

ST WILFRID'S RC COLLEGE



BEHAVIOUR POLICY

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SECTION 1 : OVERVIEW

VISION & PURPOSE

The governors of St Wilfrid's Roman Catholic College, aim to maintain the highest standards of behaviour across the school through a policy which is underpinned by and reflects our Catholic ethos as well as local and national policy and guidance.

Our policy for behaviour seeks to promote behaviour based on mutual respect between all member of the school community and Governors ask that families support the Head Teacher and all staff in the school to achieve this.

Our approach to behaviour management is one which is focused upon:

- Building effective relationships
- Explicitly teaching pupils our behaviour expectations
- Supporting pupils to make the right decisions regarding behaviour
- Praising pupils when they make the right choices linked to behaviour
- Providing opportunities to reflect on and correct behaviour when necessary
- Apply consequences as a tool to deter pupils from poor behaviour choices
- Maintaining a calm and orderly environment where pupils can focus on learning
- Keeping young people included and engaged with learning and participating as part of our school community

KEY PRINCIPLES

Our approach to behaviour is underpinned by the following 5 key principles.

Principle 1: A culture of collective responsibility

- We have a collective responsibility for behaviour as part of our school community.
- Pupils are expected to follow the St Wilfrid's Way, with each person taking responsibility for their own actions.
- We ask that families support the school in managing the behaviour of their child; supporting and reinforcing the expectations that we share.
- Every member of staff, regardless of their role, actively supports and manages behaviour across the school.

Principle 2: Assume the best

- We focus our efforts on the very large majority of pupils who do everything right in school.
- We never assume a pupil has done wrong, and we do not make judgements that are not supported by evidence.

Principle 3: Every interaction is a fresh start

- We recognise that to make mistakes is human.
- We do not hold grudges against pupils.
- Every interaction we have with a child is viewed as a fresh start – our focus is always on learning.

Principle 4: Impact of positive noticing

- We acknowledge research that tells us that praise is the most effective tool when teaching behaviour.
- We aim to focus our collective efforts on noticing when pupils get things right.

Principle 5: Purpose over power

- Managing behaviour should not be a power struggle but should focus on supporting the child to make the right behaviour choices.
- We focus our attention on the level of the behaviour at which it first presents.

THE RELATIONAL APPROACH

At St Wilfrid's RC College, we acknowledge the growing body of evidence that informs us that a relational approach to behaviour is the most appropriate for meeting the needs of our community. The approach is designed to better support young people's mental health and wellbeing, and particularly supports those children from disadvantaged backgrounds and vulnerable groups.

There are three main components to the relational model: developing relationships, responding and calming, and repairing and restoring, as well as guidance on a graduated response in the classroom.



SECTION 2: WHOLE SCHOOL APPROACH

ST WILFRID'S WAY

Our whole school approach is based around our agreed set of behaviours and expectations across school. This is our behaviour curriculum known as 'St Wilfrid's Way'.

Pupils are explicitly taught, and regularly reminded of the principles of behaviour; being respectful, responsible and resilient, and of the specific expectations that accompany these. These are explored during Tutor Time each week and reinforced on a daily basis through interaction, lessons and assemblies.

We ask that all families familiarise themselves with our expectations, so that they can be proactive in supporting their child to meet them each day.

Our approach to managing behaviour, including praise, reminders of expectations, corrections and consequences, will be centered around the 3 strands of our behaviour curriculum.

ST WILFRID'S WAY OUR BEHAVIOUR CURRICULUM		
RESPECTFUL	RESPONSIBLE	RESILIENT
IN SCHOOL AND IN THE WIDER COMMUNITY WE LIVE GOSPEL VALUES. AS PUPILS OF ST WILFRID'S R.C. COLLEGE, WE ARE HONEST, WE SHOW EVERYONE RESPECT AND HAVE COMPASSION FOR ONE ANOTHER.	WE RECOGNISE THAT EACH PUPIL IN OUR SCHOOL COMMUNITY HAS UNIQUE AND INDIVIDUAL GOD-GIVEN TALENTS. WE ARE RESPONSIBLE FOR FULFILLING OUR POTENTIAL AND ACCEPT SUPPORT FROM OUR TEACHERS AND PEERS.	WE ARE HARDWORKING PUPILS. THAT ALWAYS TRY OUR BEST. IN CHALLENGING TIMES, WE ARE RESILIENT AND NEVER GIVE UP. WE WANT THE BEST FOR OURSELVES AND OUR PEERS.
BE A CARING AND CONSIDERATE MEMBER OF THE SCHOOL COMMUNITY.	IF YOU MAKE A MISTAKE, ACCEPT RESPONSIBILITY AND APOLOGISE. IF YOU NEED SUPPORT, SEEK OUT A MEMBER OF STAFF.	MAINTAIN THE HIGHEST POSSIBLE LEVELS OF ATTENDANCE.
BE RESPECTFUL AND HAVE GOOD MANNERS. DEMONSTRATE RESPECT THROUGH YOUR ACTIONS AND REACTIONS.	TAKE RESPONSIBILITY FOR OUR ENVIRONMENT: • PUT ALL YOUR LITTER IN THE BIN • KEEP THE CLASSROOM, CORRIDORS AND SOCIAL AREAS TIDY • DO NOT GRAFFITI OR DEFACE SCHOOL PROPERTY • TIDY AWAY AFTER LUNCH	BE IN THE RIGHT PLACE AT THE RIGHT TIME. • PUNCTUALITY IS A VITAL LIFE SKILL • MAKE A PROMPT AND PURPOSEFUL START TO EVERY LESSON • MAKE SURE YOUR BASIC EQUIPMENT IS OUT STRAIGHT AWAY SO YOU ARE READY TO LEARN
NEVER BEHAVE IN A DISRESPECTFUL, DISCRIMINATORY OR DEROGATORY WAY TO ANYONE IN OUR SCHOOL OR WIDER COMMUNITY.	LINE UP CALMLY AND QUIETLY. WALK ON THE LEFT-HAND SIDE OF CORRIDORS AND STAIRS. FOLLOW THE ONE-WAY SYSTEM IN SCHOOL. WALK CALMLY AND WITH PURPOSE.	FOLLOW THE TEACHER OR PEER WHO IS TALKING TO DEMONSTRATE THAT YOU ARE ACTIVELY LISTENING.
USE APPROPRIATE TONE, VOLUME AND LANGUAGE. • BE OBVIOUSLY KIND.	WEAR YOUR SCHOOL UNIFORM CORRECTLY AND WITH PRIDE: • SHIRTS TUCKED IN / SKIRTS POLICY LENGTH • CORRECT FOOTWEAR • NO JEWELLERY / NAILS / MAKE UP	TRY HARD IN LESSONS - BE THE VERY BEST VERSION OF YOURSELF.
VISIBLY SHOW YOUR RESPECT: • ADDRESS STAFF AS SIR / MISS • SAY GOOD MORNING / GOOD AFTERNOON TO EACH OTHER • SAY PLEASE & THANK YOU • STAND & BE SILENT WHEN STAFF ENTER THE ROOM • FOLLOW INSTRUCTIONS - DO AS YOU ARE ASKED THE FIRST TIME YOU ARE ASKED • RESPECT PERSONAL AND SCHOOL PROPERTY • HOLD DOORS OPEN FOR EACH OTHER	MOBILE PHONES SHOULD BE TURNED OFF BY 08:30 AND STORED IN LOCKERS OR BAGS. NOT ACCESSED UNTIL YOU ARE OUT OF THE BUILDING. THEY SHOULD NOT BE VISIBLE DURING THE SCHOOL DAY.	BE PREPARED AND EQUIPPED FOR LEARNING. WORK HARD AND COMPLETE ALL TASKS, INCLUDING HOMEWORK, TO THE BEST OF YOUR ABILITY.
		USE TOILETS AT BREAK OR LUNCHTIME TO AVOID DISRUPTION TO LEARNING.
EXCELLENTIA PER FIDEM, PER SCIENTIAM, PER ADIUVATUM		

SCHOOL ROUTINES

At St Wilfrid's RC College we have consistent, whole school routines that support our pupils to understand expectations, manage anxieties, and mentally and physically prepare themselves for their day.

This allows them to engage more fully with learning, manage their feelings and communicate in a positive manner. Behaviour for learning routines are explicitly taught – we do not assume pupils know them. We continuously reflect on how we support our pupils to adapt to changes in routines and how we prepare them for changes, as this is an important life skill.

For details of our school routines, please see Appendix 2.

SECTION 3: PRAISE

We have a deep commitment to developing the character of our pupils and celebrating the whole child.

We have a range of ways in which we recognise and celebrate our pupils. Including displaying pupils' work and using verbal and written feedback and acknowledging pupils' achievements.

More formal ways to recognise achievement and progress include:

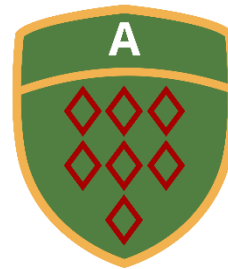
- **Achievement Points:** Class teachers and form tutors award Achievement points (credits) in recognition of positive behaviour or excellence. Staff should aim to issue 5 achievement points per class per week.
 - Staff record all achievement points in 'Arbor', our online information system.
 - Achievement points are recorded on Arbor in line with the St Wilfrid's Way, recognising where pupils demonstrate **Respect, Responsibility or Resilience**.
 - Parents can view all behaviour points, both positive & negative issued through the 'Arbor App'.
- **Excellence Awards:** Rewards are also available, in the form of 'Excellence awards' for significant achievement and/or effort in relation to the individual pupil's previous norms.
- **Praise Postcards:** Certificates and department commendation postcards are sent home for effort and outstanding work.
- **Star of the Week:** Tutors have a 'star of the week' and this success is celebrated.
- **Achievement Assembly:** At the end of the term, achievement assemblies recognise work done well by awarding certificates and prizes.
- **Awards Evening:** An annual awards evening celebrates the successes our pupils accomplished throughout the academic year.

School Colours

We have a deep commitment to developing the character of our pupils. Our aim is to allow each of our pupils to grow into the incredible individuals we believe God is calling them to be.

We are immensely proud of our pupils: proud of their achievements, talents and commitment to not only their study, but to their extra-curricular activities and interests. It is important for us to recognise outstanding academic achievement, but also to acknowledge the amazing work our pupils do in the local community and parishes, our school community and their dedication to sport, drama, music and other activities.

- We ask our pupils to demonstrate their 'excellence' by collating their achievements and contributions towards 'faith', 'learning' and 'support' into a portfolio of evidence.
 - Faith/Fidem: Each of us is made in God's image, we want to inspire pupils to grow in their love of God, so they are able to maximise their true potential through positive faith and character formation.
 - Learning/Scientiam: Seize with passion and enthusiasm, the many opportunities to excel in their studies, sport, music and the arts. Be inspired to achieve so that their talents and skills can enrich the lives of all.
 - Support/Adiuvatum: 'Love one another as I have loved you'. We are called to a life of loving service to their wider community so that we can build the Kingdom of God in our midst.



- Pupils who achieve School Colours are awarded with a tie and a pin badge:
 - The one strand tie is presented to pupils who are awarded School Colours in one of the three elements of our school motto.
 - The two strand tie is presented to pupils who are awarded School Colours in two of the three elements of our school motto.
 - The three strand tie is presented to pupils who are awarded School Colours in all three elements of our school motto.
 - A pin badge relevant to the element they have achieved is also presented.
- Pupils in Year 8 and above can achieve School Colours. We encourage our pupils to seek opportunities to stretch themselves and find reward in working towards a goal which requires dedication to achieve.

SECTION 4: SUPPORTING OUR COMMUNITY

A key priority for St Wilfrid's is to ensure that all members of the community feel fully supported in managing behaviour across the school.

Support for our pupils

In order to support pupils to manage their behaviours, the following supportive mechanisms may be put in place where appropriate:

- **Mentoring:** Mentoring opportunities from significant adults [Tutors, HOH, HOD, SEND team], designed to support a child to understand their behaviours and common triggers and guide them to making better choices.
- **Class based interventions:** Intervention support from teachers to allow guide pupils how to regulate themselves.
- **Bespoke intervention:** For specific difficulties which may include additional support in class, small group or individual work.
- **Behaviour Reports:** Reports are used to support the monitoring and management of a pupils' behaviour. Regular and consistent check-ins with a designated member of staff also allow for individual guidance and mentoring.
- **Pastoral Support Plans (PSP):** Designed to support our most vulnerable pupils [SEND plans, EHCP, Behaviour improvement plan, Pupil in the news, HOH reports] with intensive and targeted support.
- **Behaviour Panel:** To facilitate dialogue with all stakeholders around support for positive behaviour when other strategies have failed.

Support for our pupils with SEND

Nationally, children with SEND are more likely to be excluded, both for a fixed period and permanently, than those who do not have SEND. There is evidence to suggest that some behavioural, emotional and social difficulties can be associated with both literacy difficulties, language impairment and communication and interaction difficulties.

As a school we aim to ensure that all children with SEND are supported to overcome any barriers that they may have in meeting our expectations.

Therefore, in addition to the support outlined above for all pupils, additional support for SEND pupils may comprise of:

- **Support Plans:** individual overview of each pupil and their needs and the strategies that teachers should use to support pupils accessing learning and positive behaviour.

- **Reasonable Adjustments:** individual support plans outline reasonable adjustments to support positive behaviour and help pupils regulate their emotions in lessons. Pupils may have:
 - **an identified key adult**
 - **Time out card:** A time out pass may be issued as part of a SEND plan, by the SENDCo. These allow a child to step outside of the classroom for 3-4 minutes to regulate. Use of the card should be regularly reviewed. Any improper use of the card should be reported to the SENDCo.
 - **Regulation strategy:** such as a 'fidget' item.
- **Enhanced family communication:** parent/carer and pupil voice are at the centre of our offer, contributing to individual pupil support plans. The SEND department has regular communication with families and communicates any changes to school routines that may impact the pupil
- **In-class support:** teaching assistants are deployed to support identified pupils, enabling in-class interventions and specific regulatory strategies to be deployed in the classroom, on a 1-1 or small group basis.
- **Behaviour, Social and Emotional Interventions:** Social and emotional interventions work towards developing independence in meeting their own needs over time. For example- social development programme and preparing for adulthood.
- **Calm Start:** a small number of pupils with SEND start their day in the wellbeing room, calm start provides these pupils with structure and support to help regulate their emotions until key transition points in the school day. During this time the pupils complete PREP.
- **Use of the Wellbeing room:** dedicated supported safe space in school for pupils with SEND [such as pupils with sensory needs who may use it if they are experiencing sensory overload] or Mental Health Wellbeing needs. This space is coordinated by the SENDCo, and pupils access this space in an agreed format to minimise disruption to learning. Specialist SEND and mental health wellbeing support is available alongside a focus on completing work provided by the student's teachers.
- **Access to specialist support:** counselling (in school and external referrals), emotional resilience team, South Tyneside inclusion service, school nurse etc.

Support for our families

Families are trusted partners at St Wilfrid's, and we recognise the challenges that they also face when a child is struggling to regulate their behaviour. Working in partnership is essential to ensure that efforts to manage behaviour have the greatest chance of success. We aim to work together in partnership through:

- **Regular communication:** School to communicate with parents regularly to share updates around the development of their child both with the positive aspects of school life and areas of improvement or concern.
- **Sharing effective approaches:** Parents openly share insights into child's development, experiences and what the child responds to.

- **A joint approach:** Encouraging parents to share in and be part of a clear plan for behaviour improvement, utilising their expert knowledge of their child to help develop the action plan.
- **Arranging Early help:** School can adopt an 'Early help' approach with families, working with school and other professional agencies which may include our attendance team, SEND team, pastoral team or through Early help support.

Support for our staff

We recognise that ensuring effective support for our staff is vital to ensuring that behaviour is managed effectively across the school. Support includes:

- **Staff Development:** Training, coaching and mentoring teachers to develop their knowledge and skills.
- **Feedback:** Class observations including feedback and strategies for teacher development.
- **Sharing best practice:** Opportunities to share good class practice within department or wider school community, or through team teaching.
- **In-class support:** Targeted use of support within the class, such as a Teaching Assistant, enabling individualised strategies to regulate identified pupil[s].
- **Restorative conversations:** between student and teacher or student and student to break down barriers to better behaviour and repair relationships.
- **Wellbeing support:** Available to all staff using internal strategies. External support also available through the trust and The Road Centre.

SECTION 5: MANAGING BEHAVIOUR

STRATEGIES TO PROMOTE GOOD BEHAVIOUR

At St Wilfrid's we take a proactive approach to supporting our pupils to demonstrate positive behaviour both in and out of lessons. Quality first teaching strategies are used to ensure a calm and supportive environment where all pupils are able to learn. These strategies include:

- **Being a source of safety:** using voice, tone, facial expressions and body language to provide security.
- **Having clear, consistent routines:** our established structures and routines, both in and outside of the classroom, ensure predictability for pupils.
- **Modelling:** the behaviours we expect to see. Our staff arrive punctually at lessons and are ready to welcome pupils into the classroom.
- **Knowing our pupils well:** being aware of any additional learning needs, social and emotional needs and potential triggers for stress. Our staff make an effort to get to know pupils by listening to them, learning about their interests, qualities and strengths.
- **Making learning accessible & challenging:** adapting teaching to ensure that all pupils can access the learning and are challenged appropriately.
- **Use of praise and positive reinforcement:** related to the three key concepts of our behaviour curriculum – respectful, responsible and resilient.

Where pupils display behaviours that don't support our St Wilfrid's Way behaviour curriculum, our staff support them in correcting their behaviour by:

- Focusing on the primary behaviour issue and avoiding getting caught up with secondary behaviour.
- Enabling pupils to focus on the here and now without diverting attention to issues that cannot be immediately resolved.
- Deploying de-escalation techniques to avoid further dysregulation of the pupil.
- Revisiting classroom expectations, giving clear guidance, instructions and reminders, teaching and modelling expected behaviours.
- Consider adaptations to the learning environment such as a movement of seats, additional scaffolding, or one-to-one check ins.
- Using restorative conversations to support understanding of needs or barriers and ensuring that learning takes place following a conflict to make changes going forward.

RESPONDING TO MISBEHAVIOUR

For the vast majority of situations, behaviour is managed effectively using the strategies that promote good behaviour and initial strategies employed by the classroom teacher or member of staff.

However, once all of these strategies have been exhausted and the pupil is still failing to comply with our expectations then further measures will be taken to manage the misbehaviour to limit disruption and support children to meet our expectations. The following consequences will be applied to enable the pupil to reflect upon and learn from the behaviour incident.

Natural consequences

We use natural consequences to help educate children about their behaviour. This is often best carried out immediately, typically on the same or next day. In some instances, this may need to occur after a child has become better regulated and is able to reflect upon their behaviour, allowing them to fully participate.

Key Concept	Respectful	Responsible	Resilient
Rationale	Being respectful is a fundamental part of our community and expectations.	We encourage every child to value our community and our environment.	Resilience is most closely linked to behaviour in the classroom.
Examples of misbehaviour include but are not restricted to.	Being rude / insolent to a member of staff. Running away from staff. Using unkind words to peers. Using inappropriate language.	Out of bounds. Dropping litter. Misuse of mobile phone. Leaving food in cafe area. Lack of equipment / Planner Arriving late to lessons. Uniform infringements.	Failure to complete work Failure to complete Homework Poor effort Talking Distracting others Not engaging in learning.
Immediate response: this should suffice in most cases. The aim is to get the pupil to conform.	Calmly articulate to the child that their behaviour is perceived to be disrespectful. Give them an opportunity to reflect, understand and apologise.	Where a child fails to do this, we must first acknowledge with the child that their behaviour is irresponsible and give them an opportunity to correct this.	If a child is not showing resilience, we must do the following: <ul style="list-style-type: none"> • Teach • Non-verbal reminder • General reminder • Personal reminder

			<ul style="list-style-type: none"> Warning
Consequence [if behaviour is not corrected]	If the child has not corrected their behaviour, the member of staff will arrange a suitable consequence such as, but not limited to: <ul style="list-style-type: none"> Detention (Break, Lunch, After school) Phone call home Community Service Repetition of poor-quality work Letter of apology Removal of Privileges <p>Please write details of the consequence in the pupils' planner, including time & location. Please record the behaviour in Arbor.</p>		
Consequence [repeated pattern of behaviour]	If repeated instances of behaviour issues for one pupil are logged, this will be picked up by the pastoral team. <p>Behaviour points logged on Arbor will be monitored daily and weekly for further action where appropriate.</p>		

Examples of Typical Consequences include:

Community Service Consequence

Where a pupil has failed to be responsible, we ask teachers to organise a simple lunchtime consequence that sees the pupil contribute to the community in some way. This can be organised by individual teachers or coordinated at department level.

Examples might include:

- Cleaning desks [for example if they have not respected the learning environment].
- Picking up litter
- Helping a teacher
- Tidying a cupboard
- Helping with a display.
- Gardening.
- Supporting the site team.

Class teacher consequences

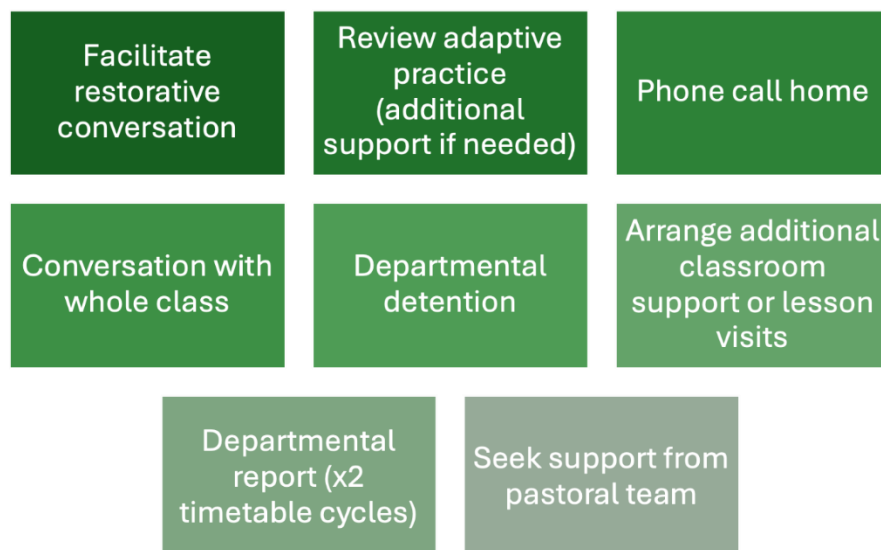
When a pupil fails to respond to a teacher's efforts to manage their behaviour effectively in the classroom, the teacher should follow the range of consequences outlined below. These should be applied in sequential order, providing an opportunity between each one for the child to comply.



Departmental additional support

When a classroom teacher feels that they have exhausted the consequences outlined above, then they will likely need additional support from their department to help them to manage a situation more effectively.

Departments can employ a range of support mechanisms outlined below.



Collegiate Support

Departments and teachers across school should work as a team. We ask colleagues to provide support to one another to ensure there is capacity to support everyone that needs it.

As such, we ask that:

- All teachers teach with their doors open wherever practicable.
- All leaders [SLT, HODs, HOHs, LPs etc.] regularly walk their department / school to monitor behaviour in their area and offer support if required.
- All departments have a department support timetable / arrangements in place to support staff should a pupil require removing from a lesson.
- All teachers within a curriculum area take responsibility for the behaviour and standards in that area.

Department Support Timetable

- All department areas should operate a support timetable.
- This should be coordinated by HODs and displayed visibly for all staff.
- Staff / classrooms should be identified for support if it is required.
- Departments should consider proximity and geographical spread. If needed more than one room should be identified. This can include Departmental workspaces, where available.
- Pupils should not be 'sent' to another room but should be escorted by the class teacher to a room in close proximity to their classroom to ensure pupils arrive and instructions for work are communicated to the teacher.
 - This should be a brief instruction taking a short period of time.
 - The remaining class should be given clear instructions and a task to complete in the meantime.
 - If the teacher judges that it is not safe to leave the class unsupervised for a moment, then they should call 'Teacher on Tour' and wait for support.
 - Arrangement should be made for a follow-up conversation with the pupil.

Lunchtime Groundings [Pastoral]

Where a pupil is being monitored by the pastoral team due to instances such as lesson absconding, being on report etc. they will be placed on lunchtime groundings as a sanction to remove them from social times. This will be in Room 300.

These will be monitored and organised by the Pastoral Team.

Pupils will report straight to the room at the start of lunchtime and will be supervised during this social time.

This will either be a classroom-based activity or a group community service activity if appropriate.

Pupils will be on 'last dinners' when on groundings, or lunch will be brought to them.

After School Detention [Pastoral]

This will be staffed by pastoral and SLT in response to repeated negative behaviours and be based in Room 300 / 301.

The detention should be formal, and pupils will be expected to sit in silence. Detentions will be monitored by the Assistant Head Teacher [Pastoral & Praise] and failure to attend will result in a Friday night SLT detention.

All detentions will run for 30 minutes.

If a pupil receives more than one detention, then it will run for 60 minutes.

- Failure to attend any detention will result in the student being collected the next afternoon to complete the detention and communication with parents by telephone.
- Failure to attend this second opportunity will result in a Senior leadership detention on a Friday evening after school for 90 minutes.

During the detention pupils will work in silence on the relevant section[s] of our behaviour curriculum. In certain circumstances pupils may be taken to complete community service with staff members depending upon the reason for their detention.

RESTORATIVE CONVERSATIONS

It is crucial that as part of our relational approach, we do not merely apply consequences to pupils without ensuring that they have fully reflected on their behaviour and the potential impact that the situation may have had on all involved and in the vicinity. Restorative conversations are particularly important in ensuring that relationships are not damaged and that a return to focusing on learning is achieved. To support staff to hold restorative conversations a scripted restoration is exemplified below.

Example script:

- Start by recognising their feelings and showing some empathy [if necessary & relevant]
- What happened?
- How did it make... feel?
- How do you feel?
- How can we fix this?
- What would you do differently next time?

Moments of crises and harm caused

We recognise that responding to children who are unable to manage their feelings and communicate their words is significantly challenging. Using specific terminology helps support consistency.

Phrases for a pupil in crisis

- I noticed you are...
- The part of The St Wilfrid's Way ... that you are not following is. You have chosen to [consequence of continued behaviour]
- Do you remember last week when you... That's what I need to see today. Thank you for listening.

Naming harm

- You did... and that is wrong
- It makes me feel disappointed [hold silence]
- I know that you don't want to be doing those things. I want to see... What do I want you to remember?

We know that sometimes we have to simply ensure that children know that the way they have managed their feelings and communicated their words has been wrong and that it has had an impact.

Reflection

We believe that it is important for our pupils to clearly link a specific behaviour with its consequence. We do this using restorative language. There may be times when a pupil requires additional reflection time. After this reflection, we aim to repair and restore the staff – pupil relationship and any other harm caused to others.

We praise their behaviour at the first opportunity to reduce the attention from negative behaviours.

We reflect and review on what has happened and identify if there was anything that could have been done differently to support the child to manage.

Reparation

Reparation means repairing relationships. We believe pupils should always be given the opportunity to repair. Often too much focus on a punishment focuses a child's anger on the punishment, rather than thinking about the impact of their behaviour on others and learning from the incident.

Fresh Start

By following this approach there is a clear intention to ensure every lesson is a fresh start for the pupil. When returning to the classroom it is imperative that they feel welcomed and that previous poor choices are in the past.

SPECIFIC BEHAVIOURS & CONSISTENT RESPONSE

Uniform

Uniform should be checked every morning in Tutor time and as pupils enter and leave every classroom.

During Tutor time Tutors should:

- Check all pupils have the correct uniform.
 - Send any pupil missing shoes / blazers to Wellbeing to borrow a replacement.
 - Any pupil arriving at Tutor time in incorrect uniform that cannot be immediately rectified should be highlighted to HOH via Arbor using the Uniform Alert with a narrative as to what the issue is.
 - This should only be a uniform issue that cannot be resolved at the Uniform store in school.
 - 6th form pupils wearing incorrect uniform will work with Head of Year for the day, losing any free time they may have. Parents will be requested to deliver correct uniform to school for them to change into.
- Check for pupils wearing makeup.
 - Pupils wearing makeup should be given a makeup wipe to remove this.
 - Repeat offenders should be followed up with a phone call home from tutors in the first instance.
- Check for Jewelry
 - Any pupils arriving at lessons wearing jewelry should have this confiscated by the class teacher and placed in a sealed envelope, write the name and tutor group of the pupil as well as the items in the envelope and hand it in to the Head of House.
 - Pupils can collect any confiscated items from Heads of House at the end of the day, who will make note of repeat offenders who will receive a phone call home. Further collections from the same student will result in loss of social time with the pastoral team.
 - 6th form pupils are permitted to wear one small pair of studs.

Mobile Phones

Mobile phones are not permitted to be used in school for any reason at any point in the school day. Any mobile phones seen will be confiscated by staff members and will be stored at reception for pupils to collect at the end of the school day.

Headphones / Earbuds

- Headphones / Earbuds are not permitted to be used in the school building or yard at any point.
- In the 6th form, pupils are permitted to use them in the 6th form Cafe area only. They should not be visible in the main school.
- If pupils are seen wearing headphones / Earbuds in the building they should be asked to remove them.

Repeated infringements involving mobile phones and Earbuds will result in intervention from the pastoral team to support students with this issue.

Absconding

If a pupil absconds [leaves a lesson without permission] then the Teacher on Tour alert should be used to allow that staff member to collect that pupil.

The pupil will be taken back to class to allow the situation to be resolved. The goal is for the student to be in their allocated lesson with their allocated teacher.

- If this is not achievable the 'Teacher of Tour' will make a safe, alternative arrangement, such as housing the pupil in the ISC, an SLT/ HOH office or Wellbeing Area, to ensure the pupil is supervised whilst the situation is resolved, and the pupil can be regulated & returned to learning.

Repeat offences will be monitored by the pastoral team and interventions will be put in place to support both the classroom teacher and the student in line with the strategies highlighted earlier in the policy.

Leaving site

Once at school, pupils are not allowed to leave the site unless collected/ organised by a named parent or carer and authorised by a member of the pastoral team or SLT. Pupils must remain in their designated areas at all times. This is to ensure that we can safeguard all of our pupils.

All pupils should be dismissed to the nearest exit at the end of the day. Staff should sweep pupils from their classroom ensuring a calm orderly end to the school day.

Sixth Form students are permitted to leave site at lunch time. They must sign out at Sixth Form reception when they leave site and must sign in upon their return.

Students attending St Joseph's for Sixth Form lessons must follow sign out procedures prior to travelling to St Joseph's and must sign in at Sixth Form lessons when they return.

Sixth form students must not sign out for any other reason without prior consent from their HOY.

Behaviour Off site

Pupils represent the school whether they are on or off the premises and there are circumstances in which behaviour off site will be responded to by the school.

The Head Teacher will determine an appropriate legal response where any unacceptable behaviour is shown when:

- Taking part in any school-organised or school-related activity.
- Travelling to and from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether the conditions above apply or not, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

The Head Teacher and Leadership Team will consider each reported incident and deem a suitable or appropriate consequence where necessary.

At that point a decision will also be made as to whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority.

If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

In addition, school staff will consider whether the misbehaviour may be linked to the pupil suffering or being likely to suffer significant harm. In that case the school staff will follow the Safeguarding Policy Guidance.

RESPONDING TO TRENDS IN BEHAVIOUR

St. Wilfrid's promotes the use of data to effectively monitor and track behavioural incidents and attendance to identify trends and patterns, and to enable targeted interventions and a whole school response to emerging issues.

Whole school strategies include:

- **Behavioural Reporting Systems:** Pupils identified with areas for improvement in their behaviours to work in an escalating one-to-one capacity with a designated member of staff.
 - **Tutor report** – Low level behaviours identified and supported but student's tutor to aid in support.
 - **Assistant Head of House Report** – Escalating behaviours placed on report and targets identified.
 - **Head of House Report** – Continued escalating behaviours. HOH to provide additional support and strategies to improve behaviour.
 - **Senior- Teacher Report**- Persistent behavioural issues. Senior pastoral leads provide support and strategies to improve behaviour and reduce the risk of further escalating behaviour and risks of exclusion.
- **Restorative Practices:** Implementing a relational approach allowing staff and the pastoral team to engage in dialogue with pupils and encouraging them to take responsibility for their actions, fostering accountability while maintaining relationships.
- **Social-Emotional Learning [SEL]:** Incorporating SEL programs helps pupils develop skills such as empathy, self-regulation, and conflict resolution, which are critical for building healthy relationships.
- **Mentoring Programmes:** Establishing mentorship initiatives staff mentor at-risk pupils providing guidance, support, and a sense of belonging, reducing the likelihood of exclusions.
- **Classroom Analysis:** Monitoring pupil pairings and interactions in class.
 - Reviewing of pupil settings within classes.
 - Class conferences with all teachers of specific groups to share good practice and target trends in poor behaviour.

- **CPD:** Providing professional development for staff on relational approaches, including communication skills, cultural competency, and trauma-informed practices, which can enhance their ability to connect with pupils.
- **Personalised Support Plans:** Developing individualised support plans for pupils at risk of exclusion can help address specific needs, involving parents, teachers, and counsellors in a collaborative approach.
- **Positive Behaviour Interventions and Support [PBIS]:** Implementing PBIS frameworks promotes positive behaviour through clear expectations, rewards for good behaviour, and consistent support, reducing the need for exclusions.
- **Family Engagement:** Actively involving families in the school community through workshops, meetings, and communication can strengthen relationships and provide support networks for pupils.
- **Professional Partnerships:** Collaborating with local organisations and mental health services can provide additional resources and support for pupils facing challenges, helping to address issues before they escalate.
- **The Individual Support Centre [ISC]:** The ISC is a facility where pupils are placed out of general circulation because of severe or repeated instances of negative behaviour, where their presence around school negatively impacts upon the learning or safety of others.
 - The ISC is a safe space within school which:
 - Supports pupils to reflect upon their behaviours
 - Provides guidance around understanding the impact of their behaviour, including bespoke education and intervention packages
 - can help de-escalate a situation that might lead to suspension or exclusion
 - Ensures continued access to the curriculum

SERIOUS INCIDENTS

In rare instances a pupils' behaviour will be such that it causes a serious incident. This is an incident that potentially affects the safety of a pupil or the wider school. These are dealt with at a whole school level, by the pastoral team.

Examples of serious incidents include, but are not limited to:

- Physical assault against an adult or pupil
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

On the occasion of dealing with a serious incident staff should immediately report this to the pastoral team by logging a 'Serious Incident'. This will then trigger an investigation. If urgent support is required, then please contact the 'Teacher on Tour'.

Where, following investigation, a pupils' behaviour is deemed as a serious incident, the consequences for this behaviour may result in a pupil being placed in internal isolation, being excluded from school [suspension] or facing permanent exclusion.

‘TEACHER ON TOUR’ SUPPORT

‘Teacher on Tour’ support is designed to support staff in urgent situations, where pupils potentially need to be removed from circulation.

In most cases this should be after all strategies have been implemented and the department support has been exhausted.

To ensure that the ‘Teacher on Tour’ can respond in a timely manner it is important that this is reserved only for emergency situations. Staff should always aim to deal with their own behavioural issues in the classroom using the principles outlined in this policy. Overuse of the facility will impact on the Tour Teacher from responding to a situation in a timely manner.

Teacher on Tour should not be used as a threat to pupils: this only serves to undermine the members of staff’s own authority to deal with their behaviour.

Teacher on Tour will also be used to support staff in praise of pupils and to check in with teachers.

Teacher on Tour is not:

- An alternative to teachers dealing with their own behaviour
- An alternative to departmental support.
- A reporting system in itself
- A non-urgent information sharing system.

If Teacher on Tour is called for, then the member of staff on tour will determine the next steps for the student involved and whether they return to the class or not.

In all instances the classroom teacher will be expected to apply an appropriate consequence and enable the student to have a fresh start in the next lesson in line with principle 3 of our policy.

SEARCHING, SCREENING & CONFISCATION

Searching can play a critical role in ensuring that St Wilfrid's RC College is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff are authorised to have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below, or any other item that the school deems or identifies as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Energy Drinks
- E-Cigarettes / Vapes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item, if the pupil agrees. The members of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item, especially knives, weapons, illegal drugs or stolen items, may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and in some cases may be involved in child criminal exploitation.

A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

When exercising their powers, St Wilfrid's RC College will consider the age and needs of pupils being searched. This includes the individual needs or learning difficulties of pupils with Special Educational Needs & Disabilities (SEND) and making reasonable adjustments that may be required where a pupil has a disability.

The role of the Headteacher, the Designated Safeguarding Lead and Authorised Members of Staff:

1. Only the Headteacher, a member of the Senior Leadership Team (SLT) or a member of staff authorised by the Headteacher can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, as set out above.
2. In the absence of the Headteacher, a member of the SLT and/or the designated safeguarding lead (or deputy/ies) can authorise individual members of staff to search for specific items, as set out above.
3. Members of staff should immediately involve the Headteacher, SLT, designated safeguarding lead (or deputy/ies) without delay if they believe that a search has revealed a safeguarding risk.
4. If the Headteacher, SLT, designated safeguarding lead (or deputy) find evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping Children Safe in Education). They should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Before Searching

The member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction
- are unaware of what a search may involve or
- have had a previous distressing experience of being searched.

During a Search

Where: An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises, or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Who: The law states that the member of staff conducting the search must be of the same sex as the pupil being searched. There must also be another member of staff present as a witness to the search.

The Extent of the Search

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing, other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has, or appears to have, control - this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and where it is not reasonably practicable to summon another member of staff.

After a Search

Whether or not any items have been found as a result of any search, the Headteacher, SLT or Designated Safeguarding Lead (or deputy / ies) will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect that the pupil is suffering, is likely to suffer harm and/or whether any specific support is needed.

Where this may be the case, staff will follow the school's child protection policy and speak to the Headteacher, SLT or Designated Safeguarding Lead (or deputy) as set out in Part 1 of the Keeping Children Safe in Education document. They will then consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Recording Searches

Any search by a member of staff for a prohibited item, should be recorded in the school's safeguarding reporting system – CPOMS - including

whether or not an item is found. This will allow the Designated Safeguarding Lead (or deputy) to identify possible risks and initiate a safeguarding response, if required. The member of staff recording the incident on CPOMS will need to include the following after each search:

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

Informing Parents

Parents should always be informed of any search for a prohibited item, listed above, that has taken place and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting that it:

- poses a risk to staff or pupils
- is a prohibited item
- is evidence in relation to an offence.

INTERNAL ISOLATION, DIRECTION OFF SITE & SUSPENSION

In deciding on the nature of a consequence, the school will be guided by the evidence, in relation to the balance of probability.

This means that a student may be given a consequence for an action/involvement in an incident that they deny.

We will always conduct a thorough investigation and, when deciding the nature of consequence for a more serious incident, previous behaviour/information will be taken into consideration.

Internal Isolation

Our Individual Support Centre [ISC] is a dedicated space in school for restorative work to take place.

Pupils will be reminded of our high expectations and are supported to be reintegrated into their lessons.

Pupils will begin their day at 8.30am and their day will end at 4pm. In most instances students and parents will be notified of this placement the day before.

Activities in the ISC include:

- Restorative conversations with staff where issues have occurred.
- Targeted restorative work focusing upon specific issues a student is having.
- Subject-specific work in line with the curriculum provided by a student's class teacher.

The ISC is also used as a space to remove pupils from general circulation whilst an investigation is conducted by the Pastoral Team following a serious incident. If a student is placed in the ISC during the school day for this reason, they will end their day at the usual time.

Refusal to attend the ISC will likely result in a suspension from school, in conjunction with communication with parents.

Direction off-site

In some instances where an additional support is required to improve a pupil's behaviour, the school may consider direction off site to another education setting.

For short term placements this usually means that a pupil is placed in the internal isolation facility in another school to work on specific behavioural issues.

Suspension

Suspensions are issued in response to serious incidents, persistent issues or failure to comply with our staged behaviour procedures.

External suspension involves the student being removed from school for a period of time.

Suspension is used when all other strategies have been attempted and have proved unsuccessful; or where deemed appropriate in response to a serious incident.

The length of a suspension is determined on an individual basis by the Deputy Headteacher [Behaviour & Safety] and the Head Teacher.

Ultimately the Head Teacher will make the final decision on any suspension.

Reintegration

- After any suspension parents will be required to attend a reintegration meeting with the school.
- This marks a fresh start for the pupil and supports a smooth reintegration into school.
- During the reintegration targets for the pupil are appropriate support is agreed.
- All reintegration meetings are minuted and records kept by the school.
- Failure to meet the reintegration of targets puts the pupil at risk of further consequences.

PERMANENT EXCLUSION

The decision to permanently exclude a child is a serious one. This decision would be considered in the following circumstances:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing students to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

When the decision to permanently exclude a child is made, parents and carers will be notified immediately wherever possible.

If a student has a social worker, is looked after or has a youth offending worker, the social worker, virtual school head and member of the youth offending team will be notified.

The local authority is notified immediately.

Further guidance on suspensions and exclusion can be found in the Suspension and Exclusion Policy.

SECTION 6: RECORDING BEHAVIOUR

Recording behaviour

Recording behaviour is simply that, it is not dealing with the behaviour. Pupils should not be threatened with incidents being recorded. The main purpose of recording behaviour is to allow leaders to track and address any trends.

Consistency of recording is key to allow the pastoral team and leadership to analyse and intervene with students in a proactive and timely manner. Behaviour incidents should be logged in ARBOR linking the behaviour to The St Wilfrid's way making it clear which expectation [Respect, Responsibility, Resilience] is not being met.

A narrative should be added by the classroom teacher using professional, non-judgmental, unemotive language. It should also be clear how the staff member has dealt with the behaviour incident.

Record	Category	Specific Behaviour
Praise	Respect	Showing care and consideration for the school community Good manners Being obviously kind
	Responsible	Accepting and responding to feedback Being responsible for our environment
	Resilient	Excellent effort during classwork Excellent effort on homework Being fully equipped for learning Excellent punctuality
Behaviour	Respect	Failure to follow instructions Lack of consideration for the school community Being unkind Verbal Abuse / Swearing
	Responsible	Dropping Litter Mobile Phone Misuse Uniform issue Damage to school environment Failure to follow instructions
	Resilient	No Homework No equipment Talking in Class Poor effort in class Late to lesson Late to school

Specific Issue	Absconding	
	Serious Incident	Fighting Swearing at a member of staff Racist Language Discriminatory Language Persistent defiance

SECTION 7: POLICY IMPLEMENTATION: ROLES & RESPONSIBILITIES

In line with our mission as a catholic school to support families with the education of their child, all members of our school community have a responsibility to shape the culture for behaviour within our school and reinforce the high expectations we have of all pupils.

Families

- Reinforce the expectations that the school has for all pupils at home.
- Engage positively with the school when they contact you regarding your child.
- Address any concerns directly with the school, and not through pupils or social media.

Pupils

- Always be committed to being the best version of yourself you can be.
- Follow the St Wilfrid's way in the classroom and in all other spaces including to and from school. Adhere to the St Wilfrid's Way at all times.
- Acknowledge when you have got something wrong, apologise, accept any consequence gracefully and learn from your mistake.

All Staff

- To be a presence around school, being at classroom doors / on corridors at the change over of lessons, meeting and greeting pupils as they arrive or encouraging them to move along quickly to class.
- Maintain our catholic values in every interaction we have with members of the school community.
- Take responsibility for the discipline of pupils as they travel along the corridors and around school as well as in the classroom.
- Treat pupils fairly and consistently.
- Act as role models in their professional conduct.
- Expect high standards of work and behaviour.
- Challenge pupils who do not meet expectations, e.g. ask to put their blazer on, remove jewelry, etc. in line with our behaviour principles.
- Ensure every lesson is a fresh start for pupils.
- Implement the school's system for rewards and behaviour.
- Enlist the support of other staff and parents / carers where appropriate and in accordance with this policy.
- Participate in relevant professional development.
- Read, understand and follow all procedures connected with the Behaviour Policy.

The Classroom Teacher

- Apply a range of classroom strategies consistently.
- Use appropriately to award positive and negative points to students during lessons.
- Record all serious behaviour incidents on ARBOR – a resolution MUST be included.
- Use “Teacher on Tour” and Room Removal only as a last resort, when all other measures have failed or the incident is seen as significantly serious.
- Refer any concerns to the Head of Department and work with them to develop the strategies applied to reach a resolution.
- If a pupil reaches the stage of having to be removed from a lesson, follow the departmental support system and escort the pupil to the room with work.
- Not allow pupils out of lessons except with a valid reason, and then only with a pass.
- Implement consequences and rewards following the Behaviour Policy.
- For ISC placements, set appropriate work and collect the work from the ISC at the end of the day.
- Contact home to inform of positive behaviour.
- Contact parents when necessary, updating the Head of House of contact made, where appropriate.

Teaching Assistants and Support Staff

- Assist in maintaining a positive and well managed environment.
- Be fair and consistent when dealing with pupils.
- Praise and reward pupils for helpful behaviour and challenge inappropriate behaviour.
- Refer pupils whose behaviour gives cause for concern to the classroom teacher, Head of Department or Head of House.

Head of Department

- Take responsibility for the positive ethos and climate within their departmental area.
- Deal with day-to-day incidents within their department.
- Monitor and track behaviour incidents across the department, supporting teachers within their team to maintain discipline and follow up on incidents.
- Ensure that all staff, new teachers, ECTs and visiting teachers are familiar with the Behaviour Policy, with regard to both rewards and consequences and roles and responsibilities.

- Ensure that class teachers maintain ownership of issues in their classroom while being supported to achieve a resolution.
- Review the curriculum and pedagogy of delivery to ensure that strategies are in place to meet the needs of all pupils.
- Monitor behaviour and ensure that pupils who are struggling are helped to succeed in partnership with SEND, Head of House and Parents / Carers.
- Ensure that teachers have the opportunity in departmental meetings to
 - discuss ‘pupils causing concern’;
 - celebrate the positive behaviour successes.
 - arrange rewards as appropriate.
- Place pupils on a subject report for their curriculum area.
- Contact home to inform of consistent positive behaviour.
- Contact parents when necessary, updating the Head of House of contact made.
- Organise departmental detentions.
- Provide classroom management support and training for all staff within department.
- Refer pupils who continue to cause concern to Heads of House, along with notes about the actions that have already been taken and the outcomes of these actions.
- Use “Teacher on Tour” and Room Removal only as a last resort, when all other measures have failed, or the incident is seen as significantly serious.
- Parents to be contacted by the classroom teacher with the support of the Middle Leader.
- Persistent issues to be referred to the Head of House for further support.

Heads of House / Assistant Heads of House

- Ensure all tutors follow the correct procedures.
- Monitor the quality of registration / PREP time, providing consistent and appropriate support to tutors.
- Monitor and support tutors to maintain discipline and follow up incidents.
- Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Heads of Department and Senior Leaders to devise intervention programs for groups and individuals.
- Use Arbor to monitor behaviour, attendance and punctuality.
- Maintain accurate and up to date pastoral files.
- Follow up referrals from tutors and Heads of Department on pupils causing concern and inform them of subsequent actions and outcomes.

- Monitor pupil attendance and punctuality and devise intervention programs for groups and individuals alongside the School Attendance Officer and Assistant Head Teacher.
- Ensure that all new tutors, including supply staff and ECTs, are familiar with the Behaviour Policy.
- Celebrate achievements of pupils.
- Deliver assemblies which make a positive contribution to the Catholic ethos of the school and promote high expectations of behaviour to reflect our moral values.
- Arrange opportunities as appropriate to celebrate positive behaviour.
- Visit tutor groups daily wherever possible to motivate and promote a positive attitude to learning for the day.
- Implement a variety of behaviour management strategies and place pupils on report as appropriate.
- Contact parents / carers by letter or telephone within 48 hours of contact being made.
- Arrange meetings with pupils and / or parents / carers.
- Manage reintegration meetings following a suspension.
- Liaise with Heads of Department and SEND to ensure strategies are in place for supporting pupils with specific learning, emotional and / or behavioural needs.
- Make referrals to other agencies.
- Introduce a pastoral support programme for pupils whose behaviour gives serious cause for concern.
- Ensure that all behaviour and incident logs are kept up to date.
- Inform SLT with regard to behaviour data and trends.
- Place pupils in the ISC when there has been a serious breach of the school's code of conduct.
- Refer pupils to:
 - o the Assistant Head Teacher when a range of interventions have failed to modify pupil behaviour
 - o the Deputy Head Teacher for serious or persistent incidents.
- Attend line management meetings with the Assistant Head Teacher and Deputy Head Teacher and lead on strategies for effective behaviour management.
- Monitor ARBOR data to look at behaviour logs, attendance and punctuality data, with a particular focus on more vulnerable pupils, e.g. FSM, CLA, PP.
- Respond appropriately to this data ensuring that additional support is in place if needed.
- Plan and supervise the reintegration of pupils into mainstream lessons.
- Liaise with parents, and when appropriate, outside agencies and providers.
- Respond appropriately to potentially disruptive incidents, apply sanctions, contact home, etc.

SENDCO

- Oversee the provision for all pupils with emotional and behavioural needs in line with the SEND Code of Practice, including language needs.
- Ensure the SEND team provides relevant information to staff on pupils' needs and provision made.
- Monitor provision within the classroom for SEND pupils.
- Monitor progress of SEND pupils and minimize barriers to learning.
- Liaise with Subject Staff and middle leaders on a regular basis to discuss Code of Practice referrals.
- Encourage and ensure an appropriate range of interventions and strategies are mapped and used to support pupils across each Key Stage.

Assistant Head Teachers

- Provide strategic leadership on all aspects of inclusion e.g. removing barriers to pupil achievement.
- Support departments and pastoral teams and, where a range of interventions have failed to modify pupil behaviour, refer to the Deputy Head Teacher for serious or persistent incidents.
- Monitor and track pupil progress to identify pupil / group underachievement and reasons, liaising with Heads of Department to devise intervention programs for groups and individuals.
- Lead on creative approaches to inclusion and reducing exclusions.
- Meet with parents / carers for a reintegration meeting following a suspension.
- Reintegrate pupils with long term absence or post exclusion.
- Implement and support the restorative approach to behaviour.
- Support the pastoral team when SLT intervention is required.
- Celebrate achievements of pupils.

Deputy Head Teacher

- Provide strategic leadership on all aspects of inclusion e.g. removing barriers to pupil achievement.
- Support departments and pastoral teams and, where a range of interventions have failed to modify pupil behaviour, refer to the Deputy Head Teacher for serious or persistent incidents.

- Communicate regularly with staff and pupils about the Behaviour Policy.
- Lead on creative approaches to inclusion and reducing exclusions and organise training on behaviour for teaching staff.
- Oversee behaviour management systems within the school. p
- Liaise with the SEND department, Head of House, Assistant Head Teachers and all outside agencies working with the school, including counsellors, social services.
- Place pupils on Deputy Head Teacher Report, having liaised with the Head of House.
- Place pupils in the ISC where there has been a serious breach of the school's Behaviour Policy.
- Discuss with the Head Teacher any Fixed Term suspension for the more serious breaches of school conduct.
- Support Heads of House with the reintegration meetings after fixed term exclusions.

The Senior Leadership Team

- Promote a school ethos where good behaviour is celebrated and poor behaviour is not tolerated.
- Ensure the departments they line manage fulfil their roles and responsibilities and follow the Behaviour Policy.
- Support Heads of Department and Heads of House to maintain discipline and follow up on incidents.
- Provide support to deal with serious incidents during lessons.

Governors

- Annually review the school's Behaviour Policy.
- Attend behaviour panel to facilitate dialogue with all key stakeholder on supporting pupils. (Will normally occur after a pupil has received a number of suspensions.)
- Monitor exclusions regularly and provide a Panel / Pupil Discipline Committee to consider exclusions and permanent exclusions.
- Support the school regarding pupils causing concern.

SECTION 8: GOVERNORS' STATEMENT ON BEHAVIOURAL STANDARDS

The Governors of St Wilfrid's R.C College wish to maintain the highest standards of civilised behaviour in the school. In achieving this end, the Governors seek the support of parents and carers for the Headteacher and staff.

The Governors wish all parents and guardians to know that they expect the Headteacher and staff to maintain a loving atmosphere in the school where the pupils can feel happy and secure and work to the best of their ability. The Governors believe that this atmosphere presently exists in the school, which is free from the misbehaviour mentioned below.

The Governors believe that the school is blessed with caring parents and guardians and well-behaved, well-mannered pupils. The school policy is to encourage this positively by encouragement, praise and example.

The Governors believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. They seek to create a caring and learning environment by:

- Promoting excellent behaviour and discipline.
 - Promoting self-esteem, self-discipline, respect for authority with relationships based on mutual respect.
 - Encouraging consistency of response to both positive and negative behaviour.
 - Providing a safe environment free from disruption, violence and bullying, which protects the well-being of the whole school community.
 - Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures.
- Supporting the Headteacher and Staff when faced with challenging behaviour.

However, the Governors wish to emphasize to all parents and pupils that failure to conform to the high standards expected by all may result in permanent exclusion in certain cases. For example, if any pupil;

- Makes false/malicious accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children Board;
- Steals school property or property belonging to a member of the school community;
- Uses ICT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy;
- Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy;
- Is involved with illegal non prescribed drugs during the school day;
- Brings an offensive weapon into school or an article that could be used as such;
- Is involved in deliberate damage to school property;
- Assaults a member of staff;
- Swears at, or is personally insolent to a member of staff;
- Makes an unprovoked physical / verbal assault on another member of the school community;
- Takes up an inordinate amount of staff time dealing with his or her misbehaviour;
- Misbehaves in any way while on the Headteacher's report or whilst on a Pastoral Support Plan.
- Is involved with bullying of another pupil;
- Absconds from lessons and /or the school site and thereby puts themselves at risk,
- Is involved in activities which are prejudicial to the health and safety of member(s) of the school community.
- Is involved in the sharing of pornographic material or is involved in inappropriate sexualised behaviour.
- Threatens, harasses or is involved in sexual misconduct towards any member of the school community.
- Deliberately sets off the school fire alarm thereby disrupting the whole school community.
- Uses social media or other digital communications inappropriately towards St Wilfrid's RC college or any member of its community.

The list above provides examples for which permanent exclusions may be deemed appropriate; however, it is not possible to foresee all possibilities, and permanent exclusion may result from

any serious incident. It is our wish that parents understand the importance we place on high behavioural standards and support us in our determination to maintain them.

SECTION 9: UNDERPINNING LEGISLATION & GUIDANCE

This policy is underpinned by the following legislation & guidance:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2024
- The Health Act 2006
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including student movement – 2024
- Use of reasonable force in schools 2013
- Supporting students with medical conditions at school 2017
- Special Educational Needs and Disability (SEND) Code of Practice. 2024
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate students' property.

SECTION 10: APPENDIX

1. ST WILFRID'S WAY
2. SCHOOL ROUTINES
3. REPORT TEMPLATES
4. SUSPENSION & EXCLUSION POLICY

APPENDIX 2: SCHOOL ROUTINES

TIME OF DAY	ROUTINE
Before School	<ul style="list-style-type: none"> • School doors open for pupils from 08:15. Pupils should head directly to the cafe where pupils can access Breakfast. • Breakfast will be served until 0830. • Pupils should not access lockers or other parts of the school until 0830. • At the 0835 bell pupils should make their way to their Form rooms, ready to start at 0840 prompt. • Coats should not be worn once inside the building. • Phones switched off by 0830 and put away. <p>Late arrivals</p> <ul style="list-style-type: none"> • If pupils arrive after 0840, they should sign in with the on-duty Assistant Head of House at the "Late Gate" [PE Doors in the Front Plaza] and report straight to form. <ul style="list-style-type: none"> ○ Pupils arriving late to school will be issued with a same day punctuality detention. (30 minutes after school AHOH) • If pupils arrive after 0900, they should sign in at the main office and report to lesson one immediately. <ul style="list-style-type: none"> ○ Lateness will be followed up by the Attendance Officer / Assistant HOH with a same day 30 minute detention.
PREP	<ul style="list-style-type: none"> • Pupils should stand behind their desks to greet their tutor at 0840 and complete their morning prayer. • Register should be taken as soon as students are seated in silence. • Uniform & equipment should be checked each morning, including that all pupils are aware of their timetable for the day. <ul style="list-style-type: none"> ○ Please display PREP slide with expectations. • All required equipment should be out on the desk. • If a pupil is not meeting uniform standards they will be asked to correct it. • Tutors should lend a tie to a pupil if they do not have one. • If a pupil requires another item of uniform, they should report to the Wellbeing Room where they will be allowed to borrow an item from the Uniform Store. <ul style="list-style-type: none"> ○ Access to the uniform store will be permitted until 0900. Therefore, it is vital that this is addressed by the tutor first thing. ○ Uniform store access will be logged / monitored by the Pastoral Admin Officer. • Pupils wearing jewelry will be asked to remove this.

	<ul style="list-style-type: none"> Repeat offenders will then have jewelry placed in a sealed envelope, which will be passed to the Head of House, from whom they can collect it at the end of the day from the cafe. If a pupil does not know their timetable, the tutor should look it up in Arbor & students should write it in their diary. The tutor should then print off a copy of their timetable ready for the next day. Pupils services will no longer be staffed. Any lost property will be stored in the Uniform store and be accessed before 0900 at lost property.
Assembly	<ul style="list-style-type: none"> House assemblies will take place each morning, 8.40-9am. Aidan – Monday, Bede – Tuesday, Cuthbert – Wednesday, Hilda – Thursday, Margaret Clitherow – Friday. When the bell sounds at 8.35am, pupils who have assembly should make their way to the correct yard to line up. All 1s should line up on the Pod Plaza Yard and all 2s should line up on the Main Yard. HoH should line up pupils on the Main Yard and AHoH should line up pupils on the Pod Plaza Yard. Paper registers should also be collected by the HoH/AHoH. Each tutor group should line up in alphabetical order. Tutors to check uniform whilst pupils are lined up before leading their tutor group from the yard to Nichols Hall. Head of House and Assistant Head of House are positioned on the doors from their yard to welcome pupils into assembly and do a final uniform check. All 1s are positioned on the right of Nichols Hall as they face the front and all 2s are positioned on the left, e.g. 7A1 sit at the front on the right through to 11A1 who sit at the back on the right. A standard slide is displayed on the screen to guide pupils. Pupils put their bags under their chairs and remain standing in silence until all pupils are in Nichols Hall. Both Head of House and Assistant Head of House greet their House with 'good morning' and all pupils sit. At the end of the assembly, pupils remain seated in silence. Pupils are dismissed row by row through the doors they used to enter Nichols Hall.
During Lessons, [Including Reading & PSHE]	<div> </div> <ul style="list-style-type: none"> Staff should be prompt to the classroom, ideally arriving before the pupils. Staff should stand on the threshold of the door, monitoring both the classroom & corridor. If staff are on the threshold, there is no need to line up.

	<ul style="list-style-type: none"> • If pupils are required to line up, they should do so in a single file & in silence. If lining up causes too much congestion, staff should get pupils straight in. • Every pupil should be welcomed into the classroom positively by their teacher. • The register should be taken within the first 10 minutes of the lesson. • In PE, registers should be taken in the changing rooms before moving onto activities. • Changing rooms should be supervised at all times and locked when not in use. • If a pupil is marked present earlier in the day, but they have not arrived at your lesson, please email 'Teacher on Tour' via TOT@st-wilfrid's.org, who can cross reference sign out registers and identify any truancy. <p>Pupils arriving late</p> <ul style="list-style-type: none"> • Pupils should be welcomed, sat down quickly and begin their work. • Staff should amend the register. • Staff should seek an appropriate time to have a private conversation with the pupils regarding their punctuality. • Any repeated instances of lateness should be addressed with an appropriate consequence. <p>Pupils leaving the classroom</p> <ul style="list-style-type: none"> • Pupils should not routinely be permitted to leave the classroom. [Equipment & uniform issues should have been addressed in PREP]. • Any pupil leaving a classroom for any reason must have the teacher's corridor pass. <ul style="list-style-type: none"> ○ Pupils should not be sent out of the classroom to run errands / collect photocopies / see teachers / HOH or collect uniform. ○ Pupils should always access toilets at break / lunchtime, unless they have a medical pass, or it is an emergency situation. <ul style="list-style-type: none"> ▪ Any pupil who requires a medical pass should be issued one by the school first aider as part of a plan to support their medical needs. ○ If a pupil feels unwell, the teacher should email jjewitt@st-wilfrids.org, who will come to the child. ○ No child should be sent to school first aider.
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	<ul style="list-style-type: none"> ○ Our first aider is in school from 0930. If there is an emergency prior to that then a First Aider should be contacted via reception. <p>Student services is not open during lesson time. Pupils should not be sent there.</p> <p>End of lessons</p> <ul style="list-style-type: none"> • Pupils should not be dismissed before the bell, unless you are on duty, in which case 2 minutes early should be sufficient for staff to get to their duty point. • At the end of a lesson, the teacher should again stand on the threshold, dismissing the class row / table at a time & directing pupils the correct way down the corridor.
Transitions	<p>Standard routines</p> <ul style="list-style-type: none"> • Staff should take collective responsibility for their area by: <ul style="list-style-type: none"> ○ All staff should typically stand on the threshold waiting for pupils to arrive. Keeping an eye on corridors / toilets nearby. ○ Staff that are not teaching during the following period are still required to support in their curriculum area. They can support by being out in the corridor, checking toilets and encouraging pupils to move quickly to lessons. <p>Pupil Movement</p> <ul style="list-style-type: none"> • Pupils should walk with purpose to their next lesson on the left-hand side of the corridor, following the one-way system. • Toilets should not be accessed during lesson transitions. Staff nearby should move pupils straight to lessons. • If a pupil desperately needs the toilet they should report to their lesson, ask permission & be issued the teacher's corridor pass. Pupils should not routinely access toilets during curriculum time. • Heads of Department or nearby staff should check any toilets in their area at the end of a transition and move any pupils on. Pastoral staff & SLT in the area will also support this. <p>Staff movement / return from duty</p> <ul style="list-style-type: none"> • There will be instances where staff need to move classrooms or return from duty and therefore cannot be on the threshold.

	<ul style="list-style-type: none"> Staff should liaise with others so there is a familiar routine in place – for example asking a colleague to stand between two classrooms to ensure that pupils know they can enter & sit down quietly.
Break	<p>Standard Routines</p> <ul style="list-style-type: none"> All pupils in Years 7-10 should make their way directly onto the Yard. (Yards to be allocated) Year 11 Pupils should make their way to the Pod Yard. Year 11 only will be able to access the cafe at breaktime & they must remain in the new part of the cafe. No pupils should be in the Main Cafe or in the street during breaktime. On the yard, pupils should line up to utilise their designated toilets calmly, in single file. At the end of break, pupils should make their way to their next lesson through the door closest to their classroom. Pupils will be directed to enter calmly, in a single file with the correct uniform. <p>Active duty</p> <ul style="list-style-type: none"> All staff should actively engage with pupils on any duty point. Staff should refer to the relevant description on the rota or the detailed requirements of their specific duty point.
Reading	<ul style="list-style-type: none"> Pupils should arrive promptly at reading time, following the same routines and expectations as all other lessons. Reading books should be out on the desks. All pupils should participate fully in reading activities. Pupils should not routinely be directed to complete other work in this session.
Lunchtime	<p>Early Lunch</p> <ul style="list-style-type: none"> KS4 will be on lunch at 12.05, all other pupils will be in Reading Year 11 should proceed straight to the cafe for lunch. Year 10 should head to the main yard, where they will be called for lunch as soon as Year 11 is through. <ul style="list-style-type: none"> Year 11 will sit in the new cafe [& then move onto Pod Yard] Year 10 in Saints Cafe, [& then move onto Pod yard] <ul style="list-style-type: none"> At the whistle will be blown, and all Year 10 & 11 pupils should make their way to reading time. Any Year 11 revision or intervention sessions will be coordinated to start at 1230. A whistle will be blown on the POD yard to move pupils to revision. <p>Main Lunch</p> <ul style="list-style-type: none"> Years KS3 & KS5 will be on lunch at 1225 At the start of lunchtime KS3 pupils should make their way out to the top section Main yard.

	<ul style="list-style-type: none"> • Pupils will be called in order to line up for their lunch by Year and House group. • Pupils with priority passes should line up on the yard in the queuing section and await a member of staff allowing them to enter the building. <ul style="list-style-type: none"> ○ Pupils will enter the Street through the doors nearest to Art. ○ Pupils will exit the Street through the doors nearest to reception. • Classrooms should not be accessed during lunchtime, except when supervised by a member of staff for revision sessions / clubs etc. • All classrooms should be locked at the start of lunchtime. [HODs to take responsibility for checking this in their area]. • Once pupils have finished their lunch, they should move directly back outside onto the yard.
Wet lunch	<ul style="list-style-type: none"> • Pupils will be allocated a social space to sit in whilst they are called for lunch in year and house order. <ul style="list-style-type: none"> ○ Year 7 to Nichols Hall ○ Year 8 to Sports Hall ○ Year 9 to Sports Hall ○ Year 10 to Veitch Hall ○ Year 11 to the new part of the cafe, then to Veitch Hall after they have eaten. <p>Pupils will then be brought for lunch in year group / house order by duty staff.</p> <ul style="list-style-type: none"> • Toilets can be accessed as normal during wet lunchtime.
End of the day	<ul style="list-style-type: none"> • At the end of the day pupils should be dismissed via the nearest exit. • All pupils should be dismissed when the bell sounds and not before. • Teachers should sweep the corridors / toilets in their area to ensure that all pupils have left their area.

APPENDIX 3: REPORT TEMPLATE

Name of Pupil	Tutor Group	Date
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St Wilfrid's RC College

Teacher Information

- Sign report at the end of lesson and circling behaviour strategy used with student.
- For D1 please put date this has to happen.
- Please then give score out of 5 see back of sheet for description

Pupil Information

Report to Head of House in café at the end of each day to get report signed.
It is your responsibility to hand report in each lesson. Specific Targets

-
-

Targets

- Do not disturb the learning of others.
- Stop and think before reacting.
- Speak to staff and pupils respectfully.
- Complete homework on time.
- If you receive a D1 ensure you attend.

Start of Day Tutor	Lesson 1	Lesson 2	Reading Time	Lesson 3	Lesson 4	Lunch	Lesson 6	Totals	Head of House Parent/Carer
Monday	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	Groundings Yes No	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	
Tuesday	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	Groundings Yes No	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	
Wednesday	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	Groundings Yes No	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	
Thursday	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	Groundings Yes No	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	
Friday	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	Groundings Yes No	W1 W2 D1 D2 Credit	W1 W2 D1 D2 Credit	

	D1	GROUNDINGS	D2	SLT
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Attitude to Learning (ATL):

Grade	Descriptor
5	Consistently above school's expected high standard
4	Sometimes above school's expected high standard
3	Always at school's expected high standard
2	Sometimes below school's expected high standard
1	Consistently below school's expected high standard

Students who are demonstrating an attitude to learning at or above our expected high standard will exhibit the following behaviours:

Expected high standard (3)	<ul style="list-style-type: none"> • Arrives to lessons fully prepared, on time and equipped. • Thinks and engages with all the activities in class. • Focuses and remains on task for the whole lesson. • Shows that they are actively listening to their teacher and their peers. • Willing to discuss and answer questions. • Shows care and pride in their work, with a high standard of presentation. • Responds positively to feedback to improve their understanding. • Seeks clarification when unsure. • Completes homework on time and to a high standard. • Seeks support with independent learning when needed. • Participates in extra-curricular enrichment activities (where offered).
Above expected high standard (4 – sometimes) (5 – consistently)	<ul style="list-style-type: none"> • Asks questions to further their learning. • Works well with peers and supports the learning of other students. • Remains resilient when faced with challenging work. • Produces work above and beyond the expectation. • Takes lesson content further and shows initiative with their own independent learning. • Participates in multiple extra-curricular enrichment activities (where offered). • Completes additional reading or independent research around the subject.

ST WILFRID'S RC COLLEGE



SUSPENSION AND PERMANENT EXCLUSION POLICY

Policy Lead	Mrs. C Lennox, Head Teacher Mr. M Price, Deputy Head Teacher
Policy Approved by Governors on:	19/11/2024
Date for review	September 2025

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1. AIMS

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Make sure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

‘Off-rolling’ is a form of gaming and occurs where a school decides, in the interests of the school and not the pupil, to:

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- Encourage a sixth-form student not to continue with their course of study.
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil’s poor academic performance, or
- Because the pupil hasn’t met a specific condition, such as attending a reintegration meeting
- If any pupil is suspended or excluded on the above grounds, this will also be considered as ‘off-rolling’.

2. LEGISLATION AND STATUTORY GUIDANCE

- This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).
- It is based on the following legislation, which outlines schools’ powers to exclude pupils:

- Section 51a of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
- In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

This policy complies with our funding agreement and articles of association.

3. DEFINITIONS

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

4. ROLES AND RESPONSIBILITIES

4.1 The headteacher

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions: detentions or other sanctions provided for in the behaviour policy
 - For exclusions: off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Informing parents/carers (or the pupil where they are 18 or older)

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers/pupil as early as possible, in order to work together to consider what factors

may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents/carers/pupil will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers/pupil will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers'/pupil's right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers/the pupil have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers/the pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request
- If the pupil is of compulsory school age, the headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
- For the first 5 school days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this
- If alternative provision is being arranged, the following information will be included, if possible:
- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or

permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents'/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers/pupil without delay, and provide a reason for the cancellation.

Informing the governing board

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is so they can work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers (or the pupil if they are 18 or older), governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers (or the pupil if they are 18 or older) will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or exclusion

If the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Teams may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to the disciplinary committee consisting of at least 3 governors.

The disciplinary committee has a duty to consider parents'/carers'/the pupil's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

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The governing board has a duty to consider parents'/carers'/the pupil's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The governing board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or excluded more than others
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5. CONSIDERING THE REINSTATEMENT OF A PUPIL

The disciplinary committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, The disciplinary committee must consider any representations made by parents/carers/the pupil (if they are 18 or older). However, it is not required to arrange a meeting with parents/carers/the pupil and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers/pupil make representations to the board, The disciplinary committee will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers/pupil do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the disciplinary committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the disciplinary committee consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the disciplinary committee and allowed to make representations or share information:

- Parents/carers, or the pupil if they are 18 or older (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The meeting can be held remotely at the request of parents/carers, or pupils if they are 18 or older. See section 9 for more details on remote access to meetings.

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The disciplinary committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the disciplinary committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board
- They will decide whether or not a fact is true 'on the balance of probabilities'.
- The clerk/governance professional will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The disciplinary committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the pupil if they are 18 or older
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the disciplinary committee has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/carers'/the pupil's (if they are 18 or older) right to ask for the decision to be reviewed by an independent review panel

- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers/the pupil have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers/the pupil for this appointment
- That parents/carers/the pupil must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers/the pupil may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers/the pupil believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

If parents/carers/the pupil (if they are 18 or older) apply for an independent review within the legal timeframe, the academy trust will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers/pupil by the disciplinary committee of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers/the pupil. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a director of the academy trust of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the academy trust, school, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the VSH of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

7. SCHOOL REGISTERS

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers/pupil (if they are 18 or older) were notified of the disciplinary committee's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- The parents/carers/pupil have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

8. RETURNING FROM A SUSPENSION

8.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Informing the pupil, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers and other relevant parties.

8.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

9. REMOTE ACCESS TO MEETINGS

Parents/carers, or pupils if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers/pupil don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the school should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

10. MONITORING ARRANGEMENTS

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves
- Anonymous surveys of staff, pupils, and other stakeholders on their perceptions and experiences

The data will be analysed every term by the Deputy Head pastoral and will report back to the Senior leadership Team and Governors.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term

- By protected characteristic
-

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by the deputy Head Teacher pastoral every 3 years. At every review, the policy will be shared with the governing board.

11. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Governors Statement on Behaviour
- SEND policy
- SEN information report

APPENDIX 1: INDEPENDENT REVIEW PANEL TRAINING

The Local Authority must make sure that all members of an independent review panel and clerks/governance professionals have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk/governance professional of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

