



**ST PETER'S SCHOOL
POSITIVE RELATIONSHIP POLICY (Behaviour)**

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Document Control		
Edition	Issued	Changes from previous
1	01/01/23	Rewritten in line with STEP On training from Cambridgeshire County Council – replaced previous behaviour policy.
2	01/01/24	Review frequency changed to every other year. Change of sanctions throughout to consequences Change unsociable to Difficult – Anti Social Behaviour
3	08/05/24	Changed Pro-Social to Valued throughout in line with therapeutic model and Anti-Social to detrimental.
4	28/06/24	Changed in line with our new Learn Aspire Exceed Values Education

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
<p>This policy links to other school policies on:</p> <ul style="list-style-type: none"> Anti Bullying Policy Teaching and Learning Code of practice for adults Safeguarding policy Searching, screening and confiscation (2018, DfE) Checked for compliance with section 89 of the Education and Inspections Act 2006 Guidance for safer working practice for those working with children and young people in education settings - May 2019 <p>Informed by: Cambridgeshire County Council Responding to Prejudice-Related Incidents Model Policy Cambridgeshire County Council Behaviour Policy Guide – Supported by Step On Approaches https://www.cambslearntogether.co.uk/asset-library/2021-10-05-Behaviour-Policy-Guide-v1.3.pdf DfE Guidance for Therapeutic Behaviour Policies Mental Health and Behaviour in Schools (March 2016 – Revised November 2018) Transforming Children and Young Mental Health Provision Green Paper (December 2017)</p>	

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1. BEHAVIOUR PRINCIPLES

- 1.1 At St Peter's School, we recognise that fostering positive student attitudes to learning and wider school life is an essential pre-requisite to achieving our main aims as a school. Relationships between all stakeholders (for example students, staff and parents) are crucial in fulfilling this ambition. It is imperative that all adults act as role models so that students can become successful adults. These positive relationships enable us to engage students in a therapeutic approach to behaviour management, helping students to develop valued behaviours (Appendix 2) and embed these for life.

Our therapeutic approach to behaviour management has been informed by Cambridgeshire Therapeutic Thinking program.

“You can’t teach children to behave better by making them feel worse.
When children feel better, they behave better.”
Pam Leo

- 1.2 Learn Aspire Exceed Values Education Curriculum
Our Learn Aspire Exceed Values Education reflects the academy’s commitment to teaching our students valued behaviours. The academy will also emphasise the importance of students’ understanding detrimental and dangerous behaviours and their potential impacts on education and life.
- 1.3 Valued Behaviour is behaviour which is positive, helpful, and values social acceptance. Our vision is that students leave St Peter’s ready to contribute positively to our local community and are better adults than us.

The valued behaviour we expect to see from all members of our school community is as below:

Kindness
Independence
Resilience
Curiosity
Role Modelling/Advocacy
Collaboration
Organised/Responsible
Generous/volunteer
Optimistic
Embracing of diversity
Respectful
Accountable
Communicative
Empathy
Pride – including in our uniform
Hardworking

- 1.4 To help students develop more consistent and embedded valued behaviour all adults always need to role model this behaviour, acting as ambassadors for our expectations.
- 1.5 When students demonstrate valued behaviour, however big or small, adults should recognise this behaviour, praising the student and highlighting to peers how the behaviour supports the wider community. For example “Thank you <<student name>> for picking up those pens, I know you didn’t drop them, it helps keep this classroom tidy and organised so the next class can start learning straight away.”

- 1.6 Building positive relationships takes time, honesty, integrity and hard work. All adults in the school will invest in building positive and supportive relationships with students and with each other and will teach and encourage students to do the same. It is not possible for every member of staff to have transformational relationships with every student, but every student should have these relationships with at least three members of staff. Positive relationships are focussed on listening and understanding and staff have to actively demonstrate and promote these skills in the school community.
- 1.7 Everyone involved with the school should be kind at all times. Even when staff need to be assertive they should do so with kindness.
- 1.7 All members of St Peter's School community have a right to a positive learning environment where the views of individuals are respected and where each individual can achieve their full potential.
- 1.8 It is our intention to give this policy wide publicity among the whole school community. It forms an important part of the partnership between parents, school and students, which is the basis for successful education. We recognise that this policy must be communicated to all parties including students and discussed with them on a regular basis.

2. AIMS

The main aims of the policy are to:

- 2.1 Define our therapeutic approach to behaviour management
- 2.2 Enable young people to develop self-regulation so that their experiences of trauma, disability, difficulty or neuro type does not negatively impact on their future goals, the things that are important to them or other students' experience of school.
- 2.3 Develop internal (intrinsic) motivation to repeat valued behaviour and default to these when controls are not in place (for example outside the fence, in the wider community)

3. LEGAL AND STATUTORY DUTIES

The policy takes its legal framework from the following legislation and statutory guidance:

- Keeping children safe in education (publishing.service.gov.uk)
- Equality Act (2010)
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Use of Reasonable Force, advice for all academy leaders, staff and governing bodies (2013)
- Searching, screening and confiscation (2022)
- Supporting students with medical conditions (2015)
- The Teachers Standards (2021)
- Positive environments where children can flourish (2021)
- The Education Act 2002, as amended by the Education Act 2011;
- The Education and Inspections Act 2006; The Education Act 1996;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2023);
- Behaviour in Schools Advice for headteachers and school staff, July 2022.
- Mental Health and Behaviour in Schools, November 2018;
- Understanding your data: a guide for school governors and academy trustees, September 2021.

St Peter's School conforms to the Department of Education Guidance entitled '**Statutory Guidance on Suspensions and Exclusions (September 2023)**' when making decisions on suspensions and exclusions. A copy of this document can be downloaded from the Department of Educational website:-

<https://www.gov.uk/government/publications/school-exclusion>

Our Exclusion Policy should be read in context with the school's Positive Relationships (Behaviour) Behaviour policy and SEND policy.

4.0 ROLES AND RESPONSIBILITIES

Promoting positive behaviour and good attendance is the responsibility of the academy community as a whole. We will hold all individuals, students, and staff, to account for their attendance and behaviour and their contribution to the areas for which they are responsible.

4.1 Leadership

- 4.1.1 The Senior Leadership Team will ensure that the academy environment encourages positive behaviour and that staff deal effectively with detrimental behaviour, establishing and communicating clear measures to ensure valued behaviours
- 4.1.2 The leadership team will monitor how staff implement this policy to ensure reward and consequences are applied consistently.
- 4.1.3 The leadership team will ensure they are visible around the academy and know all students across the academy; actively seeking out students for praise and recognition, demonstrating a genuine care and respect for students.
- 4.1.4 The leadership team will ensure that the behaviour policy does not discriminate against any students on e.g., grounds of race, gender, disability, or sexual orientation and that it promotes positive relationships between different communities.

4.2 Staff (see Code of Conduct for All Adults for more detail)

- 4.2.1 At St Peter's, we wish to have a community in which students and staff can work together to achieve our school aims and ensure that all students reach their full potential. Developing positive attitudes and valued behaviours in students is an essential pre-requisite to achieving these aims and it is vital that the policy is understood and applied by all staff.
- 4.2.2 All staff must accept responsibility for promoting the positive relationships policy and this code of good practice gives guidance as to how this objective may be achieved. Staff should endeavour to adopt a positive attitude to students at all times, modelling and recognising valued behaviour. They should take every opportunity to publicise and celebrate the successes of the school as a whole, and of individual students in particular. Negative and cynical comments should be avoided.
- 4.2.3 Students should be praised for valued behaviour, good work and positive valued conduct. Praise is much more effective than criticism in achieving positive development.
- 4.2.4 The quality of relationships within the school is vital for our success in promoting positive attitudes. Staff relationships with students should be based on a philosophy which:
 - Teaches young people valued behaviour

- emphasises rights, responsibilities and rules;
- minimises hostility and embarrassment in staff/student interactions;
- develops and maintains respectful treatment of students as individuals;
- provides due right of reply to the student;
- creates a working and social environment for students that is both positive and supportive;
- is based on mutual respect.

4.2.5 Staff should set a good example to students at all times in terms of attendance, punctuality, standard of speech, manner and dress. When out and about in the school, staff should be seen to take the initiative at every opportunity. It is important to start a dialogue with the students, to greet students and to engage them in conversation.

4.2.6 Staff should never ignore detrimental behaviour and should challenge or report detrimental behaviour. Students will take this to mean that the behaviour is condoned. For the most part, just a quiet word will be enough to remind students about detrimental behaviour (Appendix 3) (Definition of Detrimental and Dangerous Behaviour Appendix 4)

4.2.7 Staff should never give a consequence that is disproportionate to the severity of the original behaviour or overreact to situations based on our current frame of mind. We will not shout at or humiliate children. We will not devolve behaviour management or consequences to other members of staff unless “a change of face” is needed.

4.2.8 In the classroom, it is vital that all teachers create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate positive attitudes and earn respect. It is important to:

- arrive before the class, if possible, and start on time;
- meet and greet your class at the door
- be prepared for the lesson;
- place emphasis on attendance at lessons and ensure that a register is seen to be taken;
- have high expectations of all students;
- place emphasis on achievement at the highest possible level for each individual;
- ensure adequate adaptation of learning in order to extend and motivate all students;
- make appropriate use of the recognition system;
- set out the aims of the lesson clearly at the beginning;
- insist that students are silent when you are talking to them or when class discussion is taking place;
- set appropriate ground rules for your classroom;
- set homework according to school policy;
- encourage creative dialogue; confidence in discussion is important;
- keep an attractive, clean and tidy classroom; maintain interesting wall displays;
- use students’ first names.
- be a visible presence around school encouraging positive behaviour at all times including lesson change overs.

4.2.9 In terms of classroom-based consequences, key steps have been identified. It is essential that all students, parents, and staff understand this framework and its consequences. At all times the intention of the policy is to support high level learning and prevent any disruption. This will ensure that every student has the opportunity for 60 minutes of disruption free learning. Each member of staff must seek to operate within the framework (Appendix 3)

4.2.10 It is important that all staff maintain school policies in their classroom. These are:

- maintaining the school dress code in the classroom;
- expecting punctuality and explanation for lateness, lessons should start when the start of lesson bell rings and students arriving after this time are late ;
- that offensive or abusive language, including sexualised language, name calling of peers and ‘banter’, is not tolerated and that this is challenged and recorded;
- no eating/chewing gum is allowed in class;
- ensuring orderly, safe and quiet movement around the school, classes should be dismissed in an orderly fashion in small groups/or rows after the end of lesson bell;
- ensuring that students respect the property of others including that of the school;
- ensuring that rooms are tidied before the lesson commences if necessary. This includes picking litter up from the floor and that all rooms are left litter-free and tidy after use;
- ensuring that rooms are graffiti-free.

4.2.11 Teaching is an essentially collaborative exercise with teachers and students working together. It is not correct to assume that students will automatically know the ground rules necessary for effective communication and classroom interaction. For self-responsibility and self-discipline to become established, it is essential that staff teach the necessary rules and skills in such a way that students feel involved in drawing them up and committed to maintaining them.

4.2.12 The policy requires our approaches to discipline to be positive too. It is vital to have a balance between a positive policy, recognition and consequences. This does not mean that we should be afraid to apply consequences firmly but fairly when necessary. Discipline is applied most effectively at the point at which the problem has arisen. If possible, inappropriate behaviour is best tackled in the front-line by the class teacher and not passed down the line for someone else to solve. Students are much more likely to respond positively to actions taken by the teacher in whose lesson they have contravened the positive behaviour policy. Teachers should, of course, seek appropriate advice and support from senior colleagues and inform them of repeated indiscipline or incidents of a serious nature. In maintaining the positive relationship policy in your classroom you should:

- Model and recognise valued behaviour – teaching this where necessary
- establish your authority firmly and calmly ;
- insist on high standards of behaviour, work and respect ;
- apply the code of conduct uniformly, fairly and consistently ;
- be positive and avoid escalation and confrontation;
- follow the school policy on consequences

All staff should try to do all you can to avoid the following reactions, all of which have been shown to lead to deterioration in valued behaviour:

- **shouting** at students. This is humiliating for them and for you and is evidence that you are losing your self-control. Remain calm and speak in a normal voice.
- use **abusive language** or swear at students.
- **humiliating** students. Cynical and humiliating remarks build resentment and is likely to lead to confrontation.
- **over-reaction**. Positive behaviour needs to be encouraged by actions on a sliding scale. Usually a quiet word is enough. Over-reaction merely provides an audience for the perpetrator.
- **criticising a person rather than his or her behaviour**. "Shut up, you are an idiot" is not a constructive way of dealing with someone who is talking during a discussion. Draw attention to the effects of their actions. Be positive towards the "sinner" but condemn the "sin".
- **blanket consequences** - whole class consequences should be avoided as they breed resentment in the innocent.

- **over punishment.** Consequences need to be on a sliding scale: always try to use the minimum possible to make the necessary point. All such consequences need to be followed through by action.

For a list of possible supportive strategies please see appendix 5

- 4.2.13 Students should only be sent out of the classroom in the most extreme cases and this should never be a first reaction. Students should not be left sitting outside classrooms or standing in corridors for more than a very short time (maximum 3 minutes). If their behaviour is so extreme that the lesson cannot continue, the **Urgent Support Request** should be used as described at the end of Appendix 3. **Under no circumstances must a student be sent on their own to their Student Support Manager (SSM), Head of Year or senior member of staff.** This course of action is unsafe, unlikely to be effective and will disrupt other lessons. Unless in extreme circumstances, Heads of Year and other senior colleagues cannot be expected to deal with students when they are responsible for a class of their own.
- 4.2.14 If classroom detrimental behaviour is persistent or extreme, planned withdrawal is one of the options for consequences. This may be arranged with the Head of Department, Student Support Manager, Head of Year or SLT as appropriate. Departmental learning support will operate in the first instance.
- 4.2.15 Physical contact with students should be avoided. **Under no circumstances must physical punishment be administered.** This is illegal and a serious breach of the school's disciplinary rules for staff. The law does allow the physical restraint of students where it is judged necessary to prevent serious injury to the student or others. This is likely to be a very rare occurrence and does not include restraining or barring the way of a student attempting to run away from a teacher. This should be avoided, as it is likely to lead to escalation of the incident. **Further advice on the use of physical restraint is provided in a separate guidance document.**
- 4.2.16 All staff joining the school will receive an induction about how we encourage positive attitudes to learning at St Peter's and model the behaviour we expect students to display. Regular staff updates and tweaks will take place at least yearly.
- 4.2.17 Most teaching staff will be prep teachers. This role is important in building a positive relationship with a small number of students and taking ownership of their development over time. During Prep staff will actively deliver and engage with the Prep resources including those that teach the valued behaviour we expect in school.
- 4.2.18 Every lesson should include a reflection on how the weekly valued behaviour has been demonstrated by the class in that hour.

4.3 Student Expectations

- 4.3.1 The academy believes that successful learning and teaching can only take place in a stable, caring and orderly environment. We therefore encourage the development of responsible and positive attitudes. We believe that young people may need to be taught valued behaviour, not just for their time in school but for their futures.
- 4.3.2 The school's high expectations of students are made clear to them from the start and re-emphasised regularly through lessons, assemblies and prep time.
- 4.3.3 Students should always treat one another and other members of the school community with kindness and respect. They should actively challenge and report peer on peer abuse as described below:

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of

nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

- 4.3.4 We want to provide every opportunity for children to learn to respect one another. We are aware of our responsibilities under the [Equality Act 2010](#) to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster positive relationships between people who share a protected characteristic and people who do not share it. We celebrate the wide range of ethnic groups, cultures, languages and religious beliefs that are to be found in our school community and beyond. We seek to be welcoming to all different types of people and families and equally inclusive of people who have a disability and those who do not. This forms part of our wider work within school in promoting the British Values of mutual respect and tolerance.

We recognise that prejudice-related incidents do happen and we take them extremely seriously, recognising that they can cause harm to all those involved, as well as to our wider school community. By effectively tackling prejudice-related incidents, we seek to create a positive school environment for everyone and to safeguard the wellbeing of all pupils and staff. In doing so, we aim to fully meet our obligations under the 2010 Equality Act, as well as best prepare our children for life in modern Britain and to thrive in a diverse, globalised world. Please see Reporting and Recording of Racist and LGBT+phobic incidents policy

- 4.3.4 The academy does not tolerate abuse towards staff, and this behaviour will result in a serious consequence.

4.4 Parents/Carers

- To respect the academy behaviour policy and the disciplinary authority of academy staff.
- To help ensure that their child follows the reasonable instructions by academy staff and adheres to academy rules.
- To send their child to the academy each day punctually, fully equipped, and ready to learn
- To ensure academy staff are aware of any SEN related or other personal factors which may affect their child's behaviour and learning within academy.
- To work with the academy to support their child's positive behaviour.
- To model expected and positive behaviours when on the academy site
- To attend meetings with the academy staff, if requested, to discuss their child's behaviour
- If their child is suspended from the academy, to ensure the child is promptly collected by a parent and to ensure the child is not found in a public place during school hours
- If their child is suspended, to actively engage in the readmission process working in conjunction with the academy staff to resolve the behaviour of their child.
- To be contactable and to ensure that the academy holds the correct contact information.
- To sign and adhere to the terms set out in the Home School Agreement

5. SYSTEMS AND ROUTINES

Establishing clear systems and routines is crucial for maintaining consistency in our behaviour policy, ensuring that all staff, students, parent/carers understand expectations and consequences.

5.1 School Routines

- Welcoming Arrival: SLT/pastoral staff will be at all gates to welcome students onto the site - All students on time and ready to attend school.
- Preparedness: All students are expected to have the necessary equipment to learn.

- Safe Transitions: All students are expected to move around the academy safely and with purpose.

5.2 Around the Academy

We expect students to:

- Arrive to academy on time wearing our full academy uniform with pride
- To ensure all mobile phones and electronic devices are turned off and that they are not seen, heard, or used during the academy day.
- Follow all staff instructions – first time
- Always transition around the academy safely
- To demonstrate positive valued behaviours, avoid raising your voice and refrain from inappropriate physical contact with others.
- To take responsibility for ensuring our site remains clean and tidy, placing all litter in bins.

5.3 Classroom Rules

We expect students to:

- Be polite and show respect for other people and the academy environment.
- To arrive on time, fully equipped and ready to learn.
- To enter the classroom and sit down in your seat.
- To follow all staff instructions – first time
- To work hard, with maximum effort – never disrupting others.
- To consistently demonstrate pride (PROUD) in the presentation of your work.
- To always do your homework to the best of your ability and hand it in on time.

5.4 Beyond the Academy Rules

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. (DfE Behaviour in schools, Advice for headteachers and school staff – July 2022.) Any student that brings the Academy into disrepute in and out of school uniform, due to detrimental or dangerous behaviour and bullying which occurs off the school premises and may be witnessed by a staff member or reported to the Academy will result in consequences being imposed on the student.

Ensure that you act as a responsible citizen, being respectful and supportive of all people in our community.

We consider the following as examples to outside the school premises:

- Taking part in any school organised or school related activity
- Travelling to or from school
- When wearing school uniform
- In some other way identifiable as a student at the school
- Detrimental or dangerous behaviour that poses a threat to another pupil or member of the public
- Detrimental or dangerous behaviour that could bring the school into disrepute

5.5 Mobile Phones

- Mobile phones (and other electronic devices) are brought into the academy at students' own risk and must be switched off and kept safely in the student's bag during the academy day. We believe strongly the unsupervised and unrestricted use of mobile phones has the potential to significantly undermine the safe culture at the academy.
- Parents/carers wishing to contact students in an emergency should contact the school office.

As a consequence:

If any student has a mobile phone that is seen, heard or we are made aware that it has been used, it will be confiscated.

The exception to this rule is where a member of staff has given permission for a student to use their mobile phone only in GCSE Art and Photography for coursework purposes.

Mobile Phone Confiscation Procedure

1. Phone goes to reception and goes into a designated box for that year group
2. If this is the first time, the student can collect at the end of the school day
3. If this is the 2nd time of confiscation the phone is kept in a separate box in reception and the parent is asked to collect it.
4. If this is the 3rd time of confiscation, the phone will be confiscated for one week. In this week the pastoral Team will arrange a meeting for parents to come in to discuss continual phone use and be told that the phone is now banned from site.

6. ANTI-BULLYING

6.1 St Peter's has an established anti-bullying policy which is subject to regular monitoring and review. The policy was originally established in full consultation with students, staff, Governors and parents. The complete policy is available as a separate document.

6.2 The main principles of the anti-bullying policy are:

- Every student at St Peter's School has the right to enjoy learning free from intimidation
- The staff and students at St Peter's School will not tolerate any unkind action or remark, even if these were not intended to hurt or offend
- Challenge all forms of discriminatory behaviour on the grounds of gender, disability, race, sexual orientation, gender identity, sexualised language or religious belief
- Any wilful, unkind action or comment will be considered bullying
- Students should support each other by reporting all instances of bullying to an adult
- All bullying will be dealt with seriously
- Parents and friends should help victims of bullying
- Bullying is too important NOT to report
- The school does not accept 'banter' as an excuse for harmful language and we will build a culture where this is not tolerated
- Cyber bullying (the use of the internet, social media and digital devices as a tool for bullying) and its' impact on students in school, whether conducted during school hours or not, is not tolerated by the school.

7. RECOGNITION AND REWARDS

7.1 At St Peters, we believe it is very important to recognise achievement of all kinds (Appendix 1). We believe that young people respond positively to praise and are motivated by it. Students will receive daily, weekly, monthly, termly and yearly rewards as appropriate. The most effective reward is often the simplest one – ensuring that all adults recognise and praise positive behaviour immediately through a simple 'well done' has significant impact on a student's day, their overall experience, and the wider family culture of success within the academy.

7.2 Individual classroom teachers are encouraged to praise valued behaviour, good work and celebrate success in both formal and informal ways. The use of e-Behave is essential.

- 7.3 Teachers are encouraged to report examples of valued behaviour, good work and achievement to senior staff. The success of individual students will be recognised by the Prep Teacher, the Student Support Manager, the Heads of Year and the Senior Leadership Team.
- 7.4 Assemblies are also used to celebrate whole-school and individual successes.
- 7.5 The school has a well-established system of recording valued behaviour, effort and attainment. This is done through the eBehave system, nominations from staff and the analysis of half termly assessments.
- 7.6 School achievement and individual successes are promoted in the local media. The Publicity Officer makes regular press releases and invites local newspapers and television into school to report events. Stories concerning school and individual success and photographs appear on the academy's' social media platforms.
- 7.7 Pupils are taught our expectations, processes and systems actively and consistently by staff across the curriculum and explicitly through Personal Development, assemblies and Prep lessons. We make sure that the behaviour we teach students is clear, reflective and modelled by staff. We revisit important features across the age range to ensure that behaviour is embedded. We plan new interventions depending on trends in behaviour, for example around sexual harassment.
- 7.8 **Student Leadership Roles**
We aim to foster positive relationships through developing our students as leaders, such as through membership on the academy student councils/ prep time leaders, learn aspire exceed leaders and whole school student leadership roles such as Head Students, Year 11 Student Leaders

8. **CONSEQUENCES**

- 8.1 The academy's consequence escalation process is outlined as follows:
- Step 1 - Establish Clear Expectations
 - Step 2 – Verbal reminder & take up time
 - Step 3 - Restorative conversation
 - Step 4 - Department Learning Support
 - Step 5 - Department Catch up
 - Step 6 - Pastoral Consequence
 - Step 7 - Urgent Support Request
- 8.1 The vast majority of students will respond well to the positive relationship policy and code of conduct. The school recognises, however, that a minority of students will exhibit difficult or dangerous detrimental behaviour from time to time and that consequences will be necessary.
- 8.2 If students are unable to work in the class with support they will continue to complete work elsewhere in the faculty whenever possible (Departmental Learning Support). A move to departmental learning support is recorded and analysed as a -3 behaviour event.
- 8.3 The school adopts a policy of graded consequences according to the seriousness of the offence. These consequences are normally accompanied by restorative conversations, but are applied firmly and fairly. This is done through the e-Behave system.
- 8.4 Dangerous detrimental behaviour or concerns are always communicated to parents who are usually invited to school to discuss the matter with the relevant member of staff. Such parental involvement is of great importance; successful education can only take place when school, parents and students are working together.

- 8.5 The variety of consequences used by the school are outlined, with the level of observed behaviour in Appendix 3. In the case of discriminatory behaviour, the school treats these very seriously, with details of any incidents on the grounds of gender, disability, race, sexual orientation, gender identity, sexualised language or religious belief logged in school. Parental contact is made with the victim and perpetrator and the situation is monitored. Consequences apply and will depend on the severity of the case.
- 8.6 Suspension will be used only in cases of very serious indiscipline. The Head Teacher alone will decide whether or not to suspend students. Permanent exclusion is used only in the case of very extreme or repeated indiscipline and is subject to confirmation by the School Governors. The school then follows appropriate national and local guidelines.
- 8.7 The wrong behaviour choices can arise from many causes and the use of consequences is not always the appropriate response. We need to distinguish between general misbehaviour and that caused by the personal and social circumstances or special needs of the particular student.

Appropriate advice and support will be given through the student support system, using outside agencies as appropriate.

9. ATTENDANCE AND PUNCTUALITY

- 9.1 At St Peter's, we attach great importance to maintaining high levels of attendance and instilling good habits of punctuality. The attendance target is 96%. This means missing less than 8 school days each academic year.
- 9.2 The attendance policy is an essential feature in encouraging positive student attitudes. It also is a focus of co-operation with parents and the local community. The policy sets out the way in which the school encourages high levels of attendance. The policy also sets out how the school monitors attendance and follows up absence.
- 9.3 The school uses the Bromcom Management Information System to monitor attendance in every lesson as well as at the start of each school session.
- 9.4 We give high importance to establishing effective working relationships with the Education Welfare Service and regular meetings take place between Student Support Managers, the Attendance Officer and senior staff.

10. STUDENTS' RESPONSIBILITY AND INVOLVEMENT

- 10.1 At St Peter's, we believe positive student attitudes are much enhanced by involving students as far as possible in the organisation of the school.
- 10.2 Student questionnaires are used at both the whole school level and at individual department levels.
- 10.3 Students are encouraged to participate in sporting and other competitive activities. Students are encouraged to represent their Prep group in the various competitions.
- 10.4 The school has a Student Leadership model which is led by the Head Students. Students apply for membership of the Year 11 student leadership team at the end of Year 10 and hold the post for a year.
- 10.5 Student Leaders are encouraged to help with major school events such as open evenings, parents' meetings, awards evenings, sports events, drama productions, musical events and charity events.

- 10.6 Sixth Form students are encouraged to become involved with lower-school activities and Prep groups.
- 10.7 Each year 2 Head Students each with a Deputy are appointed. This team represents the school at various functions and activities.

11. SEARCHING AND CONFISCATION (Searching, Screening and Confiscation July 2022 DfE)

- 11.1 School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline. Any illegal substances must be recorded in the substance log and reported to the police. Any weapons must be reported to the police.
- 11.2 School staff can search a pupil for any item if the pupil agrees. Only staff authorised by the Headteacher can search a student.
- 11.3 Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- 11.4 You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- 11.5 There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 11.6 All searches must be recorded in the search log live, so that the questions are asked of the student at the time of the search.
- 11.7 Prohibited items are: (The ability to give consent may be influenced by the child's age or other factors)
- knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - smoking paraphernalia
 - vapes/e cigarettes
 - Phones that are not turned off or should have been handed in
 - any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- 11.8 Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

12 OTHER RELEVANT INFORMATION

12.1 Behaviour support for learners with SEND/Trauma/CiC

We welcome our legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

12.2 Managed Moves

In this circumstance, in an attempt to try and avoid a Permanent Exclusion, the school will consider whether the pupil might benefit from a fresh start at another school. This is referred to as a managed move; a trial placement at another school of up to 15 weeks, to see if a different setting and/or a different peer group can have a positive impact on the pupil's education. They are usually only successful if both the pupil and their parents/carers support the move. A managed move is organised in conjunction with the Local Authority's Fair Access Panel.

If behaviour and/or attendance does not meet the expectations of the placement school, they may terminate the managed move. However, if the pupil's behaviour and attendance do meet the expectations of the placement school then they will take the pupil onto their roll at the end of the managed move.

12.3 Staff Training

The academy offers includes bespoke training and development in all areas of positive relationships and behaviour. In addition, training will be offered to support staffs' understanding of special educational needs disabilities, or mental health difficulties and how these can affect a student's behaviour.

12.4 Use of CCTV

CCTV is in operation in the academy in line with the Trust policy for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate consequence.

12.5 Malicious allegations

Students who are found to have made malicious allegations against staff are likely to have breached the positive relationships policy. We consider this to be a serious breach of our policy and will apply an appropriate consequence which may include but not limited to a suspension.

12.6 Police Involvement

Routinely appropriate matters are referred to the police. Where this is done by the academy, academy leaders will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professionals. Where a police investigation is underway, the academy will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of the police investigation. The academy will provide contact details for parents/carers when requested to do so by the police for them to investigate an alleged crime. The academy will also provide student records given an appropriate formal request by the police to further investigation of a serious crime

12.7 Intervention and Support examples

The academy has developed a unique approach to supporting the education of the students through a variety of strategies and interventions:

- Examples of such interventions are:
- Pastoral support from the Academy
- Alternative curriculum groups (Nurture/STRIVE)
- Pastoral Reports – Tutor, Head of Year, Subject
- Pastoral Support Plans
- Mentoring
- Personalised Timetable
- Short term placements
- Fragmented Timetables
- Curriculum changes

- Targeted work placements – (up to 2 days a week)
- EHA – Early Help Assessment
- Managed moves
- External provision

Appendix 1 - Recognition and Consequences

Level	Positive Recognition	Negative Consequences
1	Meeting the Standard. In lesson recognition.	Take up time
2	Staff recognition	Restorative conversation up to 15 mins
3	Department recognition	Department Catch up
4	Year Team / Senior Leader recognition.	Pastoral Consequence
5	Headteacher recognition	Suspension

Student will receive one of the following:

- ebehave points
- regular verbal praise and encouragement
- acknowledgment of good work
- encouraging staff to praise identified individuals and sharing their work
- positive phone call home
- positive letter/email home
- postcards
- Head of Year Contact
- Deputy Headteacher Recognition
- Head of School Recognition

These rewards are tracked and used to identify students to be selected for Year reward events throughout the year. At the end each term students are rewarded in Year group assemblies.

Appendix 2 – Valued Behaviours

Kindness	<ul style="list-style-type: none">•Choose kind•Ensure you are focussed on your own work, so others can focus on theirs•Hands, feet and unkind words to be kept to yourself.
Resilience	<ul style="list-style-type: none">•Always try your best•Learn from your mistakes
Role Modelling/Advocacy	<ul style="list-style-type: none">•Demonstrate valued behaviours to others•Act as a responsible citizen
Generous/volunteer	<ul style="list-style-type: none">•Invite others to join in games and activities•Support other members of the school community,.
Organised/Responsible	<ul style="list-style-type: none">•Arrive on time•Wear correct uniform & bring correct equipment
Optimistic	<ul style="list-style-type: none">•Remember that you are the only person in control of your own future.
Embracing of Diversity	<ul style="list-style-type: none">•Be respectful and supportive of all people in our community
Respectful	<ul style="list-style-type: none">•Follow all staff instructions first time, every time.•Keep the school site in good condition, put rubbish in the bin.•The school is a gum free site
Accountable	<ul style="list-style-type: none">•Walk directly to lessons safely and efficiently•Enter and exit classrooms in silence in calm, orderly lines.
Communicative	<ul style="list-style-type: none">•Talk rather than raise your voice.•Ask for help when you need it.
Empathy	<ul style="list-style-type: none">•Understand that to give everyone the best chance of success in school you may be treated differently.•Treat all other members of the community respectfully.
Proud	<ul style="list-style-type: none">•You are an amabassador of the school. Be proud of who you are and the school and the community that supports you.•Consistently demonstrate PROUD in your work
Independence	<ul style="list-style-type: none">•Complete all homework•Participate in wider learning oppourtunities, for example trips and clubs.
Hardworking	<ul style="list-style-type: none">•Try your best to complete every task.•If you finish, ask for something to test yourself.
Collobartive	<ul style="list-style-type: none">•Work with others to learn in lessons and to enjoy the school experience.
Curious	<ul style="list-style-type: none">•Ask appropriate questions about your world and your future

Appendix 3 - Behaviour Escalation Chart

Step	Consequence	Explanation
Step 1	Establish Clear Expectations	Students must clearly understand the classroom routine and expectations. This is made explicit to students.
Step 2	Verbal reminder & take up time	<p>Students must clearly understand that they have received a verbal reminder. These words are used by staff. Students will receive a verbal reminder, acknowledge, and continue with their work</p> <p>A student who continues to fall below expectations after being given a verbal reminder will be given the opportunity for 'Take up Time'. These words are used by staff.</p> <p>This will involve the student having no more than 3 minutes outside the classroom.</p> <p>The teacher will redirect the focus with a 1:1 chat with teacher explaining the direct consequences of their choice. The student will be issued a (-1)</p> <p>Once completed, the student will return to their learning, quietly and without disruption. The teacher will use positive strategies to ensure that learning continues successfully for all.</p>
Step 3	Restorative Conversation (-2)	<p>If the behaviour persists, students will be given a restorative conversation (-2). These words are used by staff.</p> <p>The student should meet with the teacher at the end of the lesson/after school and discuss their behaviour. This time should be used with restorative approaches: Respond, Reflect, Repair, Restore</p> <p>Parents/carers will receive a text message if their child receives a Restorative Conversation</p> <p>Students will have a fresh start once a restorative conversation has happened.</p>
Step 5	Department Learning Support Department Catch up (-3)	<p>Where a student is persisting in disrupting the learning of everyone in the room, the teacher will move to step 4. The student will be removed to Department Learning Support to complete the work as per department policy. Any removal from a lesson will result in the student returning after school for Department Catch up</p> <p>Parents/carers will receive a text message if their child receives a department catch up</p>
Step 6	Pastoral Consequence (-4)	<p>Should the student continue to disrupt, on-call Pastoral will be alerted and will remove the student from the Department Learning Support for a Pastoral Consequence. These words are used by staff</p> <p>Parents/cares will be contacted. The student will not be allowed to access break and/or lunchtime social times that day.</p>
Step 7	Senior Staff Urgent Support Request	<p>In extreme cases, e.g., persistent disruption to teaching and learning in more than one lesson, a fight in the classroom</p> <p>The teacher will press the 'Urgent Support Required' button.</p> <p>Students who have received an 'urgent support request' will be issued with a 45-minute Pastoral Consequence after school.</p>

Additional detail on consequences

Failure to comply will result in:

- Failure to attend a department restorative conversation will result in a Head of Department consequence
- Removal from a lesson will result in Department Catch up
- Failure to attend a Head of Department restorative conversation will result in 'no break or lunch social time loss and be referred to the Head of Year
- Failure to attend a Department Learning Support will result in break or lunch social time loss and be referred to the Head of Year
- Failure to complete the break and lunchtime consequence demonstrates extreme defiance and is likely to result in serious consequence e.g., suspension, time in Alternative Provision.

For students who continue to incur negative Ebehave points daily and persistently fail to uphold the St Peter's values more severe measures will be taken. This may include Pastoral Support Meeting with parents/carers, Senior Staff meetings, suspension, short term placements at another school or managed moves to support the student in avoiding disruptions in the future.

Examples of Detrimental behaviours that result in a consequence (this list is neither exclusive nor exhaustive)

Detrimental behaviours that result in a consequence	Restorative Conversation	Department Learning Support/Catch up and Pastoral Consequence
Verbal reminders/Turnaround		
Talking over the teacher	Continued disruption to learning beyond a verbal warning	Continued disruption to learning beyond a restorative conversation
Distracting other students	Late to lesson	Verbal abuse towards a member of staff or another student
Failure to follow instructions	Not completing work	Threatening behaviour
Nor following the seating plan	Inappropriate language	
Failure to not complete tasks	Repeated verbal warnings	Refusal to attend a department consequence
Swinging on chairs	Misappropriating personal or academy property	Truancy
Rudeness towards students	Unsafe conduct	Smoking / Vaping

Examples of Dangerous behaviours that could result in suspension (this list is neither exclusive nor exhaustive)

Dangerous behaviours that result in a consequence
Physical assault of a member of staff or student
Failure to comply with a search
Stealing personal or academy property
Under the influence of drugs / alcohol
Refusal to hand over a mobile phone or electronic device
Bringing a prohibited item of substance
Smoking / Vaping
Setting off the fire alarm
Threatening behaviour towards staff
Using discriminatory language

Appendix 4 – Difficult/Dangerous Detrimental Behaviour

How do we define difficult detrimental behaviour?

Behaviours that we see in classrooms and around the school that can be easily managed. These include:

- Calling out – staff will use no hands up questioning to support the learning of students. Students will put up their hands if they have a question for the class or teacher.
- Leaving seats without permission
- Name-calling – including all unkind comments for example those about appearance, family, behaviour, gender or ability.
- Not respecting personal space – members of the school community should not be touching each other in any way. They should allow others to pass freely and safely around the school site.
- Remaining off-task despite reminders
- Running in the corridors
- Talking in assembly
- Ignoring instructions
- Chewing gum – chewing gum is banned from the school site. Any gum found will be thrown away.
- Poor attendance and punctuality – students are expected to be on time to school and lessons and to attend as much as possible.
- Vandalism – any damage to property belonging to others including the school.
- Use of mobile phones in school – Our recommendation is that mobile phones are not brought to school. Mobile phones that are in school must be turned off and in the student’s own school bag for the duration of their time on the school site. This means that if they are on site before the bell at 8.30, they will not be able to use their phone.
- If students need to contact home they should visit the year office/student services at break or lunchtime. Families wishing to contact students in an emergency should contact the school office.
- Any actions that contravene safeguarding expectations (including sexualised behaviour)
- Bullying – persistent and repetitive behaviour towards another student that makes them feel unhappy.
- Racism
- LGBTQIA+phobia
- Sexism
- Multiple students in one toilet cubicle
- Vaping or carrying vapes on school site – any vapes or paraphernalia found will be destroyed
- Refusal to have correct equipment – correct equipment includes:
 - A plain school bag that can contain the following:
 - A pencil case with pen, pencil, rubber, ruler as a minimum
 - A calculator and maths set (without compass)
 - A water bottle
 - School diary/record of achievement
 - Turned off mobile phone (students without a bag will need to hand their phone into the year office at the start of the school day.

How do we respond to difficult detrimental behaviour?

As staff, we will:

Deal with these incidents consistently, restoratively and in a timely manner. We will ensure that consequences given are directly linked to the behaviours and conversations are conducted away from other children. Children will have a fresh start once a restorative conversation has happened.

Dangerous Detrimental Behaviour

How do we define dangerous detrimental behaviour?

These are usually behaviours that negatively impact on other people. Children displaying these behaviours are not exercising self-regulation and are not thinking about the impact on others. These behaviours may be difficult to manage or dangerous (there is evidence of serious harm to others). These may include:

- Physical assaults on members of the school community
- Serious verbal assaults on members of the school community
- Dangerous/threatening behaviour around the school (throwing chairs, climbing, intimidating others)
- Running away (from classroom and school)
- Use of/bring to school any items deemed inappropriate, for example alcohol, cigarettes, weapons or sexual material (pornography)

How do we respond to dangerous detrimental behaviour?

As staff, we will:

1. Ensure that all members of the school community are safe. Remove the young people and those at risk.
2. Only use physical intervention if necessary to stop a young person hurting themselves or others.
3. Alert other staff immediately (Preferably using Net Support Red Button or staff can use a young person to deliver a message – do not leave young people unattended)
4. Take part in restorative approaches (Respond, Reflect, Repair, Restore) and apply consequences. These include:
 - Loss of break and/or lunchtime
 - Loss of privileges
 - Conversations with staff, which can happen at any point including after school
 - Catch up – 45-minute afterschool
 - Suspension
 - Alternative Provision including Managed Moves or online learning

Appendix 5 – Supportive Strategies

In the first instance of inappropriate behaviour, it is important to praise and recognise pupils for the behaviour adults expect and to give attention to pupils who are making valued choices. When a child is not meeting the behavioural expectations, staff will may use the following ideas to support their conversations and refocus the student on learning.

1	Praise the valued behaviour of other learners. Give their attention and praise to those demonstrating positive behaviour.
2	Analyse what is causing the child to behave in a certain way and put actions in place to lessen the child's anxiety or anger.
3	Provide a non-verbal warning (e.g. by changing position in the classroom to be nearer the child to regain their attention).
4	Redirect the child's attention to their work / appropriate activity with a question or statement.
5	Provide a positive reminder of the behaviour expected.
6	Issue a verbal warning, using language of choice that includes a reminder of the consequences.
7	Move the child to a different position in the classroom to lessen any anxiety.
	Reflect, repair and restore (after an incident) Once the child is calm, relaxed and reflective, the experience will be revisited with an adult. The adult may ask the child questions to: <ul style="list-style-type: none">• Explore what happened.• Explore what people were thinking and feeling at the time.• Explore who has been affected and how.• Explore how we can repair relationships.• Summarise what has been learnt so child/ren and adults are able to respond differently next time.

Appendix 6 – Glossary

Detrimental behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme valued to extreme detrimental behaviour.

Being therapeutic: An approach to behaviour that prioritises the valued feelings of everyone within the dynamic.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a valued or detrimental behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

Dangerous behaviour: That which is detrimental and will predictably result in imminent injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as

dangerous will be supported by evidence of severity and frequency of outcomes such as ‘three children required first aid for minor bruising as a result of Jane’s kicking’.

Difficult behaviour: That which is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context: ‘Daniel continually shouting out is difficult within a group teaching activity’.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person’s natural response to detrimental feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual’s motivation.

Internalising: When a person’s natural response to detrimental feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

valued behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of detrimental feelings



EXCLUSION POLICY

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Exclusion Criteria

Sometimes a student's behaviour will lead to a period of suspension from school or a permanent exclusion will sometimes be necessary as a last resort. This is to ensure that other students and staff are protected from disruption and can learn in safe, calm and supportive environments. St Peter's School conforms to the Department of Education Guidance entitled '**Statutory Guidance on Suspensions and Exclusions (September 2023)**' when making decisions on suspensions and exclusions. A copy of this document can be downloaded from the Department of Educational website:-

<https://www.gov.uk/government/publications/school-exclusion>

Our Exclusion Policy should be read in context with the school's Positive Relationships (Behaviour) Behaviour policy and SEND policy.

Legal and Regulatory Framework

This policy is compliant with the following legislation and statutory guidance:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006;
- The Education Act 1996;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2023);
- Behaviour in Schools Advice for headteachers and school staff, July 2022.
- Mental Health and Behaviour in Schools, November 2018;
- Understanding your data: a guide for school governors and academy trustees, September 2021.

What is an Exclusion?

Exclusion is a disciplinary sanction, and means that a student is not allowed on the school premises for the duration of the Exclusion.

A student may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year, or permanently. A student can also be excluded for lunchtimes.

There are two types of Exclusion:

- Suspensions (previously call fixed-term exclusions)
- Permanent Exclusion

Suspensions

This means that a student is not allowed in school for a specified number of days because they have breached the school's behaviour policy. Students who misbehave at lunchtime may be suspended for lunchtime only. Each

lunchtime suspension counts as half a day.

Whenever a Headteacher suspends a student of compulsory school age they must, without delay, notify parents/carers of the period of the suspension and the reasons for it. They must also notify the Local Authority, Social Services and other agencies involved with the student where appropriate. In addition, the Headteacher must notify the Local Advisory Board where there is a legal duty to do so and where any suspension would result in the student being suspended for more than five school days (ten lunchtimes) in a term.

The student is not allowed on the school site for a definite period; however, this does not have to be a continuous period. This might apply if a student attends college or other off-site provision for part of the week.

When a student is suspended, the school must set and mark work for the first five days of the suspension and from the sixth day must provide a full-time education provision. Reasonable adjustments will be made for those students with special educational needs.

- During the suspension, the student must not be in a public place during school hours and the parents/carers are responsible for the whereabouts of the student.
- On returning to school, there will be a re-integration meeting, in which all those concerned can discuss the best way forward for the student.

The school cannot extend a suspension or 'convert' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

In exceptional circumstances, students may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter, setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

Permanent Exclusions

This is when a student is permanently excluded for a serious breach or persistent breaches of the school's behaviour policy and if their being in school would harm the education or welfare of themselves or of others. Permanent exclusion should only be used as a last resort and it means that the student would no longer be allowed to attend the school.

- For the first five days, the parents/carers are responsible for the student's whereabouts and he/she must not be in a public place during school hours.
- For the first five days, the school should set work and provide resources for the student.
- Any appropriate referrals to support services or notifying key workers (such as a student's social worker) will also be considered.
- The Local Authority must arrange suitable full-time education for the student to begin no later than the sixth day of the exclusion.

- Where a student has an EHCP, the Local Authority must ensure that an appropriate fulltime placement is identified in consultation with the parents/carers, who retain their rights to express a preference for a school that they wish their student to attend, or make representations for a placement in any other school.

The school's Local Advisory Board will meet:-

- to decide whether or not to reinstate a student and if the Headteacher decision to exclude was justified based on the evidence.
- For parents/carers and the student to have an opportunity to present their point of view, regarding the exclusion.

If the permanent exclusion is upheld by the members of the Local Advisory Board, the parents/carers have the right to appeal to an Independent Review Panel.

When establishing the facts in relation to an exclusion decision, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Students with disabilities and Special Educational Needs (SEND) including those with Education, Health and Care plans (EHCP)

There are certain factors that should be taken into consideration for students who display disruptive behaviour that is as a result of their Special Educational Need (SEND).

Schools should engage proactively with parents/carers in supporting the behaviour of students with additional needs. Early intervention to address underlying causes of disruptive behaviour should include

- An assessment of whether appropriate provision is in place to support any SEND or disability that a student may have.
- The Headteacher should also consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour.
- The Headteacher and Local Advisory Board must take account of their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Where a school has concerns about the behaviour, or risk of exclusion, of a student with additional needs, a student with an Educational Health Care Plan (EHCP) it should, in partnership with others (including the Local Authority as necessary) consider what additional support or alternative placement may be required.

The decision to exclude a student must be lawful, reasonable and fair. Schools have a statutory duty under the Equality Act 2010 not to discriminate against students on the basis of protected characteristics, such as disability.

Students who have a social worker, including looked-after children, and previously looked-after children

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community.

For Children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential.

When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, headteachers should balance this important reality with the need to ensure calm and safe environments for all students and staff, so should devise strategies that take both of these aspects into account.

Where a student has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's Virtual School Head (VSH) as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the academy address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This should be reviewed every term and any concerns about the student's behaviour should be recorded, as well as how the student is being supported to improve their behaviour and reduce the likelihood of exclusion.

Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the student.

Cancelling Exclusions

The headteacher may cancel an exclusion that has already begun (or one that has not yet begun) , but this can only happen where the Governor Disciplinary Committee has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled, then:

- Parents, the governors, and the local authority should be notified, including the reason for the cancellation without delay, and, if relevant, the social worker and Virtual School Head;
- Parents should be offered the opportunity to meet with the Headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governors once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governors to have appropriate oversight and;
- The student should be allowed back into the school.

The Local Advisory Board's Role

The Local Advisory Board has a duty to consider parents/carers' representations about a suspension or permanent exclusion. This duty has been delegated to the Governor Disciplinary Committee.

The Governor Disciplinary Committee must consider the reinstatement of a suspended or permanently excluded student within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

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

If a student would be suspended from school for more than five school days, but not more than 16, in a single term, and requested to do so by the parents/carers, the Governor Disciplinary Committee must meet within 50 school days after they receive the parent's request. Parents do not need to be present when the governors meet.

In the case of a suspension which does not bring the student's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents/carers. The governing board is not required to arrange a meeting with parents/carers. If a parent wishes to submit representation to Governors this should be done in writing, with the school having the entitlement to respond to Governors to the issues raised. This submission will then be considered by the members of the designated Governor Disciplinary Committee which will take place on the date of the next scheduled meeting of the Local Advisory Board. This meeting **cannot direct reinstatement as it does not have the power to overturn the headteacher's decision**. In this case Governors should consider whether it would be appropriate to place a note of their findings on the student's educational record. Parents will be written to by Governors following the meeting regarding:

- Did the school follow the published policy
- Are governors satisfied by the school's response to the parents' written submission
- Any details regarding follow up actions required by the school.

When establishing the facts in relation to a suspension or permanent exclusion decision the governing body must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'.

Excluded students are encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

In the light of their consideration, the Governor Disciplinary Committee may (where applicable):

- uphold a suspension or permanent exclusion; or
- direct reinstatement of the student immediately or on a particular date.

Where reinstatement is not practical because, for example, the student has already returned to school following the expiry of a suspension or the parents/carers make clear they do not want their student reinstated, the Governor Disciplinary Committee must, in any event, consider whether the Headteacher's decision to exclude the student was justified based on the evidence.

In reaching a decision on whether or not to reinstate a student, the Governor Disciplinary Committee should consider whether the decision to exclude the student was lawful, reasonable and procedurally fair, taking account of the Headteacher's legal duties.

Independent Review Panel

If applied for by parents/carers within the legal time frame, an independent review panel hearing will be arranged by the Trust to review the decision of a governing body not to reinstate a permanently excluded student.

The legal time frame for an application is:

- within 15 school days of notice being given to the parents/carers by the Governor Disciplinary Committee of their decision to uphold a permanent exclusion or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion.

If requested by parents/carers in their application for an independent review panel, the Trust must appoint a SEND expert to attend the panel and cover the associated costs of this appointment. The SEND expert's role is like that of an expert witness, providing impartial advice to the panel on how special educational needs might be relevant to the exclusion, for example, whether the school acted reasonably in relation to its legal duties when excluding the student. Parents/carers have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their student has SEND.

The role of the panel is to review the governing body's decision **not to reinstate a permanently excluded student**. In reviewing the decision, the panel must consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school.

The panel must apply the civil standard of proof, (i.e., 'on the balance of probabilities' it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

Following its review, the panel can decide to:

- uphold the permanent exclusion decision;
- recommend that the governing body reconsiders their decision, or
- quash the decision and direct that the governing body considers the permanent exclusion again.

An independent review panel does not have the power to direct a Local Advisory Board to re-instate a permanently excluded student. However, where a panel decides that a Local Advisory Board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Local Advisory Board to reconsider its decision.