



Behaviour Policy September 2021 (amended December 2021 / January 2022 and ratified at BAPD Governors January 2022)

Rationale

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

This document sets out the framework of the school's approach to encouraging outstanding behaviour and is known as 'Positive Discipline'. It is expected that agreed alterations and modifications will be made. The framework seeks to build upon present good practice whilst addressing identified areas for development. It is hoped that the new framework for discipline will successfully address or improve a number of areas.

The policy should be successful in:

- i) increasing the effective use of the pupil planner as a central record of each pupil's progress;
- ii) providing much greater understanding of the discipline process of children, parents, teachers and governors;
- iii) ensuring that all pupils, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
- iv) ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner.
- v) ensuring classes do not suffer low level disruption.

Without doubt, the essential prerequisite for the policy's success is a consistent commitment from all staff. This policy must also operate in conjunction with a teacher using their 'toolkit' of skills for classroom management. To be successful, staff must avoid 'racing' pupils through the strikes without using these classroom skills.

The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will dramatically alter the working practices of all pupils for the better.

Teachers in all curriculum areas must look to recognise, **praise and reward** all pupils as a matter of agreed policy. Teaching and non-teaching staff will also be expected to formally praise pupils whenever it is appropriate to do so. Staff must also understand the importance of operating within the recognised framework for sanctions. The strikes both inside and outside of lessons must be worked through in a logical manner.

If the system is to be successful the following must be understood by all concerned:

- i) The expectations of behaviour set out within this policy apply to all pupils on roll at the school, at all times when on or off site. This includes time spent in other

schools as part of the 'off site' isolation aspect of the policy and whilst dual registered on managed moves at other schools. It also applies when pupils are travelling to and from school, on public transport and at other times when they are in school uniform.

- ii) Staff will be aware of the needs of their pupils and will pay particular attention to any identified special educational needs or disabilities set out in a pupil's IEP, PSP, medical care plan or EHCP;
- iii) When a particular incident of unacceptable behaviour takes place, an identified sanction must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the pupil in all circumstances. The identified sanction is not open to negotiation or debate with the pupil.
- iv) It is up to the member(s) of staff concerned to decide upon an appropriate follow up strategy with each child's case being viewed on an individual basis. This is the key area of flexibility.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the pupil. Reasonable adjustments may also be made for a pupil who is not covered by SEND legislation but staff feel it is appropriate for.

Members of staff who 'opt out' or do not follow the policy in principle and / or practice will be challenged by middle and / or senior members of staff. Senior members of staff must also look to operate within the framework at all times.

At the centre of all that we do is the pupil planner and its importance must be understood and followed by all children, all teachers and all parents.

Teachers must insist that the pupil planner is open at the appropriate week/page and on the desk in every lesson.

CLASSROOM RULES

Our Classroom Rules are outlined below:

- 1) Planners must be at all times present in the classroom and open at the correct page on desks
- 2) Arrive on time, fully equipped and ready to work for each lesson
- 3) Do as you are told by all staff – first time, every time. 10 second protocol to follow staff instructions.
- 4) Listen carefully when the teacher or another person is talking.
- 5) Do not shout out.
- 6) Always try your best without disturbing others.
- 7) Always follow the routines put in place by the teacher for the start and end of their lessons.

AROUND SCHOOL RULES

- 1) Planners must be carried at all times.
- 2) Be polite and show respect for other people

- 3) Do as you are told by all staff – first time, every time. 10 second protocol to follow staff instructions.
- 4) Wear your school uniform correctly at all times.
- 5) This is your school, look after it. Look after property and put all litter in bins.
- 6) Eat in the 12 Star Diner or POD area only
- 7) Walk around the school sensibly, one behind each other & quietly and keep to the left.
- 8) School opens at 8.00am; be on site by 8.45 and in your form room and ready for morning registration at 8.50am.

REWARDS

Central to the philosophy is the right of all teachers to praise pupils, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

ONGOING DEPARTMENTAL REWARD SYSTEM

The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System'.

Curriculum Areas will issue achievement points to be used by all departmental members. Such points will be awarded to all pupils regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and achievement. The awarding of achievement points will be done through SIMS. At some points in the school year, there will be an extra rewarding of prizes to ensure the profile of rewards are a priority.

The awarding of achievement points will be of greater significance around the school. As well as being used to reward excellence in terms of classroom and homework performance, the achievement point will be used to reward all significant contributions to the school community. This might include presenting a positive image of the school in the local community, showing care and concern for the environment or other pupils, or making a substantial contribution in extra-curricular activities.

The achievement point will, of course, lead to recognition through our system of certificates and reward trips held at the end of each term.

At the end of every half term, pastoral teams will celebrate attendance, behaviour and punctuality in Celebration Assemblies.

Pupils who are on target in all subjects at an assessment point will be **sent commendation letters recognising their progress**. Pupils with top scores in all subject areas for attitude for learning at assessment points will also receive commendation letters recognising such a positive attitude.

There will be a star of the half term awarded from every teaching group. The pupils that get the most star of the half term awards in each year group will have their photograph displayed outside the headteacher's office and a special letter of commendation sent home. They will also receive an extra reward to be determined each half term.

CERTIFICATES

From September 2021 the certificate levels for conduct points (achievement points minus behaviour points) will be the following:

50	– Bronze – 1 MCBuck
100	– Silver – 2 MCBucks
200	– Gold – 3 MCBucks
300	– Platinum – 4 MCBucks
400	– Diamond – 5 MCBucks
500	- Headteacher's Award – 6 MCBucks

Pupils who have gained the required number of achievement points will receive the appropriate certificate which will be presented either in the end of half term year assembly or by the form tutor. They will also receive a badge and an additional prize at each level. At reporting phase points details regarding achievement points will be reported to parents/ carers.

It is hoped that the awarding of achievement point certificates will continue to be an accepted, popular and important feature of assemblies for all year groups and that the achievements of boys and girls of all abilities will be represented.

POSTCARDS HOME

Pupils will receive a departmental or pastoral 'postcard' which will be sent direct to their home. Teachers are encouraged to send three postcards home each week. A postcard achievement point will be recorded by staff on SIMS.

POSITIVE PHONE CALLS HOME

All teachers are free to involve themselves in such positive communication such as positive phone calls home. This can be recorded as an achievement point in SIMs and staff are encouraged to make at least 1 call a week.

LEADERSHIP TEAM INVOLVEMENT

Senior Staff will provide a high presence across all year groups during lessons. Pastoral leaders and senior leadership team members will be available to receive pupils who are referred to them by form tutors. Pupils will be sent for individually with their Pupil Planner and in general, to be praised by such leaders. Members of the leadership team and Pastoral leaders will visit year groups during lessons and form time and will award achievement points. Pupils who are working exceptionally well will be referred on to the Headteacher in order to receive praise.

SANCTIONS FOR CLASSROOM BASED UNACCEPTABLE BEHAVIOUR

In terms of classroom-based sanctions a strike system is adopted. It is hoped that the majority of pupils will simply choose to spend their time with us operating with the rewards framework.

It is also expected that pupils whose performances are deemed to be unsatisfactory and removed from a classroom will only be a small minority.

It is essential that all pupils, parents and teachers understand this policy and its consequences. At all times the intention is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

When pupils do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class to another class after 2 strikes.

Staff are trained in using a variety of behaviour for learning strategies to assist with the learning process. Positive relationships, positioning in classrooms, good use of voice and non-verbal cues assist staff to get the best out of the pupils they influence.

STRIKE ONE – WRITTEN COMMENT IN PLANNER/SIMS BY TEACHER

After a teacher has used their 'toolkit' of behaviour for learning strategies, a pupil who behaves unacceptably will receive a strike one written comment. This must be recorded in the planner and on SIMS at the end of the lesson.

STRIKE TWO – SECOND WRITTEN COMMENT IN PLANNER/SIMS BY TEACHER AND PUPIL MOVED TO BUDDY

Even after continued use of their behaviour for learning toolkit and a strike one being issued, teachers may find a pupil will continue to behave in an unsatisfactory manner. Such behaviour will result in the pupil moving to a strike two written comment and the pupil being placed with the teacher's buddy. When a pupil is removed from their lesson to a buddy, the class teacher should always follow up with a suitable action such as setting an evening detention or organising an evening restorative meeting with the pupil.

Parents will be informed by text that their child has been removed from class, by which teacher and when they will receive their sanction.

STRIKE THREE – THIRD WRITTEN COMMENT IN PLANNER BY BUDDY AND THE PUPIL MOVED TO REFLECT

At this point the buddy (quite often the HOD) would come to the decision that a child is persisting in undermining the work of everyone. This is despite receiving two clear warnings with strikes by this stage.

Each curriculum area (or group of areas) will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week at least two colleagues are always identified as being available to 'receive' pupils who receive a pupil on strike 2.

The referred pupil will bring work with them and will work in silence in an appropriate part of the room. When referring a pupil to another teacher it is the original teacher's responsibility to ensure that the pupil has sufficient work to do.

If the lesson is completed with buddy with no further incident the buddy will record on SIMS a strike 2 behaviour log.

Any pupil refusing to go to buddy will be issued with their 3rd strike and taken to the Reflect Room after being given the 10 second warning to make the right choice.

Any pupil receiving strike 3 from the buddy will progress to the Reflect Room. If this occurs the buddy will register on SIMS strike 3 behaviour log and will write the third comment in the planner.

With some situations, there may be a serious one-off incident in the lesson which results in the pupil being moved straight to buddy or isolation. In this case there will still be a sanction or restorative that will take place.

The Reflect Room

Isolation is an extremely serious sanction. The reflect room will have a functional and purposeful environment with a bank of work which covers every curriculum area. There will also be controlled access to technology to ensure pupils can follow the curriculum of their class. Teachers can set work to be done electronically such as through SMH or Oak Academy.

Pupils will be 'isolated' in the fullest sense of the word. Lunchbreak will be taken in the isolation room and at no time will the isolated pupil be allowed to socialise with other pupils. Where a child needs to go to the toilet, they will be escorted by a member of pastoral staff during the lesson.

The duration of the day in the Isolation Room will be from 9.15am - 3.15pm and they will enter school through the PE entrance to be met by LML. Pupils placed in Isolation arriving late without good reason will still complete their full session of isolation.

Pupils entering the reflect room will have their phones removed and stored securely. They will also be screened using the handheld metal detector to ensure they have no banned items on their possession. If they refuse to be scanned, the school will follow guidance from the government 'Searching, screening and confiscation' – January 2018.

Banned items are those as specified on pages 3 and 4 of the above guidance document and also includes e-cigarettes. Mobile phones are also a banned item in the reflect room.

It should be noted that this sanction of the reflect room, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a serious unacceptable action such as a fight which is considered sufficiently serious to warrant such an immediate sanction.

Please note:

- 1) If a pupil reaches 3 behaviour strikes in a lesson or 5 behaviour strikes in a week they will move into the Reflect Room. These behaviour strikes may be a combination of lesson strikes and out of lesson strikes.

OFF SITE ISOLATION

- i) Sometimes a pupil may be directed to spend time in an off-site isolation room at another school. This may be considered more appropriate for more serious breaches of the behaviour policy

DETENTIONS

Detentions may be set by teachers/departments for a variety of reasons. This could include failure to complete work or disruption to lessons. It is important that any pupil who is removed from a teacher's lesson has some form of a sanction or restorative meeting with

the teacher concerned. This is so the teacher can take ownership of the incident and improve the relationship with the pupil concerned. Parents should be informed of the detention either by phone or by a note in the pupil planner. LML will text home in the case where a pupil has been removed from class.

Headteacher detention is every Friday night run by a member of SLT. It is a 60-minute detention and pupils are placed in HT detention by a member of SLT.

SUSPENSION (FIXED TERM EXCLUSION) AND PERMANENT EXCLUSION

Pupils who persistently break the rules or who commit a particularly serious incident can expect to find themselves at this level.

The control of suspensions (fixed-term exclusions) or permanent exclusion is entirely in the hands of the Headteacher and Governing Body. Exclusions normally operate on a tiered process following a system that leads through 1, 2 and 5 days followed by permanent exclusion.

Pupils who persistently breach the school rules to the extent that they have accumulated a large number of behaviour points will be permanently excluded at the discretion of the Headteacher.

Pupils will also be permanently excluded if they have had several suspensions (fixed term exclusions) which may or may not cumulate in a one-off serious incident that would not normally result in a permanent exclusion.

There may be occasions where the Headteacher will use their professional judgement to not follow the tiered process when the behaviour presented by a pupil warrants a higher level of exclusion; these exclusions will be reviewed in line with similar incidents across the school to ensure consistency. Following an exclusion that has been given outside the tiered process, the pupil will revert to the tiered system for subsequent exclusions.

One-off serious incidents such as bringing drugs of any sort onto the school premises at any time and/or bringing any knives or other weapons onto the school premises at any time will result in a permanent exclusion.

On re-entry to school after a suspension (period of fixed term exclusion) a pupil may be placed in isolation for a reintegration process unless reasonable adjustments are made at this point. Reintegration following an exclusion for violent conduct/physical assault will include a period in isolation and restorative rehabilitation.

Prior to making any decision on suspension (fixed term exclusion) or permanent exclusion, the Headteacher will consider the circumstances of the exclusions and of the individual pupil. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

Hierarchy of isolation placements:

Escalation of sanctions

Isolation referrals from the morning are for the remainder of that day. Isolation referrals from lunch time onwards are for the remainder of that day and until lunchtime the next day.

Sanction 1	1 day in Reflect – The PL / APL will contact parents/carers to inform them of the issue and the dates of Reflect
Sanction 2	2 days in Reflect – The PL / APL will contact parents/carers to inform them of the issue and the dates of Reflect
Sanction 3	3 days in Reflect – The PL / APL will invite parents into school to inform them of the issue and the dates of Reflect (recorded on CPOMS)
Sanction 4	4 days in Reflect – The PL / APL will invite parents into school to inform them of the issue and the dates of Reflect and a PSP will be drawn up for the pupil (recorded on CPOMS)
Sanction 5	5 days in Reflect – SLT / PL will invite parents into school to inform them of the issue, the dates of Reflect (recorded on CPOMS) and review the PSP
Sanction 6	5 days in Reflect + HT Det – SLT / PL will invite parents into school to inform them of the issue, the dates of Reflect, review of the PSP and governor behaviour panel will be held (recorded on CPOMS)
Sanction 7	5 days in Reflect to 4.00pm each day – SLT / PL will invite parents into school to inform them of the issue, the dates of Reflect, review of the PSP and Managed Move will be discussed with parents (recorded on CPOMS)
Sanction 8	2 days suspension (fixed term exclusion) or direction to another school – SLT / PL will contact parents to inform them of the sanction and will book in a Return from Exclusion meeting which will include a review of the PSP (recorded on CPOMS)
Sanction 9	5 days suspension (fixed term exclusion) or direction to another school – SLT / PL will contact parents to inform them of the sanction and will book in a Return from Exclusion meeting which will include a review of the PSP (recorded on CPOMS)
Sanction 10	Permanent exclusion or AP – SLT will meet with parents to inform them of this sanction and the next steps for their child (recorded on CPOMS)

STRIKES FOR INAPPROPRIATE BEHAVIOUR COMMITTED AROUND SCHOOL

The sanctions system for around school operates in tandem with the lesson sanction system.

In short, members of staff need the support of a clear policy whilst being able to view each incident's severity from a professional and experienced stance. Pupils need to know what the 'minimum' sanction they can expect to receive actually is whilst also being in a position to understand what the 'maximum' sanction might be.

'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned simply makes a comment in the appropriate section of the pupil planner.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, after using the 10 second warning (giving the pupil the best opportunity to make the right choice and follow the instruction) is then sent to isolation for their next sanction because they still refuse to co-operate.

If at any time a member of staff considers a pupil to have chosen to behave in an inappropriate way around school they should, as a minimum, make a strike comment in the pupil planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents. Staff must then at the next opportunity record this as a behaviour point on SIMS.

Form tutors, through the monitoring of planners each week, should keep a record of such detrimental comments. A pupil who acquires five such comments will automatically move into Reflect though it is hoped that appropriate pastoral support at an earlier stage will reduce the chances of this happening.

THE USE OF THE PUPIL PLANNER

Monitoring of pupil planners

Pupil Self-Monitoring:

Without doubt, the success of this policy depends upon the effective monitoring of pupil planners. Central to this success is the need to provide pupils with the opportunity to reflect upon their own school performance; in other words, to ensure that pupil self-monitoring is central to the weekly operation of the pupil planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing pupils to reflect upon their performance in school.

Parental Monitoring:

Parents and guardians will also have a key role in monitoring their child's planner. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as a school.

Form Tutor Monitoring:

School pupil planners will be monitored each week by the form tutor. When monitoring pupil planners form tutors are looking to identify or confirm a number of points:

- i) that the planner is free from graffiti and is being kept in a tidy manner; pupils who graffiti their planner will need to purchase a new planner
- ii) that, whenever they occur, comments made in the pupil planner by other members of staff are responded to in an appropriate way;
- iii) that, whenever they occur, comments made in the pupil planner by parents are responded to in an appropriate way;
- iv) in order to communicate as form tutor to parents upon any school-based issue which they feel would be best communicated through the pupil planner;
- v) in order to monitor the awarding of official sanctions.

Each form tutor will keep a separate record in file form of each child in their form group. Details should be brief and should reflect both negative and positive performance.

Guidance for referring pupils to Leadership Team:

Pupils should be referred to SLT via email for praise. Pupils should be referred for any of the following reasons:

- i) they have successfully achieved a certificate level
- ii) they have established six or more weeks of consecutive 'clean slates'
- iii) they have performed outstandingly in any way in which the form tutor feels needs to be brought to the attention of the Link.
- iv) there is clear evidence of under-performance
- v) Over the course of the year all pupils should be seen by the pastoral leader on at least one occasion.
- vi) Where there is evidence of excellent achievement a leadership achievement point will be awarded by the member of the leadership team.
- vii) Where a pupil's performance is exceptional the leadership link will refer the pupil to the Headteacher who will award a headteacher's achievement point.

THE CONTENTS OF THE PUPIL PLANNER

No personalising of the pupil planner will be allowed. The Planner should be carried in the pupil's bag not in a jacket pocket. In short, the pupil planner must be kept as if it were a best exercise book. Lost or graffitied Pupil Planners will need to be immediately replaced at a cost of £2.50.

At the beginning of each form tutor session and lesson, pupils will take out their pupil planners. Pupils who have not brought their pupil planner should be immediately referred to the Reflect Manager via walkabout.

It must be emphasised that forgetting the pupil planner is extremely serious. Any pupil who forgets their pupil planner on one occasion within a term will be given a day planner. If a pupil forgets their planner on 2 occasions, they will serve a 30-minute detention with their Pastoral Leader. For pupils who forget their planner on 3 or more occasions will serve a 60-minute SLT detention that evening. Pastoral staff will endeavour to get parents/ carers to bring the planner into school so the pupil can re-join mainstream lessons.

Form tutors must ensure that they inspect and sign each pupil's pupil planner every week.

PROTOCOLS

- i) At the start of all lessons, pupils will be expected to settle according to clear routines set out by the class teacher, get out planners and equipment and sit down.
- ii) If a pupil is not doing what is asked of them, they will be given 10 seconds to make the correct choice. They will be told 'you have 10 seconds to make the right choice, otherwise you will move onto your next sanction and be placed in Reflect'.
- iii) Mobile phones/smart watches: mobile phones/smart watches should be switched off and not be visible from the start of the school day until the end of the day. Any mobile phone/smart watch that is seen during this time either being used or not will be confiscated.

- iv) Confiscated mobile phones/smart watches will be held by the main office and returned to parent/carer.
- v) Planners will be checked by tutors during registration and they will be on desks during lessons. Any pupil who does not have their planner in lessons or registration should be referred to the walk about system by calling 1020. Pupils may be given a green day planner for their first offence. Repeated instances of failing to bring the planner will result in a detention that evening.
- vi) Uniform will be routinely checked by tutors during registration and recorded on the shared sheet once per week on the 'standards' day. Tutors will ensure standards of uniform remain high. They will sanction pupils who do not follow the uniform rules. Where pupils are wearing items that are not part of the uniform, tutors and school staff can confiscate these items (such as jewellery, phones, hoodies). Tutors have makeup wipes and nail varnish remover to use to ensure uniform rules are being followed. Tutors can refer pupils to their PL / APL where uniform rules are causing ongoing issues.

Appendix of sanctions (this is used as a guide but is not exhaustive)

Form tutors will use break, lunch and after school detentions for the following

- Disruption in form time
- Disruption across a range of lessons where tutors are coordinating improvements
- Uniform issues
- Lateness to tutor time
- Chewing / eating in form
- Swearing in form / poor use of language

Class teachers will use break, lunch and after school detentions for the following

- Disruption in class / unacceptable behaviour
- Disruption in class where a pupil has been removed to buddy (after school detention / restorative)
- Lack of work
- Lack of homework
- Lateness to lessons
- Chewing / eating in class
- Swearing in class / poor use of language
- Failed to attend detention / extra class

Strike 2 – pupil will move to buddy

- Second strike in a lesson
- Internal truancy from lesson
- Single serious incident in a lesson that causes a health and safety risk

PLs / APLs will use break, lunch and after school detentions for the following

- Repeated uniform issues
- Lateness to school and repeated lateness to lessons (G1 detention)
- To carry out a sanction for a pupil who has missed an afterschool form tutor detention

- Issues that take place outside of class – unstructured time (corridor / break / lunch / after school)
- Repeated disruption across a range of lessons where PLs / APLs are coordinating improvements
- Repeated issues within tutor groups
- First case of poor use of language where this may be racist / homophobic / transgender / disability related
- Incidents where pupils have behaved in an inappropriate way online and the issues has had an effect in school

CLs / ACLs will use break, lunch and after school detentions for the following

- To support their department teachers with behavioural issues
- To carry out a sanction for a pupil who has missed a teacher detention (after school detention)
- To support their department teachers with issues caused by lack of work in the classroom or a lack of homework

SLT will use break, lunch and after school detentions for the following

- Repeated or serious issues occurring outside of class
- To support their link departments with behavioural issues
- To support their link departments with repeated issues caused by lack of work after CLs have tried to intervene
- Serious health and safety issues

Headteacher detentions will be used for the following

- Pupils with most behavioural issues from the previous Monday to Thursday that are from 2 or more different subjects. At the discretion of the headteacher.
- To carry out a sanction for a pupil who has missed a CL or PL detention
- Repeated incidents where a pupil has used racist / homophobic / transgender / disability language
- Serious, one-off incidents
- Being over-physical with another pupil
- Suspected of bullying another pupil
- Where pupils have continued to have uniform issues after sanctions from PLs
- Persistent lateness to lessons. At the discretion of the headteacher.

To move to the next sanction

- Pupil reaches 5 behavioural strikes in a week or 3 strikes in a lesson
- Serious, one-off incident where the DHTs / HT judges that the pupil should move to the next sanction

Pupils will be issued with a Suspension (Fixed Term Exclusion) for the following; however, the list is not exhaustive, and the HT can use his discretion in making the decision to issue a suspension

- In possession of smoking materials or e-cigarettes, or suspected to have been smoking on the school site or while wearing school uniform in the community
- In possession of alcohol
- Fighting where the pupil initiates the aggression
- Repeatedly bullying another pupil

- Incidents where abuse has been of a racist / homophobic / transgender / disability nature
- Where a pupil refuses to carry out a sanction after they have met with the DHTs / HT (eg failing in Reflect after meeting with HD/DHT)
- On reaching sanctions 8 and 9 on the sanction 'ladder'
- We will take a 'zero tolerance' approach to all direct verbal and physical abuse of members of teaching and support staff.

Pupils will be issued with a Permanent Exclusion (PEX) for the following; however, the list is not exhaustive, and the HT can use his discretion in making the decision to issue a PEX

- One-off serious incidents such as bringing drugs of any sort onto the school premises at any time and/or bringing any knives or other weapons onto the school premises at any time
- An accumulation of persistently poor behaviour followed by a one-off incident that itself would not usually warrant a PEX
- An accumulation of persistently poor behaviour
- When a pupil reaches sanction 10 on the sanction 'ladder'

P Dugdale, January 2022