



# BLESSED HUGH FARINGDON CATHOLIC SCHOOL

## BEHAVIOUR FOR LEARNING POLICY

All that happens in Blessed Hugh Faringdon Catholic School occurs within the context of the school's Mission Statement (in accordance with the Trust Deed for the maintenance and advancement of the Catholic religion).

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**Persons Responsible: SLT and Headteacher**

**Committee: Curriculum and Personnel**

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Blessed Hugh Faringdon Catholic School is 'Committed to Gospel Values'. The Gospel of Jesus Christ invites all who follow its teaching to the fullness of life. Discipleship in the Gospel is a life-long journey of faith coming to complete fulfilment only in the presence of God in heaven. The entire life of a disciple is marked by learning and growth. We believe that Jesus is present in the day-to-day life of our school, that each member of our community has a divine origin and an eternal destiny. We believe that through his Incarnation, Jesus affirmed us as whole people and redeemed us through his resurrection. We believe therefore that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law. These beliefs underpin our approach and thereby commit us to encouraging all members of our community, staff and pupils alike, to grow towards human wholeness.

### A Positive Culture of Learning

Incorporating the Behaviour for Learning Policy

#### 1. The Principles

All teachers have the right to teach, and all pupils have the right to learn, in a mutually respectful environment.

BHFCS ensures that pupils can learn in a calm, safe, and supportive environment and protect them from disruption.

This policy is written whilst taking into account the Governing Body's "Behaviour" Principles Statement. At Blessed Hugh Faringdon Catholic School, we believe that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

It therefore seeks to create an inclusive, caring, learning environment in the school by:

- Promoting good and positive behaviour through the adherence to the Gospel Values and the BHF way.
- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority with positive relationships based on mutual respect
- Ensuring equality and fairness of treatment for all
- Providing a safe environment; free from disruption, violence, bullying and any form of harassment
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Promote a culture of aspiration
- Ensuring pupils' behaviour promotes courteous and positive conduct, in this Catholic Community and beyond
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

Positive expectations are made clear to all within the BHFCS Community and are based on 'Respect':

- Respect for Learning
- Respect for Environment
- Respect for People

## **2. Roles and Responsibilities**

The Governing Body has agreed, in consultation with the Headteacher to adopt the "Behaviour for Learning" policy for the promotion of desired behaviour and to keep it under review. It will ensure that this is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of pupils and staff.

The Assistant Headteacher, with responsibility for Behaviour and Attitudes, will be responsible for the implementation and day-to-day management of the policy and procedures.

Teachers, support staff and site staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the behaviour for learning policy is essential. Staff have a key role in advising Senior Staff on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality

learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their children both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### **3. Expectations for Staff**

A positive culture to learning needs to be at the heart of the school. A positive culture that promotes courtesy, cooperation and consideration for all members of the community and the wider community is the foundation of the school.

The development of a positive culture of learning is the responsibility of all staff in the school. Positive expectations are made clear to all within the BHFCs Community and are based on 'Respect':

- Respect for Learning
- Respect for Environment
- Respect for People

All staff will be expected to show high levels of professionalism when managing pupils in the school, incorporating the BHFCs Expectations and the following is expected of every teacher:

- Staff are expected to arrive promptly for duties and lessons
- Staff are expected to model the behaviours expected of pupils, including maintaining a calm approach, especially in the manner of speaking to pupils
- Staff must ensure students are lined up outside the classroom before a lesson
- Staff must greet the pupils and position themselves close to the doorway, checking uniform whilst greeting the pupils
- At the end of the lesson, pupils must be dismissed formally with the teacher close to the doorway to supervise pupils leaving the classroom
- For sixth form pupils, staff should use their professional judgement
- At break time, staff must ensure that pupils behave positively and in a safe manner
- At the end of break and lunchtime, all teaching staff are required to be outside their teaching room and supervising pupils making their way to lessons
- Take responsibility for their own behaviour and learning
- Try to learn from their mistakes so they can develop

Our approach focuses on positive attitudes embedded in Gospel Values and the BHF Way, which support learning. We will actively promote, celebrate and reward pupil achievement and acknowledge the unique gifts that every child has. There will be the promotion of a positive culture of learning and Gospel Values and the BHF Way through the following:

- Retreat programmes
- Positive teaching styles
- Charitable activities
- The curriculum
- Assemblies
- PSHE
- Clear and consistent expectations and rules with pupils, for classrooms, around the school and in the community.
- Leading by example
- Sharing and displaying expectations and rules prominently in the school
- Celebrating pupil achievement in the school and with pupils and parents

As a Catholic community, teachers need to consider the cause as well as the effect of poor behaviour. It is an expectation that as a Catholic community we will provide support, understanding and guidance for all pupils and their family.

#### **4. Expectations for Pupils**

The development of a positive culture of learning is the responsibility of all staff in the school. Positive expectations are made clear to all within the BHFCS Community and are based on 'Respect':

- Respect for Learning
- Respect for Environment
- Respect for People

Pupils are expected to:

- Comply with the rules of the school
- Honour the school's ethos of Gospel Values and the BHF Way
- Take responsibility for their own behaviour and learning
- Try to learn from their mistakes so they can develop and take their place as responsible adults in society
- Follow positive examples
- Cooperate with all staff in the school
- Cooperate with each other
- Proactively ensure the school is a clean and tidy environment
- Support the evident positive environment at the Blessed Hugh Faringdon Catholic School

At break and lunch time we will:

- Treat everyone with respect and consideration

- Take responsibility for our own behaviour and be polite and well-mannered at all times
- Listen to and follow instructions quickly and quietly. Never say no to staff
- Take care of the school and our own and others property
- Not use mobile phones (if parents/carers need to contact pupils in a case of emergency please follow the appropriate procedure and contact the school switchboard)
- Try to resolve any problems peacefully and seek adult help if unable to do so
- Respect restricted areas, quiet areas and keep to designated areas
- At the end of break and lunch move quickly and quietly to their next lesson without any delay
- Put all rubbish in the bin

In the canteen and moving around the school we will:

- Treat everyone with respect and consideration
- Take responsibility for our own behaviour and be polite and well-mannered at all times
- Listen to and follow instructions quickly and quietly
- Wear smart, correct school uniform
- Not use mobile phones (if parents/carers need to contact pupils in a case of emergency please follow the appropriate procedure and contact the school switchboard)
- Move around sensibly and follow the appropriate one-way systems
- Not wear hoodies or other prohibited items of non-uniform
- Hoods are to be down and snoods are not to be worn covering the face in the school buildings. Balaclavas are not permitted
- Take care of the school and our own and others property
- Sit at the tables to eat or talk quietly with friends
- Clear our plates and rubbish away when we have finished

When using the toilets we will:

- Treat the environment with respect and consideration
- Use the toilets as they are designed, not loiter in the area or enter the cubicle with other students

Mobile phones can be brought to school but must remain switched off or silent, in school bags and completely out of view when a student is on the school site. When referencing mobile phones, this also includes headphone attachments. Please refer to the Mobile Phone Protocol for further detail.

## **5. Expectations of Parents/Carers**

At BHF we regard parents and carers as key partners in helping students develop intellectually, emotionally and socially.

- Parents/Carers should familiarise themselves with the school ethos and policies

- Work in partnership with the school to promote and reinforce positive behaviour by supporting staff in respect to their behaviour management.
- Inform the school of any change in circumstance that may affect a child's behaviour or learning
- Show an interest in all that their child does at school
- Encourage self-discipline and accept any sanctions applied by the school
- Attend Parents/Carers meeting and other appropriate events to support their child's learning
- Advise the school if you are aware of/suspect a mental health or safeguarding concern which may impact on your child's behaviour

## 6. Inappropriate Items

The general power to discipline (as described in the "Discipline in Schools - Teachers' Powers" Department for Education Feb 2014) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; power to search for "prohibited items" includes:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- 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 student)
- an article specified in regulations:
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - we also prohibit the bringing of vapes into school and their use in school.

Legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Searching, which is carried out where appropriate, after due consideration and with reference to the Searching, Screening and Confiscation Policy and Procedures, can

play a critical role in ensuring that our school is a safe environment for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

The Headteacher and the staff authorised by him have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item <sup>or</sup> any other item that the school rules identify as an item which may be searched for.

## **7. Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The well-being of the child is paramount, and the school takes steps to ensure reasonable adjustments are made to avoid the need to use reasonable force on children with SEND, where possible, outlined in our **positive handling policy**.

## **8. School Gates**

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

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

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **9. Rewards**

Blessed Bugh Faringdon Catholic School is committed to developing and rewarding a range of positive behaviours for life. These include wisdom, empathy, courage, resilience and others. Our rewards policy is designed to develop these behaviours further and to reward students particularly where they show character by which we mean maintaining good behaviours over an extended period.

Staff are encouraged to reward outstanding examples of good academic work or contribution to lessons and school life by issuing House Points and recording all examples of positive behaviour on Class Charts. Students can achieve Bronze, Silver, Gold, Diamond and Platinum badges on ClassCharts when they meet each threshold and certificates are awarded for Gold badges upwards.

In addition to House Points being issued, departmental certificates are issued on a termly basis for both Progress and Effort in addition to Positive Postcards home. End of term 'Celebration Assemblies' and rewards trips are used to celebrate student achievement. Other rewards include nominations for 'Headteacher's Student of the Week' and awards issued for the schools' Annual Rewards Evening. Students are also awarded School Colours for a range of achievements.

## **10. Sanctions**

The Behaviour for Learning policy is designed to support the classroom teacher in reducing inappropriate behaviours.

To avoid sanctions having a negative impact on poor behaviour, the following principles must be remembered:

- Focus on the behaviour and not the pupil
- Always consider the dignity of student, by using private reprimands wherever possible and avoid public put downs
- Be consistent when implementing the Behaviour for Learning Policy
- Ensure that you apply the Behaviour for Learning Strategy

It is important to make the pupil aware that once a sanction has been imposed that the incident is over, and they can make a fresh start.

The initial responsibility for dealing with pupil behaviour will generally rest with the classroom teacher taking the lesson.

It is an expectation that classroom teachers resolve any discipline issue as they arise. Some circumstances of misbehaviour will make it necessary to be supported by more experienced colleagues within the department. In the first instance behaviour issues should be passed to the Subject Leader.

All incidents of poor behaviour need to be logged on ClassCharts.. Year Leaders and senior management will regularly review the reporting mechanism and perform an analysis of the data on this.

Persistent poor behaviour may result in the removal of extra-curricular activities, such as sporting fixtures and trips.

The Behaviour for Learning Policy has six levels that includes:

- C1: First Verbal Warning
- C2: Final or second Verbal Warning
- C3: Detention given to the pupil by any adult in the school
- C4: Direct challenge to the authority of an adult working in the school
- C5: Suspension
- C6: Permanent exclusion (headteacher only)



## 11. Applying the Sanction System – C3 and C4

The school runs after-school detentions Monday – Friday. Additionally, same day punctuality detentions are held each lunchtime for 25 minutes.

There are three stages to C3 Detentions issued to students:

- **Stage 1 Behaviour Detention (30 minutes):** Teachers will assign a C3 Detention themselves through Class Charts. Students will attend detention (Monday – Thursday) in the **designated classroom** which will be staffed using a staff rota. An online register (Class Charts) will be taken by a member of staff, parents will receive confirmation via Class Charts whether their child has attended or not.

If a student does not attend their Stage 1 Behaviour Detention because they are absent that day, the detention will be reissued. If the student was present at school and has not attended, their detention will escalate to a **Stage 2 Behaviour Detention**.

- **Stage 2 Behaviour Detention (1hr):** Students will attend their detention in **A2** (Tuesday – Thursday) in the assigned classroom. A register will be taken, and parents will be notified via Class Charts whether their child has attended or not.

If a student does not attend because they are absent that day, the Stage 2 detention will be reissued. If the student was present at school and has not attended, their detention will escalate to **Stage 3 Behaviour Detention**.

- **Stage 3 Behaviour Detention (1hr):** Students will attend their detention in **A3** (Friday), which will be run by a member of SLT. Students will be collected at the end of P5 and taken to the designated classroom. Stage 3 detention is issued for not attending the Stage 2 detention, for truancy or any other reason deemed appropriate by members of the senior leadership team. If a student does not attend because they are absent that day, the student will be issued with a 2 day internal suspension. This will be followed by a meeting/phone call between parents and the Year. If students repeatedly fail to attend stage 3 detentions, they may be extended additional time as part of their internal suspension or a C5.

Information on detentions are issued to pupils by the member of staff issuing the sanction, in the first instance. This is then reinforced by Tutors in morning registration and Period 5 teachers.

An email is sent (via Class Charts) to the Primary Parent/Guardian contact, where the detention is set for the next day. This does not preclude the school from holding same day detentions.

All detention information is inputted by the issuing teacher on Class Charts accurately, with appropriate detail. The detention is then set as close as possible to the original sanction.

Staff will be expected to ensure that uniform is correct and that all pupils sit in silence and are respectful during the duration of the detention. No pupil is permitted to leave the room without permission or communicate with other pupils during detention.

When students are given a C4 for poor behaviour or directly challenging the authority of an adult working in the school, they will be expected to complete the work they are provided with in silence. When students arrive in the focus room, they must hand over their mobile phone, which will be stored in their designated locker. If students do not follow instructions or complete work in C4, their time may be extended or the sanction may be escalated to a C5. When students are issued a C4, they will spend a minimum of 2 periods and a social time in the focus room, pending a decision from the year leader.

## **12. Behaviour for Learning Strategy in Practice**

### **STAGE ONE Class Teacher - Immediate Intervention**

In the first instance the classroom teacher should deal with any pupil misbehaviour, employing a range of strategies and sanctions.

There is no substitute for good teaching to inspire learners. It is expected that classroom teachers deal initially with minor incidents such as:

- Punctuality
- Equipment and organisation of work
- Removal of outside clothing
- Removal of earphones
- Talking in class
- Rudeness
- Care of the school environment
- Bad language
- Any other breach of school expectations as outlined in every room

Serious incidents may require referral to senior staff without the need for warnings.

However, for normal behaviour management it is expected that all classroom teachers ensure that they issue Consequence 1 (C1) and 2 (C2) formal warnings to a pupil and clearly letting them know that they are not meeting expectations, before finally issuing Consequence 3(C3) which is a whole school detention of 1 hour.

A C4 referral will be issued to students by members of staff in school for any direct challenge to the authority of any adult working in the school. A C4 referral is resolved by the KS3 or KS4 Pastoral and Achievement Co-ordinator in conjunction with the Year Leader and/or Senior Member of staff. A C4 will either result in a Focus Room sanction, a withdrawal from subject or a resolution, depending on the circumstances.

All parents must be contacted regarding a C4 referral, within 24 hours of the referral being issued.

Staff must confirm both the phone call and restorative meeting have taken place.

## **STAGE TWO - Intervention**

If a pupil receives what is considered a high level of C3's and C4's, then further support will be put in place for the child. This will include involvement of the KS3 or KS4 Pastoral and Achievement Co-ordinators, Year Leaders, Alternative Curriculum and Intervention Co-ordinator and/or the SENDCO.

At this stage, a decision may be made to place the pupil onto a Pastoral Support Programme (PSP). This is a twelve-week (minimum) programme where the pupil will be monitored far more rigorously and further support will be implemented by the Pastoral Team.

It is expected at the end of this programme that the pupil has managed to move their behaviour forward. If they are successful, they will move on the next stage called "Moving Forward". This is monitored by the Year Leader to monitor that the pupil is continuing to meet the expectations of classroom teachers with behaviour and attitude to learning.

## **STAGE THREE - Final Intervention**

Members of the Senior Leadership Team will discuss instances of repeated instances of negative behaviour with the Head Teacher when all other stages have been exhausted with a concise and precise record of the concerns.

The intervention could come in the form of suspension, referral to other outside agencies, an alternative curriculum, Fixed Term Transfer, Off-Site Directions or managed move to another school. An update of the pupil's behaviour record and a parental meeting will be included in the final stage. At this stage all pupils will be at risk of permanent exclusion. The Head Teacher will inform the Governing Body

### **13. Issuing a Fixed Term Suspension or Permanent Exclusion – C5 and C6**

Only the headteacher, or acting headteacher, can suspend (C5) or permanently exclude (C6) 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 or exclude a pupil will be taken only:

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

Prior to making a decision, the headteacher must take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil

should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

The Designated Safeguarding Lead (or deputy) will be involved in decision making where there are safeguarding concerns in respect of anyone involved, supported by other agencies such as the police and/or social care where appropriate. The SENDCO will also be involved in decisions made where appropriate.

C5 (fixed term suspension) may be supplemented with additional time in the focus room for the purpose of achieving a more successful re-integration.

Suspensions (C5) may be given for:

- Cumulative behaviour
- Disruption of lessons
- Refusal to follow instructions or explicit refusal to obey a school rule
- Verbal abuse against another person of any type including name calling and the use of sexual language
- Disrespectful or insolent behaviour to staff
- Racist or otherwise discriminatory behaviour or language
- Fighting
- Gross disobedience including failure to attend detentions
- Students using any technology to make, or attempt to make, covert audio or visual recordings of other students, staff or visitors will be in serious breach of the behaviour policy. This will constitute a gross invasion of privacy as well as a misuse of technology.
- The use of technology to bully, harass, threaten or coerce another student or group of students
- For any action from the 'Permanent Exclusion' list for which a permanent exclusion is not imposed

A permanent exclusion (C6) may be imposed for:

- A single act of dangerous, violent, harmful or reckless behaviour including sexual harassment, abuse or violence.
- Violence, including sexual abuse or violence, especially where it seems the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist.
- Threats of violence, including threats of sexual violence, particularly those which are persistent, or which are intended to subvert the school's discipline policies by intimidation, harassment or which involve calling in a third party, or which are intended to cause fear and anxiety.
- Persistent expression of racist views, racist actions or other discriminatory behaviour
- Bringing drugs or other banned or toxic substances to school, using them on any school occasion, supplying them to other pupils or encouraging other pupils to use them.
- Bringing a weapon to school, or anything intended to be a weapon.
- Bringing fireworks to school, or any other potentially dangerous item:

A list of banned and toxic substances cannot be exhaustive. It will include any substance whose supply or possession is unlawful. Banned substances therefore include all controlled drugs – Class A, B and C

drugs – as defined by the Misuse of Drugs Act 1971. Pupils may not bring any alcoholic drink to school. They may not bring any substance whose misuse is harmful to others. Examples of this are: glues, propellants, cleaning fluids and bleaches, methylated spirits and solvents, prescription drugs [unless for their own use and with the consent of parents]; mood-changing plants such as ‘magic mushrooms’. Pupils may not bring to school, or supply another pupil with any substance, which will affect mood or physical state. In all of these cases, it will aggravate the offence if a pupil induces another to use or ingest a substance without consent or understanding.

- Letting off the fire alarm [or issuing threats/alarms] without good cause, or other misuse of firefighting or safety equipment.
- Extreme public misbehaviour, especially when it brings the school into disrepute
- Theft, especially when it is openly perpetrated or premeditated
- Persistent bullying, including sexual harassment, abuse or violence
- Persistent failure to observe acceptable standards of behaviour

In excluding pupils, the headteacher will take account of the following factors before making a decision.

- The possibility of discrimination on the grounds of ethnicity
- Special educational needs and disabilities
- Involvement of a social worker, including looked-after children, and previously looked-after children
- Language fluency
- Age and maturity
- Other mitigating factors

### **Informing Parents**

If a pupil is at risk of suspension or exclusion the school will inform the parents 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 will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the suspension or permanent exclusion to the governing board and how the pupil 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 (or the pupil if they are 18

years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The school will also notify parents 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 an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents 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 may be given a fixed penalty notice or prosecuted if they fail to do this

### **Informing the Governing Body**

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 which 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 which would result in the pupil missing a National Curriculum test or public exam

The headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons 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.

### **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 Child Looked After (CLA)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is 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 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)

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.

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

During the first 5 days of a suspension, 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. 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.

### **Re-integration following a Suspension (C5)**

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. This may be in the form of additional time in the focus room, a Pastoral Support Programme (PSP), reporting to Head of Year/SLT or with our Alternative Curriculum and Intervention Co-ordinator.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life, however alternative strategies may be implemented by the SENDCO for students with specific special educational needs.

The Pastoral Education Plan includes:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support

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

### **Reintegration meetings**

The school will 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, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

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

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

## **14. Other School Policies**

This policy is to be used in conjunction with all other school policies, including:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Uniform Policy
- Child on Child Abuse Policy
- Mobile Phone Protocol
- Searching, Screening and Confiscation Policy and Procedures
- Mental Health and Wellbeing Policy
- Positive Handling Policy