



## Behaviour for Learning Policy (BfL Policy) (Incorporates Rewards, Suspensions and Permanent Exclusions)

### Version 25/26 - 1

<b>Important:</b> This document can only be considered valid when viewed on the school's website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.  <b>Name and Title of Author:</b>	Jonathan Robinson Interim Assistant Headteacher
<b>Name of Responsible Committee/Individual:</b>	Local Governing Body
<b>Implementation Date:</b>	Spring 2025
<b>Review Date:</b>	Spring 2026
<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 school will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application will be monitored routinely to satisfy legal requirements including but not limited to race, disability and gender discrimination law.

This policy is to be read in conjunction with the DfE Guidance on Suspensions and Permanent Exclusions.

## **2. Aims of the Policy**

- To promote high levels of pupil engagement leading to great progress
- To lower instances of pupils choosing to miss learning
- To remove incidents of low-level disruption
- To create self-regulation by teaching habits and skills that comprise successful behaviour
- To explicitly provide both proactive and reactive behaviour management support strategies
- To ensure that pupils are regularly and consistently recognised and rewarded for their efforts in a personalised manner
- To provide consistency, clarity and transparency around the school's approach
- To support staff through doing "the heavy lifting" via the provision of centralised sanctions led by non-teaching staff and senior leaders
- To champion Relational Practice and ensure consistency throughout all areas of the school
- To provide a culture where pupils are safe and able to report concerns around behaviours including harmful sexual behaviour. Here the starting point for the school is to assume 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. Our RESPECT Charter**

Malet Lambert School's values are built upon the 7 elements of our RESPECT charter and these are the foundations for our community. They describe behaviours and priorities for both pupils and staff. Crucially, the RESPECT charter is explicitly modelled by staff to all pupils in all lessons and taught through a variety of learning discussions.

The RESPECT charter applies both inside and outside of the classroom.

### **R) Right Place**

Pupils will:

- Arrive to lessons and other school activities on time
- Keep left at all times when walking the building
- Eat in the designated areas only
- Be on the ground floor at social times other than with a note / extra-curricular pass
- Move directly to the next lesson and enter before the end of the transition music
- Strive to remain in classrooms for the duration of all lessons
- Go to the toilet during social times to maximise learning time
- Minimise time out of lessons

### **E1) Explain Actions**

Pupils will:

- Listen first and respond second
- Be honest
- Focus on own actions - starting sentences with "I"
- Take responsibility for any wrong choice

### **S) Show Manners**

Pupils will:

- Use "please" and "thank you"
- Say sorry when a mistake has been made

- Follow the school systems
- Listen when others are talking to you or you have been asked to be quiet including by external visitors
- Open doors for others
- Wait their turn in a queue
- Maintain personal space when interacting with and around others
- Strive to show patience
- Pupils will respect everyone's right to learn

## **P) Planner Pride**

Pupils will:

- Bring their planner to school every day and ensure it is out on desks
- Carry their planner at all times
- Store their planner in a bag
- Use it as a navigation tool by ensuring that the timetable within it is accurate
- Ensure it celebrates their achievements by keeping all tracking sections up to date.
- Hand over planner to staff when asked "**first time, every time**"
- Keep the planner in great condition and take suitable steps to replace as required
- Show to parents/carers and use as a key communication tool between home and school
- Strive for positive recognition in the planner by doing their best at all times

## **E2) Enter Correctly**

Pupils will:

- Enter through the gates with all equipment and in full school uniform with phones switched off, placed in bags and any headphones away
- Enter assembly in silence and face forward at all times
- Enter classrooms straight away, place equipment on desks whilst removing outdoor jackets and placing belongings under the desk
- Enter queues, whether at lunch or other times, by walking and calmly joining the line
- Enter corridor from classroom at the end of a lesson by walking out calmly in sections and remembering to stay on the left once on the corridor
- Open and close doors in a way that shows respect to school property, i.e. do not bang on doors etc.

## **C) Communicate Appropriately**

Pupils will:

- Aim to keep a calm and controlled tone when discussing issues or letting others know that they are unhappy about something
- Discuss in a polite and calm manner unresolved matters from a lesson at the end of that lesson or the next available opportunity after that, rather than during the lesson
- Look in the general direction of the person they are talking to and remain relatively still as they do so.
- Request support and contribute to discussions as directed by the member of staff

## **T) Treat kindly**

Pupils will:

- Accept and celebrate differences that exist between us all
- Be thoughtful towards our community including our neighbourhood as they walk home
- Understand the meanings of and demonstrate empathy and kindness towards others and self
- Look after their own mental health and be mindful of how their actions could impact negatively on the mental health of others
- Intervene when something is not quite right and report any unkind incidents to trusted adults
- Accept that everybody can make a mistake
- Speak kindly about others and avoid spreading rumours
- Treat all school property and the building with kindness by ensuring that it remains free of deliberate damage

#### **4. Rewards**

All members of staff within the school are expected to recognise, praise and reward all pupils. Pupils receive consistency across subject areas and there is a culture of celebrating pupils' successes both within school and in the wider community.

Pupils' achievement, effort and behaviour will be recognised and positively reinforced in a number of ways that includes but is not limited to:

##### **Praise and Encouragement**

Staff will always look to give praise and encouragement where pupils demonstrate our RESPECT charter and Learning Routines.

##### **Stamps**

Pupils will regularly receive stamps, which they can save up and spend in the school rewards shop when they are ready to. The stamp value of each prize works from with a notional value of 0.5p per stamp. Each pupil's Stamp balance is reset annually.

The list of rewards available from the Stamp shop in the Library will be clearly displayed, advertised and updated in line with pupil voice.

Pupils are issued with stamps within lessons via the Pupil Planner. The awarding of stamps by staff gives instant gratification to pupils and is also intended to be simple and time efficient, being mindful of staff workload. Staff teach "Stamp in hand" and are consistently looking to reward positive learning behaviours, including high quality completion of homework.

Pupils with planners can be issued with stamps outside of lessons, including within social times, through the issuing of Stamps straight into the planner. These are awarded for pupils who go above and beyond in demonstrating the school values within our RESPECT charter.

Stamps will also be taken into account when awarding House Points to promote a sense of community, belonging and shared responsibility.

##### **Positive Emails and Letters Home**

Pupils will receive positive emails and/or letters home for a variety of reasons and across differing period of time including but not limited to:

- No unauthorised absence sessions
- Stamp Threshold
- 0 Lates
- 0 Behaviour Points

##### **Positive Phone Calls Home**

Half-termly, senior leaders, pastoral staff and teaching staff will be given dedicated time to phone the parents and/or carers of pupils who deserve positive recognition for their achievement, effort and behaviour. At other times, staff may choose to make additional positive calls.

##### **Postcards**

Postcards are awarded by subject teachers for a variety of reasons including the following:

- A significant achievement within a lesson
- A sustained level of achievement within a lesson
- Exceptional effort within a lesson
- Sustained hard work across a number of lessons
- High quality completion of homework

##### **Celebration Assemblies**

Pupils receive their Certificates for the above reasons in termly Celebration Assemblies led within Houses/Year Groups.

##### **End of Year Rewards Activities**

Pupils who consistently meet the school's expectations will be eligible for the end of year trips.

Parents/Carers and pupils will receive regular personalised updates on individual progress in relation to eligibility.

## **Year 11 Achievement Evening**

Year 11 Leavers are invited back to the school to celebrate their examination results and other awards.

### **5. Sanctions**

Central to the success of the BfL Policy, it is crucial that when any pupil makes a poor choice and demonstrates unwanted behaviour, an identified sanction or range of sanctions must follow whether the behaviour happens inside or outside the classroom. The sanction must be adhered to by the pupils “**first time, every time**”. Where a pupil has a special educational need or disability that requires reasonable adjustment to be made this will be taken into account.

#### **The use of the pupil planner**

Central to the success of the BfL Policy is the pupil planner. It is key to ensuring effective and swift communication between home and school and will provide pupils with a visual representation of their own attitude to learning in terms of both rewards and sanctions.

The pupil planner contains a space into which written warnings and Stamps can be recorded each lesson. This information also gets recorded electronically to allow for formal recognition, tracking and intervention over time.

A pupil without a planner will be issued escalated sanctions. This reflects the high level of importance of the pupil planner at the start of the school day. In this case a pupil will also be provided with a “day planner sheet” for that specific day.

- 1<sup>st</sup> time – written warning
- 2<sup>nd</sup> time – lunchtime detention
- 3<sup>rd</sup> time – afterschool detention

This will reset half-termly.

If a pupil loses a planner they must purchase a new one at the earliest opportunity. Where a parent needs financial assistance they simply need to provide a dated note for the pupil to hand to the tutor and we will initially put all sanctions relating to the planner on hold.

#### **Staged warnings**

The following staged warnings and consequences will be applied if a pupil fails to meet any of our expectations. Our expectations are clearly displayed around school, in classrooms and in pupil planners. Written warnings (Behaviour Codes) will be given for poor behaviour in, or outside of lessons. Written warnings (Be Ready Codes) will be given for poor punctuality, missing equipment, lack of homework, wrong uniform, or for not following our mobile device guidelines (Be Ready codes)

***The codes which accompany a written warning are:***

#### **Behaviour Code/Be Ready Code**

- B: Behaviour
- OLB: Out of lesson behaviour
- L: Late
- H: Homework
- M: Mobile device
- U: Uniform
- E: Equipment

All pupils will start each week with a clean slate.

### ***Behaviours codes in a lesson Action Outcome***

**Stage 1 Verbal Warning** - Pupil asked to place planner on the teacher desk. No further action

**Stage 2 First Written Warning** - Member of staff writes in planner

**Stage 3 Second Written Warning (in that lesson)** - Member of staff writes in planner. Next day Lunchtime Detention

**Stage 4 Third Written Warning (in that lesson)** - On call used and pupil escorted to Subject Remove (a neighbouring classroom with a different member of staff to supervise the pupil). Pupils also spend a full day in School Remove the following day

### ***What behaviour will lead to a verbal or written warning (B) in lessons?***

- Talking when the teacher is speaking to the class or when the teacher has asked for silence
- Shouting out during questioning
- Disturbing the learning of others
- Not following instructions
- Moving around the class or being out of seat when not asked
- Chewing gum or eating

### ***Be Ready codes, incidents that happen outside of lessons, and other sanctions***

In addition, pupils will receive Be Ready codes for other infringements (no verbal warning given). These are for organisational infringements including the following:

L – Late to lesson

H – Failure to complete and/or hand-in homework on time

U – Failure to follow the school uniform policy

E - Failure to arrive to school fully equipped

If a pupil chooses to behave in an inappropriate way around school, they will, as a minimum, be given a written warning in the Pupil Planner. For more serious behaviours the member of staff will liaise with the Pastoral Team and a more severe sanction will be applied. More serious consequences are outlined under suspensions and exclusion.

### ***What will lead to a written warning outside of lessons? Examples include:***

- Dropping of litter (OLB)
- Lateness and/or time wasting on way to lessons (L/OLB)
- Moving inappropriately around the site (OLB)
- Mobile device/earphones not in bag and/or switched off (M), followed by confiscation until the end of the day
- Not in school uniform or wearing it correctly (U) (no jumper between lessons, shirt not tucked in, no tie etc.)
- Being in an out of bounds area (OLB)
- Failure to follow instructions (OLB)
- Out of lesson without a teacher pass (OLB)
- Chewing gum (OLB)

### ***What behaviours will lead to a lunchtime detention? Examples include:***

- Two written warnings for behaviour in one lesson
- Two written warnings for homework in one week
- Five Behaviour written warnings in one week
- Five Be Ready written warnings in one week
- Late on the gate or late twice or more during the same day
- Two mobile phone codes in one week
- Removing another pupil's tie
- Forgetting planner twice in a half term
- Vandalised planner e.g. crossing out a written warning, tearing a page out or trying to run two planners
- Deliberate unwanted physical contact

- Inappropriate behaviour in the toilet areas
- Leaving planner in previous lesson

***What behaviours will lead to an after-school detention? Examples include:***

- Persistent failure to complete homework for a subject
- Truancy or more than 15 minutes lateness
- Failure to attend lunchtime detention (this is in addition to the lunchtime detention which will still be served)

***What behaviours will lead to one day in School Remove? Examples include:***

- Persistent disruption leading to 8 written warnings for behaviour in a week
- Persistent disruption leading to 3 written warnings in one lesson
- Serious behaviour in a lesson that requires the attendance of on call staff
- Forgetting pupil planner for a third time in a half term
- Defiance for uniform related issues
- Failure to comply with a request to hand pupil planner to a member of staff
- Vandalism of pupil/school property
- Persistent truancy
- Inappropriate or offensive language in the presence of staff (e.g. swearing in a lesson)
- Smoking/vaping
- First offence of bullying/abuse of other pupils
- Possession of smoking or vaping materials
- Walking out of a lesson without permission
- Fighting, if equal blame on both sides

**Internal Sanction Rooms**

**a) School Remove**

Whilst in the School Remove Room, pupils complete high-quality work via Oak Academy. Pupils are given a tablet and headphones, where they can follow the corresponding lessons to their regular timetable, completing their work in their own exercise book.

The School Remove Room has clear behaviour expectation contracts that pupils sign and associated strikes as evidenced in the appendices.

If a pupil fails School Remove, they will be directed to complete an Internal Suspension.

**b) Internal Suspension room**

Whilst in the Internal Suspension Room, pupils complete high-quality via Oak Academy. Pupils are given a tablet and headphones, where they can follow the corresponding lessons to their regular timetable, completing their work in their own exercise book.

The Internal Suspension Room has clear behaviour expectation contracts that pupils sign and associated strikes as evidenced in the appendices.

If a pupil fails Internal Suspension, this will result in a fixed-term suspension, unless the school deems that reasonable adjustments are necessary. Upon return to school, pupils will be directed to complete the Internal Suspension.

**Pupils who are internally suspended arrive at the school reception at 9:15am and leave school at 4.15pm.**

**Pupil behaviour other than on school site**

Pupils' behaviour outside school, on school business would include for example school trips and journeys travelling to and from school, a work experience placement or on-line activity.

Inappropriate behaviour in such circumstances will be dealt with as if the behaviour had taken place in school where there is a clear link between the inappropriate behaviour outside the school and the risk of it harming the education, welfare and safety of pupils and/or staff.

If a pupil's education is directed to another setting, but the pupil remains on the roll of Malet Lambert, this behaviour policy remains equally applicable.



### **Damage to school property**

If a pupil damages school property we will investigate and where there is evidence it was done deliberately then parents/carers will be asked to reimburse 100 % of the repair or replacement cost. In the event that damage is shown to be accidental but resulting from a reckless act then carers will be asked to reimburse 50 % of the costs to the school.

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.

### **Homework Completion**

Homework is an integral part of learning as it allows pupils to practise and refine a wide range of skills. Homework will be set regularly and proportionately. It will be wide ranging to include but not be limited to; research, revision and on-line quiz completion.

In order to encourage high rates of completion and offer suitable recognition, we will issue stamps for timely handing in of high-quality homework.

Pupils who fail to complete and submit their homework on time will receive a written warning in the Be Ready section of the Pupil Planner.

### **Truancy**

If a pupil wilfully and deliberately leaves or fails to attend and remain with a timetabled lesson, whether they are on site at the time or they are elsewhere, then this will be classed as truancy. Truancy is defined as being more than 15 minutes late to a lesson.

In such circumstances, the school's first priority will be to establish the reasons for the truancy so that we can prevent any future occurrences. This will involve communication with home.

Pupils who are found to be internally truanting will receive a next day lunchtime detention.

Truancy alone will not trigger a fixed-term-suspension, instead reasons will be explored. Where truancy becomes disruptive to the learning of others and/or fall under the umbrella of defiance, suspensions will be considered.

### **Support**

It is vital that the school works with parents/carers, Governors, internal service and outside agencies to support pupils who are persistently failing to meet the school's expectations. We believe that by working in partnership we are most effective in improving pupil behaviour.

Pastoral teams will quickly identify pupils who need support. They may use a range of behaviour plans including Individualised Behaviour Plans (IBP) and interventions from others including but not limited to:

- Pastoral House Team monitoring
- SEND
- Support from an Emotional Literacy Support Assistant (ELSA)
- One to one mentoring
- Counselling services
- MIND
- Child and Adolescent Mental Health Service (CAMHS)
- PRU outreach provision
- Early Help and Safeguarding Hub (EHASH)
- Children's Social Care
- Local Community Policing Team
- Youth Justice Service
- School Nursing Service

For a pupil in imminent danger of permanent exclusion the school may work with the pupil and their family to provide off-site education provision at another school for example. In these circumstances where the move is declined or proves unsuccessful then the school may deem that it has tried every strategy possible and that it has no alternative other than to impose a permanent exclusion.

## **6. 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
- Energy drinks
- Energy sweets (or sweets that contain abnormal amounts of sugar) – staff to determine the type
- Any other item that disturbs the smooth running of the school

## **7. 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 6. 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. This includes the use of a metal detector “wand” for items unlawfully possessed by the pupil. The details of all searches are recorded within CPOMS and parents/carers will always be notified.

## **8. Suspensions and Exclusions**

Only the Headteacher can issue a fixed term suspension or a permanent exclusion. At appendix 1 there is a complete section dedicated to this.

## **9. Bullying**

Bullying at Malet Lambert in any form is unacceptable. Due to the importance of tackling bullying the school operates a separate ‘Anti-bullying Policy’ which pupils, parents/carers and staff should familiarise themselves with. This can be found on our school website.

## **10. Toilet Expectations**

Malet Lambert does not ban pupils from visiting the toilet during lesson time but has policies in place that encourage pupils to reduce these visits and maximise their learning time.

Toilet visits during the first and last 10 minutes of any timetabled lesson are not allowed. These periods of time are key critical in the outlining of learning and therefore it is vital that pupils are present within the lesson.

During Period 4, which directly follows lunchtime and where pupils have had a 50-minute opportunity to visit the toilet, visits are prohibited.

When a pupil requests to visit the toilet at a legitimate time of the day, staff will ask pupils to “ask again in 10”. This policy is to ensure that the pupil absolutely requires the visit and avoids pupils “opting out” when they are finding work challenging, by immediately leaving the lesson to visit the toilet.

Pupils must present their planner for a member of staff to record a “T” stamp on the relevant day. This stamp will then prohibit any further toilet visits during lesson time for the remainder of that day. Staff will also record this toilet visit on Arbor, to enable statistics to be fed back to parents upon their request, or where staff have relevant concerns regarding lost learning time.

Prior to a pupil leaving the classroom, they are given a Toilet Pass, that is colour coded to the nearest toilet block to their classroom. If a pupil is found in an area of school that is not a direct route from their classroom to the corresponding toilet block, this will be recorded as Internal Truancy and the pupil will be sanctioned accordingly.

***Please note that where medical evidence is provided, reasonable adjustments are made by teaching staff. Staff are also asked to use their professional judgement regarding extenuating circumstance, where the policy may need to be relaxed e.g. Menstruation.***

**11. Training**

The Governing Body will ensure that appropriate training is in place to support the implementation of the school's Behaviour for Learning Policy.

**12. Monitoring**

For this policy to be impactful, all staff must be consistent in its application. The coordinated and far-ranging use of rewards and praise alongside the use of sanctions will have a positive impact on the attitudes of all pupils. Members of staff who are not consistent in their use of the agreed policy should be prepared to be challenged by senior members of staff who must ensure that they set the standard by consistently operating within the policy. Systematic monitoring of this policy will be undertaken to ensure that it is subject to effective review. This will be led by the Headteacher with support from relevant colleagues and the review will include consultation with a range of stakeholders.

**13. Review by Governing Body**

The Governing Body will regularly review this policy to ensure its continuing appropriateness and effectiveness.

## **Appendix 1 - 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/carers 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 and Headteachers' Detentions**

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

Headteachers detentions will also be used

## **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/carers 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/carers' 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/carers 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 of governors to review in the case of public exams refers only to maintained schools.