



## St. Mary's RC Primary School

### Student Behaviour and Discipline Policy

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Local Governing Committee

## **STUDENT BEHAVIOUR AND DISCIPLINE POLICY**

### **Legal Framework and Guidance:**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014.
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018
- DfE Mental Health and Behaviour in schools 2018

### **Associated Policies and/or reference documents**

- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEN and Code of Practice
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DfE)
- Acceptable Use
- E-Safety

## **Roles and responsibilities**

### **Governors**

The Local Governing Committee is responsible for approving and monitoring this behaviour policy's effectiveness and holding the Headteacher/Principal to account for its implementation.

### **The Headteacher**

The Headteacher/Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently: Stop and think, Reminder, Consequence
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The Pastoral Team will support staff, monitor behaviour and liaise with parents
- The Senior Leadership Team will support staff in responding to behaviour incidents.

### **Parents**

Parents are expected to:

- Support their child in adhering to the student conduct and behaviour expectations – see below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly
- Be aware of the Home School Agreement – see website
- Support staff to ensure a consistent approach

### **Aims:**

Teachers should demonstrate their own adherence to the underlying Christian values of the School by the way they promote good behaviour and in their responses to students. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in students feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that students complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Safeguarding Policy

## Core Principles:

**“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”.**

(Colossians 3:15-16)

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of **all staff**.
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of the School, it is expected that all **staff and students are courteous and respectful at all times**.
- Recognitions and awards are more effective than punishment in motivating students. Good behaviour and achievement must be recognised – see Recognitions and Rewards below
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all students and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Students with behavioural issues will be supported through the pastoral system
- The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

## Definitions:

Whilst not an exhaustive list, for the purpose of this policy, the School defines **‘unacceptable behaviour’** as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy

- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour
- Smoking/Vaping
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or regularly arriving at school without homework
- Disruption on public transport
- Use of mobile phones/ear phones without permission
- Graffiti/vandalism/chewing gum or deliberate damage to property
- Failure to comply with the uniform policy (including jewellery/make-up/false nails, trainers etc – see uniform policy)

### **Sexual harassment**

The School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet, email or mobile phones
  - Creating or maintaining websites with sexual content

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The School will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well being

**Student conduct and behaviour expectations:**

St Mary's Roman Catholic School Learning, Behaviour and Character		
<p><b>In my lessons I will:</b></p> <p>Be reflective Act on the feedback my teacher gives me Listen and follow instructions Be organised and prepared for lessons</p>	<p><b>To maintain positive relationships I will:</b></p> <p>Be respectful towards staff and my peers Be polite and courteous Show kindness to others and help them when I can Be tolerant of diversity and difference Hold doors open for others Remind people to have a good day</p>	<p><b>To keep school tidy I will:</b></p> <p>Respect all areas of school environment- indoors and outdoors Put my litter in the bin Pick up litter if I see it Know where equipment belongs and put it back after use</p>
<p><b>My work will:</b></p> <p>Be my best Neat and well presented Handed in on time (homework)</p>	<p><b>To strengthen character I will:</b></p> <p>Try to build resilience and self-confidence Participate in extra- curricular activities Self- regulate Be ambitious Be just, fair and show compassion towards others</p>	<p><b>To meet basic expectations I will:</b></p> <p>Follow school rules and expectations Wear my uniform correctly Greet teachers, staff respectfully and in a friendly manner Be punctual to registration and class</p>

**As a minimum, pupils are expected to:**

- Comply with all school rules and expectations
- Conduct themselves around the school in a safe, sensible and respectful manner
- Arrive at lessons on time and enter the room quietly
- Treat others, their work and equipment with respect
- Follow teachers' instructions
- Refrain from being argumentative or defiant
- Take off coats, non-uniform items of clothing or jewellery
- Give their very best
- Demonstrate a sense of pride and respect for the school environment.

**Expected behaviour at break and lunchtime:**

Pupils should conduct themselves in an orderly fashion in corridors, the dining rooms and during wet weather play in the classrooms. Children should not run around in the classroom during indoor

breaks. Coats should not be worn indoors. Where possible, pupils should walk on the left side of corridors. Mobile phones must ***not*** be used in the building at any time.

Pupils misbehaving during these times will have appropriate consequences imposed. All staff are responsible to monitor and discipline pupil behaviour: stop and think, verbal warning, consequence.

### **Behaviour out of School:**

This school is committed to ensuring our pupils act as positive ambassadors. The same behaviour expectations for pupils on School premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) during educational visits and local visits.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care, pride and control over pupils in order to protect the reputation of the school.

### **Incidents off-site:**

Under the Education and Inspections Act (2006), the School has the right to exercise discipline beyond the School premises. This includes misbehaviour:

- on activities arranged by the School such as educational and sporting events
- on the way to and from School (including on the buses) if relevant
- when wearing the School uniform in a public place or they are in any way identifiable as a pupil of the School
- which could have repercussions for the orderly running of the School
- poses a threat to another student or member of the public
- which could adversely affect the reputation of the School

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the School will investigate the incident, communicate with parents and discipline students accordingly.

### **Incidents involving technology** (e.g. mobile phones/ smartwatches)

Mobile phones must ***not*** be used in school.

Children who walk home from school in Year 6 must hand their phone in to the class teacher and parents must inform school that their child has a phone with them. School will not be held responsible for any loss or damage to mobile phones.

Smart watches are not allowed.

Fit bits are acceptable to wear for school- they must not be connected to a mobile phone.

## **Disciplinary action against students found to have made malicious accusations against staff and other adults working in the School:**

In order to fulfil its commitment to the welfare of children, this School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Bishop Hogarth Catholic Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Bishop Hogarth Catholic Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any student found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

## **Recognising and rewarding good behaviour:**

### **'Catching them being good'**



Praise is a much more powerful tool than sanctions and is much more in keeping with the nurturing ethos of our School. Therefore, frequent use of encouraging language and gestures, both in lessons and around the School is to be encouraged so that positive behaviour is instantly recognised and positively rewarded. Examples of recognitions/rewards include:

- Praise



- Weduc message, letter or phone call home to congratulate pupil on their good or improved behaviour and achievements
- Celebration assemblies
- House points/ Golden house points/termly points and end of year trophy
- Stars of the week
- Certificates
- Stickers
- Dojo's
- Display

### **Sanctions and interventions:**

#### **Systems and procedures**

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

**Sanctions** are more likely to promote positive behaviour if the students see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the students
- impose sanctions fairly and consistently
- use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the students see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guilty
- never issue a sanction which is humiliating or degrading or involves corporal punishment

**“Forgiveness says you are given another chance to make a new beginning”** - Desmond Tutu

The School will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately in relation to the misbehaviour identified, the students' age and any specific SEND or religious requirements** and, whilst not an exhaustive list, will draw from a range of strategies including:

- **Verbal warning**
- **Withdrawal from classroom**
- **Cooling off period**
- **Behaviour/punctuality/Monitoring reports**
- **Nurture**

- **Review of provision/SEN support plans**
- **Multi agency assessments**
- **Additional monitoring/ reporting**
- **Meetings with parents**
- **Confiscation of property** - the School reserves its right to confiscate, retain or dispose of a student's property i.e. an item which poses a threat to others/an item which poses a threat to good order for learning
- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**
- **Internal exclusion/isolation** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a student is on internal exclusion, it will be for a limited period only (as defined by the School) and appropriate work will be set. The School will ensure that students are kept in isolation no longer than is necessary and that their time will be used constructively. Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.
- **A fixed period exclusion** (note: students excluded from School for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE. Permanent exclusions will be considered for:**
  - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
  - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
  - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
  - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
  - Sexual misconduct including sexual abuse, sexual assault, sexual harassment
  - Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
  - Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti
  - Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
  - Carrying an offensive weapon
  - Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
  - One-off serious incidents not covered by the categories above.

#### **Interventions:**

Interventions and support strategies have an important role to play in getting a student back on track. St Mary's will, therefore, draw from a range of interventions and strategies including:

- Restorative approaches
- Named member of staff as point of contact
- Graduated responses (e.g. reduced/personalised timetable)
- Personalised support programmes (e.g. anger management/self-esteem/resilience)
- One to one nurture/ Group nurture
- Multi-agency working (e.g. Early Help/Switch)
- Engaging with parents

**Recording:**

Incidents of a serious nature should be recorded in CPOMS with details of the incident and any actions taken or interventions put in place. Details of impact should be attached as/when appropriate – see appendix 1

**Procedures for dealing with misbehaviour:**

Sanctions must only be made by a member of staff who has been authorised by the Headteacher. In the first instance, misbehaviour should be dealt with by the teacher on the spot. If a student's attitude and behaviour lead a member of staff to believe that he/she has the potential to cause major disruption the teacher should refer him/her to the Headteacher or, in the absence of the Headteacher the Deputy Headteacher.

**Classroom Management:**

Teachers should maintain high standards at all times and should impose sanctions when students fail to adhere to these standards. When a student fails to meet the standards set out in school policies, the member of staff should inform the Headteacher outlining the problem and action taken by them.

Behaviour management will be a regular feature of teacher training especially for new, inexperienced or struggling staff.

**Punctuality:**

Pupils who are regularly late for school should be monitored by their class teacher and SBM. If a pupil continues to arrive late for school the Headteacher will have an informal discussion with parents to politely remind them of importance of arriving on time. If it continues a telephone call home/ Weduc message or referral to Early Help/ letter home to parents may be necessary – see also Attendance Policy.

**Dress code:**

School will always work with parents to ensure that their child comes to school in full uniform (see uniform policy also)

Parents must be challenged by all members of staff if they continue to fail to comply with uniform regulations

**Homework:**

Homework is handed out on a Monday and should be handed back on or before the following Monday. Every child is expected to complete the homework and parents must speak to the Headteacher or class teacher if they have any issues or concerns with the homework. Reasonable adjustments can and will be made for individual SEN cases.

### **Serious incidents:**

In cases of extreme misbehaviour, (e.g. behaviour which threatens the safety of students and/or staff, the services of external agencies such as the Police or Social Care may be called upon. All serious incidents will be recorded on CPOMS.

### **Staff training**

As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed staff to the School will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

### **Pupil Support & Dealing with Underlying Issues**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Use of reasonable force - see also MAT Policy**

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

### **Physical restraint:**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

### **Investigations**

The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see appendices 2 and 3

### **Monitoring/Report Forms:**

Report forms are designed to monitor attitude, behaviour and general ability of a student to conform to all standards expected in both academic and pastoral areas.

### **Inclusion**

**“The heart of the discerning acquires knowledge, for the ears of the wise seek it out”. (Proverbs 18:15)**

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops students to become resilient, confident and independent.

Some of our pupils find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our students are given the best opportunities to experience success. This prepares them well for their next steps to secondary school and in life itself.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

### **Internal Exclusion**

Internal exclusion forms part of our whole school approach to promoting positive behaviour and may serve a number of different purposes, including:

- To accommodate pupils who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a Fixed Term Exclusion (FTE)
- Time to reflect and move forward

Internal exclusion should not become:

- a provision for long-term respite care
- a dumping ground for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

## Appendix 1 CPOMS Recordable Incidents

Reason	
<b>Physical assault against pupil <i>including</i></b>	
<ul style="list-style-type: none"><li>• Fighting</li><li>• Violent behaviour</li></ul>	<ul style="list-style-type: none"><li>• Wounding</li><li>• Obstruction and jostling</li></ul>
<b>Physical assault against an adult <i>including</i></b>	
<ul style="list-style-type: none"><li>• Violent behaviour</li><li>• Wounding</li><li>• Obstruction and jostling</li></ul>	
<b>Verbal abuse/threatening behaviour against a pupil <i>including</i></b>	
<ul style="list-style-type: none"><li>• Threatening violence</li><li>• Aggressive behaviour</li><li>• Swearing</li><li>• Homophobic abuse and harassment</li><li>• Verbal intimidation</li><li>• Carrying an offensive weapon</li></ul>	
<b>Verbal abuse/threatening behaviour against an adult <i>including</i></b>	
<ul style="list-style-type: none"><li>• Threatening violence</li><li>• Aggressive behaviour</li><li>• Swearing</li><li>• Homophobic abuse and harassment</li><li>• Verbal intimidation</li><li>• Carrying an offensive weapon</li></ul>	
<b>Bullying including</b>	
<ul style="list-style-type: none"><li>• Verbal</li><li>• Physical</li><li>• Cyber/Online bullying</li></ul>	<ul style="list-style-type: none"><li>• Homophobic bullying</li><li>• Racist bullying</li><li>• Peer on Peer bullying</li></ul>
<b>Racist abuse <i>including</i></b>	
<ul style="list-style-type: none"><li>• Racist taunting and harassment</li><li>• Derogatory racist statements</li></ul>	

<ul style="list-style-type: none"> <li>• Swearing that can be attributed to racist characteristics</li> <li>• Racist bullying</li> <li>• Racist graffiti</li> </ul>
<p><b>Sexual misconduct</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Sexual assault</li> <li>• Sexual harassment</li> </ul>
<p><b>Drug and alcohol related</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Possession of illegal drugs</li> <li>• Inappropriate use of prescribed drugs</li> <li>• Drug dealing</li> </ul>
<p><b>Damage</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• To school or personal property belonging to any member of school community</li> <li>• Vandalism</li> <li>• Arson</li> <li>• Graffiti</li> </ul>
<p><b>Theft</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Stealing school property</li> <li>• Stealing personal property (pupil or adult)</li> <li>• Stealing from local shops on a school outing</li> <li>• Selling and dealing in stolen property</li> </ul>
<p><b>Persistent disruptive behaviour</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Challenging behaviour</li> <li>• Disobedience/defiance</li> <li>• Persistent violation of school rules</li> <li>• Repeated truancy</li> </ul>
<p><b>Other - this category should be used sparingly</b></p> <ul style="list-style-type: none"> <li>• Serious incidents which are not covered by the categories above</li> </ul>



### **Updated Exclusion Codes:**

- Please note that as of September 1<sup>st</sup>2020 the DFE have made some changes to the pupil attendance and exclusions regulations in response to COVID-19. Schools should report using the new codes immediately.
- There have been 5 new exclusion categories introduced to describe reasons for exclusion.
- These are as follows:
  - (PH) – to capture the ‘wilful and repeated transgression of protective measures to protect public health’.
  - (MT) to capture the inappropriate use of social media or technology
  - (DS) to capture abuse relating to a disability
  - (LG) – to capture abuse against sexual orientation or gender identity
  - (OW) – to capture the use or threat of use of an offensive weapon or prohibited item
- In addition to the new codes the previous code of (OT) – to capture “other” reasons has now been removed and should not be used.
- All other previous codes remain unchanged.
- Please note, where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

### **RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)**

- Intervention by Senior member of staff
- Meeting with Parents
- Detention/Internal exclusion
- Monitoring reports
- Fixed term exclusion
- Permanent exclusion (following formal investigation)
- Police involvement

**Appendix 2 – Record of Incident**

**Record of Incident**

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

**Record of Incident**

**Incident details:**

<b><u>Action taken:</u></b>	<b><u>Y/N</u></b>
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note/ focus play)	

**Details of Actions to move forward:**

Role/Signed: \_\_\_\_\_ Date \_\_\_\_\_

**Appendix 3 - Statement**

**Statement**

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

**Statement of Incident**

Signed: \_\_\_\_\_ Date \_\_\_\_\_