

RELATIONSHIPS AND BEHAVIOUR FOR LEARNING POLICY

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1. Purpose

Howard House School is a place of learning where all are expected to be responsible, positive and respectful so that the climate and attitudes for learning of all students is the best it can possibly be. Our inclusive school culture is based upon our in-house values of 'R.I.S.E' (respect, inspire, support and effort). Our values will create a culture at our school that will drive our high aspirations and maintain our high standards, for both students and staff. This is summarised by our motto "**excellence by any measure**".

The patterns of behaviour that we want in our school must be taught just as thoroughly and as consistently as the rest of the curriculum. The system relies on all staff acting and speaking as one voice, delivering the same consistent message and response to student behaviours. In most schools, most of the time, most students behave appropriately. There will be occasions in our school, as in all schools, when things go wrong, and an effective behaviour policy should help staff to deal with such situations. We promote high standards in everything we do and recognise the need to teach our core values to students.

We recognise that students can make mistakes, however, we firmly believe they should be given an opportunity to learn from those mistakes and to progress with their education. We see every day as a fresh start and believe in providing students with the opportunity to engage in restorative justice. We also recognise the right of all staff and students to work in an environment where they feel safe.

As a school, we know that positive and socially interconnected relationships are the root of all human connection, positive behaviour, and attitudes to learning, and that we all have a part to play in building a positive foundation for life and learning. It is the responsibility of all staff to ensure that they foster positive relationships with each other and with students.

The Education and Inspections Act 2006 introduced for the first time a statutory power for teachers and certain other school staff to discipline students. Subject to the school's relationships and behaviour for learning policy, a teacher may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school-based activity.
- Travelling to or from school.
- Wearing a school uniform.
- In some other way identifiable as a student from the school.
- Misbehaving at any time, whether the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another pupil or member of the public and in doing so adversely affecting the reputation of the school.

At Howard House School, all teaching staff, have the right to impose a range of consequences. The consequences should be applied in accordance with the school's behaviour policy. The use of consequences is extended to non-teaching staff who are in frequent contact with students. Other non-teaching staff

+ – have the right to impose consequences (issue a debit point). Outside agencies (supply staff) to the school also have the right to impose consequences (issue a debit point), having first discussed the incident with a member of permanent staff. Any member of staff, teaching or non-teaching,

who feels that a student's disruptive behaviour warrants a consequence beyond their remit should seek the advice of senior management.

Suspensions (Independent Learning and Reflection Time) and internal exclusions (Supported Learning and Reflection Time) may be imposed by members of the senior management team with the agreement of the Head of School. Only the Head of School may recommend permanent exclusion.

In accordance with the Education and Inspections Act 2006, the school reserves the right to impose consequences, if warranted, on a student who is misbehaving while not on the school premise but who is under the charge of a member or members of staff. For example, a student who is misbehaving on a school trip. The range of consequences would be up to and including the loss of an enrichment opportunity or a transport ban. If it was felt that a student's behaviour warranted a more serious consequence, the supervising teacher should discuss the matter with a member of senior management. All consequences would be explained and implemented upon the student's return to school, before leaving site.

2. Guidance

Effective discipline requires an understanding of a student's behaviour and an awareness that the behaviour of the teacher will have a significant influence on the behaviour of the student(s). Some, but not all, of the problems which occur in the classroom may be a direct consequence of the way the teacher acts towards the student(s).

At Howard House School we ask all our staff to:

- Remain in control – do not react to a situation, respond to it.
- Recognise and reward positive behaviour and academic achievement.
- Be consistent in disciplinary matters.
- Be a good role model for the student.
- Respect students in and out of the classroom.

Do all you can to:

- Keep calm.
- Listen.
- Be positive.
- Use humour.
- Show empathy.
- Know your students as individuals.
- Apply consequences (natural consequences) consistently.
- Seek help if necessary.

Avoid:

- Unnecessarily raising your voice.
- Over-reacting.
- Humiliating students.
- Sarcasm.
- Making threats.

Refer to PACE wherever possible.

3. Classroom management; be positive, be enthusiastic

At the beginning of a lesson:

- Have the lesson prepared; resources ready.
- Greet the students.
- Make sure the lesson's learning objectives and outcomes are made clear to the students at the beginning of the lesson.
- Use voice effectively.
- Be alert to what is happening in all parts of the room.
- Be mobile – move around the classroom.
- Try to delegate tasks to students.
- Make good use of questions.
- Look to reward good effort and behaviour.

When a student fails to respond, there are several strategies a teacher may adopt:

- A simple direction to students.
- Begin to apply consequences (behaviour steps: 0, 1, 2, 3), ensure they are timed a part. The student/s should always be made aware before a debit is issued;
 - '0': verbal warning
 - '1': administer one debit.
 - '2': administer two debits.
 - '3': administer three debits and carry out '1 to 1 intervention' and log this on Sleuth.
 - If the behaviour escalates after the intervention, pastoral support can be called through the radios.

End of lesson:

- Use the end of the lesson to recap and analyse on the work covered during the lesson and issue appropriate credits/debits achieved.
- Make sure that all homework is set electronically or in hand on a weekly basis. It's a good idea to show the homework credits and debits on Sleuth, including the date when the work is to be handed in.
- Finish the lesson promptly so that students will not be late for their next lesson.
- Do not finish the lesson too early, allowing students to stand around with nothing to do, have extension tasks available for access and linked to the task.
- Students should remain seated until lesson hand-over.

4. Code of conduct

At Howard House School, we recognise that each member of the school community has a right to be treated with respect and to work in a clean, calm and safe environment. To help us achieve this aim, we expect our students to:

• **Respect:**

The ability to be polite and understand that every individual deserves to be kept safe and listened to.

• **Inspire:**

The ability to withstand difficult situations and produce positive outcomes.

• **Support:**

The willingness to help others, regardless of differences, race, religion, beliefs.

- **Effort:**

The characteristic of resilience and pursuing challenges without fearing failure.

By teaching these values and subsequently adhering to such values and creating a high performing culture, we believe we are preparing staff and students for the next stage of their journey and providing them with the opportunity to be respected citizens who positively contribute to society.

5. Natural Consequences: Encouragement and Coaching

Students and parents/carers need to be fully aware that poor behaviour is unacceptable and natural consequences will follow; encouragement (positive reinforcement/credits) and behaviour coaching (1:1/debits), natural consequences should be fair and consistent. Coaching should be specific and not applied to whole groups/classes of students for the misbehaviour of a few – although collective responsibility should be talked about – specifically positive leadership. Consequences that are deliberately humiliating or degrading must not be used. Positive Reinforcement/Rewards are as important as coaching/debits and teachers should look for opportunities to reward students for good behaviour/attitude/work. Aim for a ratio of 4:1.

Rewards

Praise: Praise may include words of encouragement, comments on student's work, praise in assembly, positive comments on school reports. Staff should seek every opportunity to praise good work and behaviour. Stress the positive.

Display: Displays of student work are encouraged as a means of motivation and praise. Rooms should be colourful and bright. Displays should be changed regularly.

Credit points: The school's chief means of rewarding students is awarding credit points. Staff can award points in the following categories:

- Respect
- Inspire
- Support
- Effort

All credits are added up, and at the end of every half term there will be a rewards trip. Students will receive 1 day off timetable to receive their bronze, silver, or gold reward trip. Below is an example of points needed per week:

Gold* activity points per week = 400
Gold activity points per week = 350-399
Silver activity points per week = 300-349
Bronze activity points per week = 0-299

Support/Behaviour Coaching

Howard House School aims to encourage students to accept responsibility for their own behaviour. The establishment and maintenance of good order allows effective learning to take place and promotes a positive ethos in school. Students should have a clear sense of what is important, what is valued, and what will not be tolerated' (DfEE Circular).

Consequences help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of a whole school behaviour policy which seeks to reward and encourage high standards of conduct and achievement. Indeed, a greater emphasis on rewarding positive behaviour may well reduce the need for consequences. When consequences are applied, they should follow the agreed school policy of the school.

When staff issue debits they will use the following protocol:

- If a student is displaying low level disruption, they will be asked politely by staff to stop the negative behaviour, if the student does not stop (after some reflection time), the member of staff will issue one debit. Once a debit has been given, the student is given time to reflect. If the student continues to show the negative behaviour and ignores the option of reflecting, more debits will be issued. On the third count of debits in the same lesson, the student will be offered a 1 to 1 walk with the Teaching Associate.
- If a student is displaying an escalation in their behaviours, they will be asked politely to stop the behaviour, if the student does not stop, the member of staff should use one, two and three debits but allowing time (around a 2-minute cooling down period) for the student to regulate before issuing each debit, and then using pastoral support if an intervention does not work.
- If a student receives six debits (0, 1, 2 and then a 3) for the same types of low-level disruption, after pastoral involvement, a student will have the opportunity to conduct restorative justice with the teacher of the lesson and pastoral agreeing to the restorative justice. If they participate successfully, five debits will be removed out of the six, and a student will only receive one debit overall. If the student does not participate fully in the restorative justice process, three debits will be removed and thus a student would receive three debits overall. In both situations, after the offer to conduct restorative justice, the student will return to their lesson where possible.
- If a student receives 15 RISE (respect, inspire, support, effort) debits, they will lose their planned afternoon enrichment activity. The student will be offered a 1 to 1 learning experience with a staff member – to allow them to reflect on their behaviour and develop a plan for the school to support them better.

Subject Teachers

Most of the student behaviour – good and uneven – takes place during lessons and therefore the subject teacher has a vital role to play in establishing positive behaviour. It is important to realise that school systems and the involvement of senior staff can support a teacher's classroom management, but it cannot replace it.

Care should also be taken to ensure that students are aware of the reason for a consequence. Consequences available to the teacher include:

- Consequences (see behaviour steps).
- Parental contact (letters/telephone calls/meetings).
- Referral to the Senior Leader in charge of Behaviour.
- Referral to Head of School.

If an incident escalates physical intervention maybe required, please refer to the restraint policy for more detail.

RELATIONSHIPS AND BEHAVIOUR FOR LEARNING POLICY

Senior Leadership Team

Senior Leadership Team (SLT) play an important part in monitoring the attitude of students. SLT will monitor the attitudes of all students in the school. SLT should consider a range of strategies, when dealing with unacceptable behaviour. These strategies include:

- Analysing behaviour data gathered on Sleuth
- Monitoring common behavioural triggers.
- Parental contact (letters/telephone calls/meetings).
- Recommending a student for (internal exclusion– DfE) (Supported Learning and Reflection Time carried out with a member of our pastoral team)
- Withdrawal of privileges (end of term rewards if it includes transport– does the attitudes and actions affect their Risk Assessment).
- Letter of Concern.
- Use of outside agencies, e.g. Behavioural Support, Educational Psychology Service, Educational Welfare Service.
- Using the system of consequences.

6. The classroom discipline plan

<p>THE DIFFERENCE BETWEEN SUCCESS AND FAILURE IS ATTITUDE 0, 1, 2, 3</p> <p>RESPECT 0, 1, 2, 3 CREDIT/DEBITS: You are polite and understand that every individual deserves to be kept safe and listened to.</p> <p>INSPIRE 0, 1, 2, 3 CREDIT/DEBITS: You can withstand difficult situations and produce positive outcomes.</p> <p>SUPPORT 0, 1, 2, 3 CREDIT/DEBITS: You are willing to help others, regardless of differences, race, religion, beliefs.</p> <p>EFFORT 0, 1, 2, 3 CREDIT/DEBITS: You have the characteristic of resilience and pursue challenges without fearing failure.</p> <p>RESTORATIVE JUSTICE (REPAIRING RELATIONSHIPS) 6 TO 1: FULL PARTICIPATION 6 TO 3: PARTIAL PARTICIPATION</p>	<p>THE DIFFERENCE BETWEEN SUCCESS AND FAILURE IS ATTITUDE</p> <p>REWARDS LADDER:</p> <p>MEGA-MONDAY: PERIODS 1 – 6: 80 CREDITS: RISE & READING • CRAZY GOLF • TRAMPOLINING MAKE A RISE DEAL (RD)</p> <p>FEEL-GOOD-FRIDAY: MONDAY – THURSDAY: 350 CREDITS: ALL CREDITS • OFF-SITE BREAKFAST • BOWLING MAKE A RISE DEAL (RD)</p> <p>MAKE A RISE DEAL ANYTIME: GET 100 CREDITS BEFORE LUNCHTIME – YOU CAN CHANGE YOUR ACTIVITY, SUBJECT TO AVAILABILITY.</p> <p>MONTHLY BLOCKBUSTERS:</p> <p>BRONZE 0 - 299 CREDITS • RISE ROOM • SPORTS ACADEMY • BOARD GAMES MAKE A RISE REWARD DEAL (RD)</p> <p>SILVER 300 - 349 CREDITS • LASER QUEST • CINEMA • ESCAPE ROOMS MAKE A RISE REWARD DEAL (RD)</p> <p>GOLD 350 - 399 CREDITS • GO KARTING • ALPAMARE • FLAMINGO LAND MAKE A RISE REWARD DEAL (RD)</p> <p>GOLD STAR (+400): FINANCIAL INCENTIVE (SUPERVISED SPEND)</p>	<p>OUR TARGET IS 100% ATTENDANCE</p> <p>6 DAYS OF ABSENCE / 97% ATTENDANCE = 30 LESSONS OF LOST LEARNING ONLY 78.7% OF STUDENTS ACHIEVE 5+ GRADES OF 9-4</p> <p>9 DAYS OF ABSENCE / 95% ATTENDANCE = 45 LESSONS OF LOST LEARNING ONLY 52.8% OF STUDENTS ACHIEVE 5+ GRADES OF 9-4</p> <p>19 DAYS OF ABSENCE / 90% ATTENDANCE = 95 LESSONS OF LOST LEARNING ONLY 35.6% OF STUDENTS ACHIEVE 5+ GRADES OF 9-4</p> <p>THERE ARE 175 NON SCHOOL DAYS A YEAR This is 48% of the year to spend as you wish e.g. on family time, visits, holidays, appointments, shopping and other household jobs.</p>
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7. The Senior Leadership Team

The aim of the group is to adopt a multi-agency approach when dealing with students who are experiencing problems both in and outside of school. The group meets on a weekly basis. The forum is also used to establish and monitor each students' attitude to learning' (A2L) and identify patterns to minimise incidents. Information shared at the meeting is confidential to the members of the group.

Most referrals to the group come from school, and principally from the Head of School who has an overall view of behaviour within the school. It remains, however, the right of any member of the group to make a referral. The list below is by no means exhaustive, but identifies the major criteria for referral:

- Students who appear very withdrawn, where there are significant deficiencies in terms of social skills
- Truancy
- Crime
- Students who have received a high number of (suspensions - DfE) (Independent Learning and Reflection Time)
- Students likely to be a danger to themselves or others.
- An uncared-for child
- Students who are depressed / anxious / underachieving
- Students not responding to the SEN staged procedures
- Drug involvement
- Where there is a sudden deterioration in academic work and/or behaviour
- When a Pastoral Support Programme needs to be established for the student

8. Mobile phones and MP3 players/iPod

Mobile phones can be brought into school but must be handed in at the start of the school day. If there are any breaches to this policy, the following actions will occur:

- 1st breach: the student is asked to hand their Mobile phone(s) and MP3 player(s)/iPod(s) in and if they refuse, they are issued with debits.
- 2nd breach: the student is asked to hand their Mobile phone(s) and MP3 player(s)/iPod(s) in and if they refuse, they are issued with debits.
- 3rd breach: the student is asked to hand their Mobile phone(s) and MP3 player(s)/iPod(s) in and if they refuse, they will be offered to carry out a intervention task with a member of pastoral where they will highlight the dangers of Mobile phone(s) and MP3 player(s)/iPod(s) being in possession of a student having danger to others.
- 4th breach: the student is asked to hand their Mobile phone(s) and MP3 player(s)/iPod(s) in and if they refuse, they will receive internal reflection time.

Breaches that occur in a short period of time must be assessed. When a student is hyper-aroused, at that point the Behaviour Policy must not be the primary policy in use, our duty of care must be implemented (refer to the safeguarding policy) and should become the primary concern – the welfare of the student should become the sole focus. Coaching/de-escalating the student away from crisis to a regulated state should occur.

Confiscation of inappropriate items

There are two sets of legal provisions which enable staff to confiscate items from students:

- The general power to discipline/manage enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, that protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the school has the right to decide when and if to return the confiscated item.

9. Specific behavioural consequences

Swearing

Any student who is heard swearing will receive a warning, if the behaviour continues the debit procedures will be followed.

Leaving the school premises:

- Any student who leaves the school premises without permission will receive 10 debits; if needed the student will be reported missing.
- After three breaches of this rule, the student will receive a time of supported learning and reflection.
- Subsequent breaches of this rule will lead to further supported learning and reflection sessions or independent learning and reflection time.

Lunchtime arrangements

Students are not allowed to leave the premises at lunchtime.

Refusing to adhere to the curriculum

Any student that refuses to engage with the school curriculum; for example, refusing to comply with enrichment activities, or refusing to complete work, will receive 20 debits.

10. Smoking/Vaping

This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking rule repeatedly in one day. If a student smokes or vapes during school time **onsite**, these are the consequences outlined below:

- 1st breach: the student will receive debits.
- 2nd breach: the student will receive additional debits.
- 3rd breach: the student will be offered a smoking intervention presentation to highlight the dangers of smoking/vaping.
- 4th breach: the student will receive one day of internal reflection time and will receive smoking intervention once again.

If this issue persists, and the school are unable to accommodate this, an SLT meeting will be held to discuss the following steps that will take place.

Breaches that occur in a short period of time must be assessed. When a student is hyper-aroused, at that point the Behaviour Policy must not be the primary policy in use, our duty of care must be implemented (refer to the safeguarding policy) and should become the primary concern – the welfare of the student should become the sole focus. Coaching/de-escalating the student away from crisis to a regulated state should occur.

Failure to attend registration (including lateness):

- All students are expected to be punctual to lessons and school. School begins at 8.50am. Any student arriving after 9.05am will be marked as being late on Sleuth. Any student

arriving after the registers have closed at 9.30am will be marked with a L code unless parents/carers provide a reason for the lateness.

Where a student is repeatedly late for registration, or fails to attend registration on a regular basis, the tutor should pass the student's name on to a Senior Leader (Pastoral). From that point onwards, the Senior Leader (Pastoral) will employ a range of consequences to ensure that the student attends registration on time. Consequences may include detentions, parental contact, supported learning and reflection session, and, in the worst cases, a (suspension- DfE) (Independent Learning and Reflection Time)

Alcohol:

Any student who brings alcohol on to the school premises will receive a consequence (suspension – DfE) (Independent Learning and Reflection Time) after a meeting with a member of SLT and Head of School.

- If the student brings alcohol on to the school premises a second time, a recommendation of a meeting with parents will be required and internal exclusion will be carried out.
- Any student who 'spikes' the drink of another student with alcohol will be excluded pending investigation.

Weapons:

- A student bringing a weapon on to the school premises is likely to be permanently excluded. A judgement will be made as the level of threat the weapon itself represents to the health and safety of the other students.
- Weapons include knives, darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to the school premises, the police will be informed.

Illicit substances:

- The priority in all incidents relating to the use of illicit substances is the health and safety of the student.
- First incident (use or possession): three-day (suspension – DfE) period of independent learning and reflection time.
- First incident (supplying): permanent exclusion.
- In all cases the police and the student's parents/carers will be informed.
- The details of all incidents relating to illicit substances should be entered in the Drugs File and a copy should be given to the school's Safeguarding Lead.

Outside of school:

The school has the legal right to manage students for incidents that take place beyond the school premises. This applies to incidents of poor behaviour that occur when students are coming to or going from school. The right to manage students would also apply to incidents of bullying that take place off the school site, but which have their origin in the school. Incidents of poor behaviour on school visits would also fall into this category.

Extra-curricular:

The school timetable enables students to participate in extra-curricular activities on an afternoon. The plan is personalised to all the students. However, if a student refuses the extra-curricular activities; they will receive 15 debits.

11. Suspensions

Definition

Suspension from the school will take place when the actions of a student are deemed to be a serious breach of school regulations and when previous remedial action taken by the school has produced no noticeable improvement in the attitude or behaviour of a student.

There are three types of exclusion:

- Internal exclusions (Supported Learning and Reflection Time) (not recorded with the LA, though the school does keep its own record of internal exclusions (Supported Learning and Reflection Time).
- Suspension (as a school we prefer the term independent learning and reflection time – students will be provided with work and telephone support) - up to a maximum of 45 days in a school year.
- Permanent exclusions occur when severe actions occur.

All suspensions are reinforced to ensure that the school is kept safe for all, but to ensure individuals are supported in the correct manner so that strategies can be implemented. The school Senior Leadership Team will meet with the Head of School to discuss possible suspensions using evidence gathered from Sleuth and any discussions that took place. This is to ensure our decisions are accurate and consistent.

Aims

The aims of suspensions are to:

- Reinforce the positive climate of the school.
- Prevent disruption to classes.
- Develop an individual's understanding of situations.
- Protect the educational, emotional, and physical welfare of students and staff.
- Provide, when necessary, a 'cooling off' period for the student.
- Involve parents/carers and students in discussing the student's future behaviour.
- In the event of lengthy fixed term (exclusions – DfE) Independent learning and reflection periods, to establish targets for improvement in identified areas.
- Where it is felt that a serious breach of the school's disciplinary code falls short of warranting a (suspension – DfE) Independent learning and reflection periods, the consequence of a Supported learning and reflection period will be considered.

Supported Learning and Reflection Time

To receive a supported learning and reflection time a student must receive 20 debits. Where appropriate this can be an alternative to an (suspension – DfE) Independent Learning and Reflection session. The student will sit with the Pastoral Senior Leader for the duration of the internal exclusion (Supported Learning and Reflection Time). Internal Exclusion (Supported Learning and Reflection Time) may also be used when students have a catalogue of misbehaviour or a serious incident has happened e.g., bullying, a series of detentions have been given, inappropriate behaviour to another student.

Independent Learning and Reflection time (Suspension – DfE)

To receive a suspension a student needs to have had a serious incident, e.g., physical aggression on staff on staff or another peer.

However, given the nature of our students every effort is made to help the students regulate their behaviour. There will be times when external factors are an influence and leniency will be applied where appropriate. The behaviour philosophy is to not punish our students but support them.

Before a (suspension – DfE) Independent Learning and Reflection time is given there should have been prior contact with parents/carers and a warning given about the future conduct of the student. Independent Learning and Reflection sessions (Suspensions – DfE) will generally be for the shortest possible time to allow for a meeting with parents/carers to take place. Students should be provided with work to take home.

When requesting a (suspension – DfE) Independent Learning and Reflection session, full details of the incident should be written on the appropriate form and given to the Head of School. The official letter of suspension should contain a detailed account of the incident leading to the consequence issued so that parents/carers are fully informed of the reason for the (suspension – DfE) Independent Learning and Reflection session. To keep parents/carers fully informed, whenever possible a letter will be given to a student who has received a fixed term (exclusion – DfE) Independent Learning and Reflection time on the day prior to the commencement of the consequence. The official (suspension – DfE) Independent Learning and Reflection time letter will be sent out by email, if that is not possible it will be sent in the post. Parents/carers will also be contacted by telephone.

In cases of (suspension – DfE) Independent Learning and Reflection session, it is their responsibility to ensure their child is not present in a public place during school hours. Parent/carers will face a fixed penalty notice if their child is found in a public place during school hours without reasonable justification.

The Leadership Team will arrange a reintegration interview following the expiry of a suspension. The expectation of re-integration meetings is for parents/guardians to attend this meeting.

Incidents that could warrant (given the nature of our students, contexts are exceptionally important) a (suspension - DfE) Independent Learning and Reflection time include:

- Direct challenge to the authority of a member of staff
- Pushing a member of staff.
- Threatening a member of staff or their property.
- Swearing directly at a member of staff (this should not be confused with swearing when told off or swearing at others in the presence of a member of staff. Students should be punished for these, but such incidents do not warrant a suspension).
- Direct physical or verbal threats to other students:
- Assault on another student where a clear aggressor can be identified.
- Fights between students which are liable to lead to continued threats or further aggression. In this instance, a suspension may be used as a 'cooling off' period. This should not be confused with a fight between students which is quickly resolved.

- Continuous threats to, or bullying of, other students (sufficient recorded evidence should be available to show that other consequences have been used and that parents/carers have been previously contacted regarding the student's behaviour).
- Deliberate aggressive damage to school property:
- Deliberately breaking windows, setting off fire alarms, smashing furniture or items of school property. In the case of graffiti or minor damage, an exclusion may be warranted if a student is a persistent offender and has failed to respond to previous consequences.
- Serious or repeated breach of the school's discipline policy:
- Repeated failure to attend detentions, despite warnings; repeated breach of the school uniform code; repeated disruption of lessons.

DFE Circular (May 1998)

- The Head of School is empowered to suspend a student for up to forty-five school days per year.
- Suspensions of more than fifteen days should only be used rarely.
- A suspension will be for the minimum time to ensure that the student and others in the school understand that a particular behaviour has been unacceptable.
- Students should not remain out of school for more than fifteen days without a clear plan for reintegration.

NB DfEE Circular 21.1.2000

A decision to exclude a student should be taken only:

- In response to serious breaches of a school's discipline policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Before excluding a student, in most cases, a range of alternative strategies should have been tried. A student who has received 3 suspensions in one half term will have an emergency review of their placement. A student who has received 5 exclusions in one term will be considered for a Permanent Exclusion.

Permanent Exclusion

A decision to exclude a student permanently is a serious one and is used only in exceptional circumstances. It will usually be the final step in a process for dealing with disciplinary offences, following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should be used as a last resort. There will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or "one off" offence.