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**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational up to 11, Girls only 11-16

SCHOOL BEHAVIOUR POLICY

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff, visitors and volunteers to share this commitment.

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Ethos and Values of Our School

The most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole school community. The school ethos is founded on 'tolerance, mutual respect and responsible behaviour.' The culture is one where mutual respect is valued; students and staff are aware of their responsibility to contribute to this, whilst being ensured that their individual rights are respected.

The school strives to achieve a balance between avoiding exclusion whilst at the same time acknowledging the fact that poor behaviour can affect the safety and welfare of members of our community as well as the ability of students to learn and teachers to teach. Therefore, sanctions have been developed to ensure that students can see that all actions have consequences.

The policy relates to behaviour within the school, when students are engaged in school activities outside school, within the immediate vicinity of school and on the journey to and from school.

The Principal has the authority to invoke the Behaviour Policy in any other circumstances where there is serious misconduct and there is a clear link between that behaviour and maintaining good discipline in school.

School Values

Bradford Girls' Grammar School and Lady Royd Primary treat all members of the community with respect which is not conditional on past experience or current behaviour. The school staff work with students to demonstrate all aspects of our 6 School Values:

Accountability - Take responsibility for own actions, behaviour and learning, belongings and surroundings and support others in doing the same.

Self-Confidence - Celebrate your individuality and demonstrate the self confidence in your own ability to make the right choices.

Perseverance - Apply yourself to every aspect of school life with positivity and determination to do your very best.

Integrity - Always be truthful and act with kindness, honesty and integrity.

Respect - Treat people with the same levels of respect, courtesy and fairness you would expect from others.

Empathy - Understand and share another person's experiences and emotions.

Students at all stages of their education are encouraged to develop these values through explicit teaching and rewards. The behaviour demonstrated by applying these values underpins an atmosphere in school which supports and develops a positive learning environment.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- Promoting a culture of praise and encouragement in which all students can achieve.

All members of the school community have a role to play in ensuring that behaviour in school supports a positive atmosphere which allows all students to flourish, develop and learn.

Roles and Responsibilities

Students

Students are expected to display school values in all their actions, follow the school code of conduct and obey school rules. Students are responsible for their behaviour both within and outside the classroom. Students should also consider the implications of, and take responsibility for, their behaviour towards other members of the school and wider community outside of school.

All Staff

All staff in school have a responsibility to model high standards of behaviour and the school values, both with students and each other. All staff also have a responsibility for monitoring behaviour in school. Where any member of staff witnesses unacceptable behaviour, they should speak to the student about their actions and either record this in an appropriate way or report it to the student's class teacher or form tutor.

Teachers

Teachers are responsible for managing the behaviour of students in their classroom. They should consistently and fairly apply the school's Behaviour Management Policy and use a range of strategies to help students improve their behaviour. When a student's behaviour is persistently disruptive, they should seek support from the relevant Middle Leader.

Teachers are also responsible for the pastoral support of their form group or class. They are the initial point of contact for parents and monitor behaviour on a weekly basis, contacting parents and arranging initiatives to support behaviour if necessary.

Senior Phase Middle Leaders/Primary SLT

Senior Phase Middle Leaders/Primary SLT work with individual students referred to them when the initiatives put in place by teachers have failed to improve behaviour. These staff may arrange support in school in consultation with parents, or liaise with the SENCO, where there is a suggestion that a previously undiagnosed special educational need may be having an impact on behaviour.

SENCO

The school's special educational needs coordinators offer direct support to students whose behaviour is less than acceptable due to an identified social, emotional, or mental health need. They will also carry out testing if there is a suggestion that a previously undiagnosed special educational need may be impacting on behaviour.

Parents/Carers

As members of the school community, we expect parents/carers to support their student's learning and co-operate with the school as set out in the Home-School Agreement. To support behaviour in school parents and carers are expected to:

- Understand that a clear, consistently applied, behaviour policy underpins effective education, and that high standards of behaviour are always expected of students.
- Reinforce school expectations and encourage good behaviour by praising students for their achievements and supporting school sanctions.
- Support the school's behaviour policy and disciplinary measures used to maintain high standards of behaviour.
- Support student attendance and punctuality by helping to organise their morning routines; ensuring uniform is correct and all equipment is brought to school.
- Attend Parents' Evenings, to review academic progress and attainment, and meetings arranged to discuss attendance and behaviour.
- Support any school decision taken to support student's education and welfare.

Procedures

Praise is a more effective tool in modifying poor behaviour than sanctions. As such, managing behaviour also focuses on reinforcing good behaviour through rewards and recognition rather than merely recording poor behaviour. However, poor behaviour is tracked to establish patterns and support effective intervention. Poor behaviour, where a student will not follow a particular rule, or specific extreme behaviours, have no place in our school. In these cases, the school will discuss alternative strategies with parents/carers.

Monitoring, Referral and Support

All staff are responsible for monitoring student behaviour. In order to build and maintain a culture of positive behaviour we track both good and poor behaviour through the school Management Information System, Classcharts. This data is used to identify and respond to behavioural patterns of individuals and groups.

Senior Phase Middle Leaders/Primary Phase SLT support staff to deal with difficult behavioural issues in the first instance, referring to the SENCO in cases where poor behaviour persists despite intervention. The SENCO refers to external agencies such as the School Nurse, Educational Psychologist, CAMHS, Bradford Inclusion Officer, Social Services and/or the Community Police Service as appropriate

Members of the SLT will support staff through advice, guidance and availability.

Learning Routines and General Guidance

When starting with a new class each teacher establishes clear expectations in line with the school's values. These procedures are set out clearly in the teaching and learning policy and the student code of conduct.

Each new session or lesson during the day presents an opportunity for students to have a 'fresh start'. Whenever possible all behaviour incidents are dealt with on the same day as the incident occurred to allow each new day to also be a fresh start. Where this is not possible, parents/carers should be informed on the day that an incident has occurred and contacted again once investigations are complete, or sanctions have been determined.

Staff will respond to incidents calmly without becoming angry or upset. They will respond to each incident fairly and without prejudice ensuring they carefully consider 'both sides of the story'.

Searching Student's Belongings

The school reserves the legal right to search a student's belongings for 'prohibited items' without parents' consent. Prohibited items include: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; any item banned by school rules including mobile phones and chewing gum. This is in line with Government Advice on Searching, Screening and Confiscation (July 2022). The school reserves the right to decide whether any prohibited items that are found in student's possession are returned to the parents/carers, discarded by the school, or handed over to the Police.

In addition, staff are allowed to use reasonable force and/or have other physical contact in the following circumstances: in order to prevent students committing an offence including the facilitation of a student search, injuring themselves or others, or damaging property.

In addition, staff are allowed to use reasonable force and/or have other physical contact in the following circumstances: in order to prevent students committing an offence including the facilitation of a student search, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom.

Drug Testing

The School Governors support the use of non-invasive drugs testing of students in particular circumstances which include:

1. Where the school suspects that a student may be taking drugs. These concerns are relayed to parents and an offer of a drugs test made.
2. Where parents suspect that their child might be using drugs. In these cases, the offer of a drugs test is made to support the parents.
3. Where student had been excluded for a drugs-related offence. In this situation parents are informed that the school will propose a drugs test of their child on a random basis. Knowledge of an upcoming drugs test would act as a deterrent value and supports the student in not regressing.

Rewarding Good Behaviour

The school recognises that all students possess a range of talents and abilities. We are committed to promoting and celebrating effort and achievement across all key stages. Students are rewarded on both an individual level and as members of groups. A variety of rewards are used which may include:

- Verbal praise and positive language
- Achievement points
- Positive comments written in planners and exercise books (KS3 and KS4), homework diaries (KS2) and reading record books (KS1)
- Achievement certificates
- Postcards home from all members of staff
- A visit to the Headteacher's office for praise and a Headteacher Sticker (EYFS, KS1 and KS2)
- Recognition in the weekly Achievement Assembly (EYFS, KS1 and KS2)
- Star of the Week
- Half Termly 'Lady Royd Hero' celebration (EYFS, KS1 and KS2)
- Termly Form award (KS3 and KS4)
- End of Year reward trips (KS3 and KS4)

Restorative Practice

The school recognises that restorative practice is an effective system for both resolving conflict and allowing students to take responsibility for and modify their behaviour. All staff are trained in restorative approaches to support students in being aware of what they have done, the impact of their behaviour and how it is unacceptable, what the consequences of their behaviour are and the choices they have available to them to amend their behaviour. This empowers students to take responsibility for their behaviour and make choices about their future actions.

The school recognises that a restorative approach to dealing with more challenging behaviour is highly effective. Restorative approaches to minor issues can also be swift and effective. A restorative approach is based around five questions which are asked of students:

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who else has been affected by this?
5. What do you need to do now so that harm can be repaired?

Expectations

Having clear expectations helps to remove potential conflict and maintain positive relationships. Staff will always aim to manage behaviour by giving fair, clear messages, in the least intrusive way possible.

Health and Safety

All students are expected to exercise personal responsibility for the safety of themselves and their fellow students. In particular, students:

- Must obey all the safety rules of the school and the instructions of staff in the event of an emergency.
- Must not wilfully misuse or interfere with items or systems provided for safety purposes such as fire alarms or extinguishers.
- Must not bring into school any item which might constitute a threat or danger to other students or staff.

A breach of this policy by any student will be regarded as a very serious disciplinary matter.

Planners, Lanyards and ASPIRE Cards

In the Senior Phase, students are issued with a planner which they must bring to school every day. Students who forget their planner will be issued with a daily planner sheet and an after-school detention.

Senior students also wear coloured lanyards to identify the year group to which they belong and to allow them access to areas of the building. Students are expected to wear their lanyards at all times.

Uniform

Current uniform guidance can be found on the school website at www.bggs.com. Students not wearing the correct uniform will be asked to wear some of the school's own supplies, if available. If not available, or if students refuse to do so, this will result in them being kept in isolation until they have the correct uniform.

Punctuality

Punctual attendance at school is essential for students' progress. Students should be on the school site by 8.30am and be in their form/classroom by 8.40am. Students who are late for school miss learning and develop bad habits resulting in their being unprepared for the world of work. Students who are late for school without good reason will receive a detention as follows:

- **Arrival 8.40am – 9.00am:** Lunchtime detention (20 mins)
- **Arrival 9.00am – 9.30am:** After school detention (45 mins – on the same day)
- **Arrival after 9.30am** – After school detention (45 mins – on the same day) and recorded as unauthorised absence (accumulation of these could lead to a fixed term penalty notice under our attendance policy)

Parents will be informed of same-day after-school detentions by text.

If their lateness becomes habitual, the school will contact their parents to address the problem and will work with them to improve the student's punctuality. We recognise that unavoidable problems with traffic or disruption to transport systems can lead to lateness through no fault of the student. Regular lateness will be chased up. Students who are repeatedly late to school may be placed in Isolation.

Punctuality to Lessons

Following break and lunchtime, the school bell informs students of the need to move to classrooms, allowing sufficient time to get to lessons before lessons start. Any students late to lessons will lose their social time (e.g. during break, lunchtime or after school) to make up the lost learning time. Punctuality to lessons is extremely important to ensure that learning time is utilised effectively.

If a student is late to a lesson after the bell has rung, they will be issued with a 15-minute detention that afternoon. If students are late to subsequent lessons in that day, they will receive an additional 15 minutes for

each lesson. Parents will be informed via Classcharts at 3pm. Failure to attend the detention will result in pastoral detention (the loss of social time), the next day.

Unacceptable Behaviour

Unacceptable behaviour which may occur inside or outside the classroom:

- Anti-social behaviour (towards people or resources, including swearing)
- Bullying (of any type – see the school’s anti bullying policy)
- Defiance
- Threatening behaviour
- Vandalism
- Violence
- Racism or homophobia
- Substance abuse (smoking [tobacco, e-vaping, shisha], alcohol, drugs)
- Theft
- Cheating or deliberately disrupting examinations.
- Distracting others, disrupting learning.
- Child-on-child sexual violence and sexual harassment
- Refusal to follow instruction
- Truancy
- In addition, incidents that happen outside school hours (including computer and/or mobile phone misuse) but which involve members of the school community will also be regarded as unacceptable.

Behaviour Outside of School Premises and Online

The school expects the same standard of behaviour online as applies offline, including the importance of respect for others. Inappropriate online behaviour will be addressed in accordance with the same principles as offline behaviour.

Conduct outside the school premises and online conduct that teachers might sanction pupils 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 of 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.

Mobile Phones / other mobile devices

At BGGs the term mobile phone is used to describe any electronic device which can take and/or send/receive images and/or messages and covers iPods, Apple Watches, tablet computers etc. The use of mobile phones is strictly prohibited within the school building at any time.

Lady Royd students should not have mobile phones in school. If a member of staff sees a student with a mobile phone, it will be confiscated and stored safely until it can be returned to an appropriate adult.

Senior Phase students often travel to school alone and so parents may wish to be able to contact their child on their journey. If a student brings a mobile phone to school, it remains the responsibility of the parents and must be switched off and placed in their bag upon arrival at school. If a mobile phone is found on a student during the school day, it will be confiscated and returned one week later. Parents will be informed by telephone on the day of confiscation.

Drugs and Recreational Substances

BGGGS has a zero-tolerance policy toward illegal drugs. We are committed to ensuring that the school will be and will remain an environment entirely free from illegal drugs, substances intended to resemble drugs and the 'culture' of drugs.

A breach of this policy by any student will be regarded as a very serious disciplinary matter. Possession of use of an illegal drug by any student will result in immediate referral to the Police.

This policy will be supported by a comprehensive programme of education through our PSHCE curriculum.

Dealing with disruption to teaching and learning

In the classroom, any action that prevents teachers from teaching and/or students from learning is unacceptable. Behaviour management begins by establishing respectful relationships through a positive and proactive approach. For most students, a gentle reminder is all that will be needed.

The school aims to pre-empt unacceptable behaviour and respond in ways which stop such behaviour escalating. This may include:

- Reminder of expectations, choices, and consequences of actions
- Redirection to another task
- Non-verbal strategies (e.g. use of body language, facial expression)
- Reminder of the ASPIRE values
- Gentle encouragement
- Sitting with teacher/support assistant or other adult to complete learning
- Sitting in another part of the room to complete learning but still within the lesson
- Peer led approach – changing groupings, encourage positive pairings.

When a student continues to make unacceptable behaviour choices, appropriate sanctions must be implemented so that the student can accept responsibility for their actions. The student's age and stage of development will be considered when discussing behaviour and determining appropriate sanctions. The language and sanctions used at different Key Stages vary to take account of this.

KS1 and KS2: the language of 'reminder', 'warning', 'caution', 'time out' are used consistently to support students in making appropriate choices.

KS3 and KS4: the language of 'choice' is used. Students are given a verbal warning (C1) and second chance (C2) before any formal sanctions are issued. At C3 a lunchtime detention is issued and at C4 the student has a time-out from the classroom and attends an after-school detention.

A hierarchy of warnings and sanctions are used in response to all behaviour issues. These are shown on the Behaviour Diamond which is displayed in every classroom and can be found in Appendix 1. Where more serious examples of behaviour take place, a thorough investigation will take place before determining the appropriate sanction and actions. Decisions about sanctions will be made on the balance of probability.

The table shows the types of behaviour at each level of the Behaviour Diamond and the range of possible sanctions which may be used in each case. Staff will always act professionally when determining the level of behaviour and sanction, and therefore this table acts as a general guide rather than a definitive list.

Behaviour Diamond Level	LR Language and Possible Range of Sanctions	Senior School Language and Possible Range of Sanctions
C1	Reminder	Verbal Warning – C1
C2	Warning Class teacher discussion	Second Chance – C2 Recorded on Classcharts
C3	Caution (C3) Moved in classroom Loss of break	C3 Moved in classroom Lunchtime detention
C4	Time Out (C4) Removed to another classroom Loss of break and/or lunchtime	C4 Time-out Removed to another classroom After school detention
C5	C5 Isolation Time out with Key Stage Leader or Primary SLT	C5 Whole day(s) in Isolation Pastoral detention (loss of social time)
C6	C6 Extended time out with Primary SLT or Headteacher Fixed Term Suspension Permanent Exclusion	C6 Fixed Term Suspension Permanent Exclusion

Sanctions

Staff will discuss unacceptable behaviour with a student in a calm manner. All sanctions should be recorded on Classcharts and, where appropriate, recorded in the student's planner (KS3 and KS4).

Primary Phase Sanctions

- **Loss of Break and/or Lunchtime** is unstructured time spent with the class teacher, Key Stage Leader or Primary SLT in a designated area. This will be for a fixed number of days determined by the age of the student and nature of the behaviour. Students should use this time to reflect on the behaviour which led to break/lunchtime being lost and complete any work which was previously unfinished.
- **Time Out with the Key Stage Leader or SLT** is the removal of the student from lesson time, break, and lunchtime for a fixed period of time. The student will be informed of the days on which they will be removed from class and parents will be informed by phone call or in person. Students will be supported to reflect on their behaviour and take time to make progress in a quiet environment.
- **Extended Time Out with Primary SLT or Headteacher** is the removal of the student from lesson time, break and lunchtime for a longer, fixed period of time. The student will be informed of the days on which they will be removed from class and parents will be informed by phone call or in person. Students will be supported in using this to reflect on their behaviour and take time to make progress in a quiet environment.

Senior Phase Sanctions

- **Loss of Break** is time spent with the class teacher to allow issues to be resolved before the next taught session. Students who are late to lessons can expect to lose time at break.
- **Lunchtime Detentions** are held daily at 1.20pm for 20 minutes on a rota between Curriculum Areas. The date and location will be recorded in the student's planner. Students should use this time to reflect on the behaviour which led to the detention and complete any work which was previously unfinished. Students who are late to lessons can expect to lose time at lunchtime.

- **After School Detentions** are held **Mon-Thurs at 3.15pm for 45 minutes until 4.00pm**. Parents will receive a notification of the detention through Classcharts. Students should use this time to reflect on the behaviour which led to the detention and complete any work which was previously unfinished. If students do not have any work, they will copy out information relating to the school values. Students must attend detentions when set. Students who miss multiple detentions will be given periods in isolation.
- **Pastoral detentions** is the loss of social time for a fixed number of days. The student will be informed of the days on which they will be in Behaviour Management and parents will be informed via Classcharts. Students attend their detention in G1 at break and lunchtime where they are given the opportunity to reflect on their behaviour and take time to make progress in a quiet environment.
- **Senior Leadership Team Detentions** - Students who fail to attend after school detentions, or whose behaviour causes serious concern, will be given a Senior Leadership Team detention. These take place after school on a **Thursday for an hour and a quarter, from 3.15pm to 4.30pm**. Students who fail to attend will be given one day in isolation. The only acceptable reason for students to rearrange an SLT detention is evidence of a previously booked medical appointment.
- **Isolation** is the loss of all lessons and unstructured time for a fixed number of days. Parents will be informed via phone call. Students will work in silence for the duration of the time, completing work that is provided. Students are given breaks but will not have access to social time with their peers. They should bring a packed lunch or will have the opportunity to order a sandwich from the canteen. Students who are in isolation need to report to the **Foster Beaver Building at 8.30am and remain in isolation until 4.15pm**. Students whose behaviour does not meet expected standards while in isolation may receive a fixed term suspension or be given isolation at another local school. Students who refuse to go to isolation will be suspended and will need to complete the period of isolation successfully on return to school, before being allowed to re-integrate back into lessons.

Please note that parental consent is not required for detentions or isolation.

Parents should make arrangements for students to be able to attend otherwise sanctions will be escalated for the student.

Fixed Term Suspension

Fixed term suspension is a sanction used by the school only in cases deemed to be serious breaches of the Behaviour Policy. The decision to suspend rests with the Principal or designated representative in their absence. The use of a suspension will always be considered carefully. The school will follow the procedures as described in 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' July 2022.

A student will be suspended if despite all efforts the process has failed to produce resolution and/or reconciliation and:

- They continue to pose a threat to the safety or well-being of another student(s) or member of staff.
- There is a likelihood of continued disruption to learning.

The following list gives an indication of the type of behaviour which could result in a fixed term suspension:

- verbal abuse of a member of staff
- serious and persistent bullying of another student
- using racist or homophobic language
- malicious damage to property
- violent conduct towards another student
- theft
- possession of illegal drugs
- persistent defiance of staff
- sexual misconduct
- misuse of the fire alarm or health and safety equipment
- actions outside of the school which are deemed to have brought the school's name into disrepute

- attempted arson
- vandalism of school equipment and property
- misuse of computer equipment or social networking sites to threaten, bully, harass, slander or cause distress to other students or staff
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour
- failure to follow instructions or comply with a sanction

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that suspension is an appropriate sanction.

Any suspension proposed during a public examination period will be considered on an individual basis. Where a student is looked after, previously looked after, or has a social worker, the social worker will be notified of a suspension.

The school regularly monitors the number of Fixed Term Suspensions implemented to ensure that no group of students is unfairly disadvantaged and that any underlying needs of individuals are being met.

Notification

Parents will be notified if their child has been involved in a significant incident and reassurance given as to procedures being followed to ensure fairness to all parties. If a decision has been made to suspend a student, parents will be notified as soon as possible of the decision and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. Parents are expected to collect their child as soon as possible and without delay. A written confirmation of the reason(s) for the suspension will be sent to Parents/Carers the same day.

A student who has been suspended will have the reason for his/her suspension explained to them by a member of staff so that they understand why this decision has been taken. The Chair of Governors and relevant school staff will be informed of all Fixed Term Suspension.

Appeals

All correspondence regarding a suspension will inform Parents/Carers of their right to appeal to the Governing Body against the decision to suspend. To initiate an appeal Parents/Carers contact the Chair of Governors by emailing chairofgovernors@bggs.com

Returning from a Fixed Term Suspension

Students returning from a Fixed Term Suspension are required to attend a reintegration meeting, accompanied by a Parent/Carer. This meeting will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between Parent/Carer, student and school. Students who have been suspended as a result of avoiding or disrupting a previous sanction may be required to repeat that sanction. Targets will be agreed, and weekly follow-up meetings set up to support the student to improve his/her behaviour. Evidence from these meetings is recorded.

In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent suspension may be issued to begin immediately after the end of the fixed period.

Offsite Education & Managed Moves

The Principal has the power to direct a student off-site for education to improve their behaviour without parental consent. A student can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved. These alternatives are considered as a way of avoiding permanent exclusion.

Permanent Exclusion

Permanent Exclusion can only be authorised by the Principal and must only be done after consultation with the Chair of Governors about the intention to impose this sanction. Parents/Carers will be notified by the Principal in a face-to-face meeting.

Permanent exclusion will be considered if a student:

- Brings illegal drugs into school with intent to encourage others to use them
- Brings an offensive weapon into school
- Uses or threatens to use serious violence against a student or member of staff
- Carries out sexual abuse or assault
- Puts the lives of other students/ staff at risk
- Persistently breaches the school's behaviour policy

*Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

The school will consider Police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the School.

Returning to school from a Permanent Suspension following a successful Appeal

The school will support the student and her parents in returning to school for an entirely "fresh start". As the student is likely to have missed a significant period of schooling between being permanently excluded and returning, this process incorporates a phased return to the complete curriculum, with a period of time being assigned to helping her catch up work that has been missed.

Safeguarding

Safeguarding issues will be taken into account when determining a sanction for unacceptable behaviour.

Particularly vulnerable students, such as those with Special Educational Needs, those who are New to English or Looked After Children will only receive fixed term exclusions or more extreme sanctions as a last resort.

Links

- Teaching and learning policy
- Whole school detention protocol
- Substance Misuse Policy
- SEND Policy
- Anti-Bullying policy
- Managing allegations against students policy
- Child Protection Policy

Reviewed September 2022

Appendix 1

