
- Ensure SEND expert advice has been taken into account where appropriate
- Ensure that parents have been kept informed throughout the process and consulted where appropriate

The standard of proof applied when deciding to exclude is 'the balance of probabilities' and not 'beyond reasonable doubt.'

The following offers a more detailed outline of how the process works:

23.3 The decision to exclude

- 1 The decision to exclude is made by the Head Teacher, or the Deputy Head Teacher(s) / Assistant Head Teacher with strategic lead for Behaviour in his absence.
- 2 There are five circumstances where a student may be required to leave the school site with the authorisation of the Head Teacher:
 - Where a decision has been made to exclude.
 - Where a student has committed a serious criminal offence outside the jurisdiction of the school and it is determined by the Head Teacher that it is in the interests of the community for the student to be educated offsite. This is not an exclusion.
 - Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not an exclusion.
 - If a student is given permission by the Head Teacher to leave the premises briefly to remedy a breach of the school rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
 - Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such an offensive weapon or is believed to be under the influence of an illegal substance or alcohol and they refuse to be screened. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance, but could lead to exclusion following a full investigation.
- 3 Exclusion will not be used as a consequence for the following:
 - Minor incidents such as a failure to complete homework.
 - Poor academic performance.
 - Lateness or truancy.
 - Breaches of School rules on uniform or appearance except where these are persistent or in open defiance of such rules.
 - Pregnancy.
 - As a punishment for the behaviour of their parent / carer.

- 4 Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection. This may also be on-line such as Hegarty Maths

23.4 Fixed-term Exclusion (FTE)

(Level 1: fewer than 15 school days in any term/ level 2: 15 school days or more during any term)

- 5 The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's behaviour for learning policy
- 6 Examples of behaviour that may lead to a fixed-term exclusion include the following:
Verbal abuse of staff or students
- Physical abuse of staff or students
 - Indecent behaviour
 - Damage to property
 - Misuse of illegal drugs or other substances
 - Theft
 - Serious actual or threatened violence against another student or a member of staff
 - Sexual abuse or assault
 - Carrying and / or supplying an illegal substance
 - Carrying an offensive weapon* or a banned item
 - Arson
 - Persistent poor behaviour contrary to acceptable behaviour outlined in the School's expectations.
 - Bullying including cyber-bullying
- (* a weapon is defined as any item made or adapted for causing injury)

This is not an exhaustive list and there may be other examples of behaviour where the Head Teacher judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

- 7 The Head Teacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.
- 8 During a fixed term exclusion of 5 or fewer days, work will be set by the school for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.

- 9 For an exclusion of longer than 5 days, the school will arrange full-time educational provision from the sixth day of exclusion. This may include online learning.
- 10 Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The school will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time in PBSC following the exclusion to support their reintegration.
- 11 During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during 33 normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued. (DFE publication: Exclusion from maintained schools, academies and student referral units in England ref: DFE-00184-2017)
- 12 Whilst each exclusion is treated on its own merit, we do operate a tariff for exclusions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions. Once a student has received four exclusions the length of the exclusion is likely to be for 4 days and the re-integration meeting may be with the Head teacher. Such a student is deemed to be in serious danger of permanent direction from the school site. A fifth exclusion would normally be for a period of 5 days and would bring with it a final warning from the Head Teacher who will lead the reintegration meeting. This means that a further exclusion would result in permanent removal from the school site (a level 3 permanent exclusion). There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded

23.5 Permanent removal from the school site (Level 3 Exclusion)

- 13 Permanent removal from the school site is an extremely rare sanction at the School and always avoided wherever possible. The decision to do this is taken only:
 - (1) in response to serious breaches of the School's behaviour policy and
 - (2) if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

- 14 A student may face a level 3 exclusion where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the School has exhausted all available alternatives.

There may be exceptional circumstances where, in the judgement of the Head Teacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or member of staff
- b) Sexual abuse or assault
- c) Serious bullying including cyber-bullying
- d) Being in possession of an illegal substance and / or supplying an illegal substance including drugs, alcohol or other chemical substances which produce similar effects to illegal drugs and alcohol
- e) Carrying an offensive weapon (schools have the power to search students for weapons and other banned items or substances.)
- f) Terrorism, extremist behavior, radicalization or the brain-washing of others strategies

Again, this is not an exhaustive list and there may be other examples of behaviour where the Head Teacher judges that a level 3 exclusion is an appropriate sanction for a first or 'one off' offence for dealing with the student and is a last resort.

- 15 The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies.
- 16 Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be excluded. A student who is found in possession of these items on site also runs the risk of a level 3 exclusion.

The Head Teacher will usually meet with the parents and student before reaching a decision to exclude a student at level 3. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently direct from the school site.

23.6 Informing Parents / Carers

Following any decision to exclude, the Head Teacher must inform parents / carers putting the decision to exclude in writing and stating the date the exclusion takes effect.

The letter must explain:

1. The circumstances leading up to the decision to exclude.
2. Why the Head Teacher decided to exclude the student and if relevant, what steps were taken to try and avoid the exclusion; details of any relevant previous

warnings, fixed period exclusions or other disciplinary measures taken before the present incident;

3. The arrangements for enabling the student to continue his/her education including setting and marking the student's work;
4. The parents' right to see and have a copy of their child's record;
5. The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
6. If the exclusion is for a fixed period, the letter will also state the length of the exclusion and the date and time the student should return to the school and the arrangements for the re-admission interview at the end of the process so as to reintegrate the student.
7. For Level 2 and Level 3 exclusions, the letter will also state the parents' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that. to happen as well as the fact that governors will meet to review the decision
8. The involvement, if appropriate, of S.E.N. expert advice.

23.7 Reporting to Governors

The Student and Community Sub Committee will monitor all exclusions through a complete report at each meeting. The Student and Community Sub Committee will be informed of exceptional student achievements at each meeting. This committee is responsible for reporting back to the Full Governing Body.

24 Glossary

A2L	Attitude to Learning which is recorded on a four point scale each lesson (1= unacceptable, 4 = outstanding)
AYL	Assistant Year Leader
B4L	Behaviour for Learning
Detention	Detaining a student after normal school hours or during the students social time within the school day
DFE	Department for Education
EHCP	Education and Health Care Plan. This is issued by the local authority and defines a student's additional needs and any defined support needed by the student
FTE	Fixed Term exclusion
IBP	Individual Behaviour Plan
ILD	Individual Learning Department, supporting learning needs, intervention and S.E.N.D.
ISP	Individual Support Plan
PBSC	Pastoral and Behaviour Centre
R2L	Ready to Learn
S.E.N.D	Special educational needs and disability
SENCO	S.E.N.D Co-ordinator
SLT	Senior Leadership Team
YL	Year Leader
YPL	Year Pastoral Leader

