

Tarporley High School and Sixth Form College Behaviour Policy



The aim of our school's behaviour policy is to uphold an environment of safety and well-being for all students and staff so that all students can aspire, learn and achieve.

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Our School Rules and Values

- We are **safe** and act responsibly.
- We **respect** ourselves, each other and the school community.
- We are **ready** to learn and make progress.
- We demonstrate **kindness** to one and another.
- We make a positive **contribution** and offer the best **representation** of ourselves and our school.

*These rules and values are the **roots of our success** in our school community, allowing all to **aspire, learn and achieve**.*

Community Values

Kindness

We show kindness, empathy and support to everyone.

We say, *"We look after each other here." "How can we help them feel supported?"*

Respect

We treat others and our school with respect, creating a welcoming place for all.

We say, *"Let's keep this area tidy and treat everyone with respect."*

Contribution and Representation

We contribute positively to our community and represent the school with pride.

We say, *"How can we contribute positively today? How are you representing yourself?"*

Safety

We are safe at all times. We move calmly. Our actions consider others and the school environment. We respond promptly to staff direction.

We say, *"Be safe, be helpful, consider your actions."*

Readiness

We attend, arrive punctually and ensure we are ready to commit to learning at all times.

We are ready to leave and continue our day.

We say, *"Let's not lose valuable learning time."*

Students will be recognised and awarded community points for notable demonstrations of our values.

Learning Values

Readiness to Learn

We arrive on time, with the right equipment, ready to learn.

We say, *“Are we ready to learn? Do we have everything we need so we can begin?”* *“Being on time to lessons means no lost learning.”*

Listening and Focus

We pay attention and listen actively, maintaining focus.

We say, *“Are we ready to listen?”* *“Are you with us?”* *“3,2,1 silence.”* *“We all really need to focus now.”*

Focused and purposeful silent work.

When required, we maintain purposeful silence to allow deep thinking

We say, *“This is purposeful silence time which means no talking. Let’s maximise this opportunity to practise/apply our learning/think deeply.”*

Embracing Difficulty

We embrace challenge and keep going when learning feels difficult. We complete homework to the best of our ability.

We say, *“It’s okay if any of us find this difficult. That’s how we learn and make progress.”*

Positive Contribution and Aspiration

We maximise opportunities to learn, achieving our best.

We say *“Let’s make the most of this opportunity.”* *“Let’s aim to achieve our very best.”*

“How can we make a positive contribution to this lesson?” *“Committing fully to this lesson means no lost learning.”*

Students will be recognised and awarded with lesson grades for learning values.

Creating a Positive Learning Culture

We have high expectations for all and recognise that consistency of routine and practice supports students in their learning.

A successful behaviour policy depends on our staff understanding that **practice** comes before **system**. Teachers will use their professional skill and judgement in all aspects of the behaviour policy to support students to make the right choices and to help them avoid escalation towards sanctions.

At the beginning of every lesson we use **Ready to Learn**:

- Teacher to meet and greet students as they arrive.
- Check students' uniform.
- Teacher will direct students to their typical routine of readiness for the subject.

At the end of every lesson we use **Ready to Leave**:

- Students tidy the classroom and leave it ready for others.
- Students stand behind chairs, uniform is checked and students are dismissed in an orderly fashion.

During lessons we will use:

Seating Plans: All teachers should establish seating plans that ensure that all students know where they are to sit in the class; these are set to promote positive behaviour and progress in lessons and to support specific groups of students.

Positive Approach: All staff should use positive language and model the behaviour that you expect from students. Take opportunities to praise and emphasise what is going well and reference previous positive behaviour.

Rules, Rewards and Sanctions: Teachers will make clear to students any specific rules in their classroom that help uphold the school rules. Teachers will identify which of the school rules has been breached in any conversations about improving conduct.

Uniform

There is a Uniform Guide on our website which serves as our uniform policy. We expect students to be ready to learn by wearing our school uniform as directed. Students not wearing school uniform appropriately breach our behaviour policy and can expect to accrue conduct points and other appropriate sanctions.

Lesson Grades

We should seek every opportunity to praise students and recognise effort and achievement. In every lesson, the subject teacher will use lesson monitor. All students will be given grades as follows:

1	Excellent learning – available to all learners The student’s contribution to the lesson was excellent as they maximised their opportunity to learn through consistent self-motivation. They listened actively and challenged themselves to complete all work to a high standard.
2	Good learning – available to all learners The student contributed positively to the lesson by taking advantage of opportunities to learn and maintaining focus. They listened carefully and completed all work to a good standard.
3	Lost learning The student has made choices that mean they have not maximised opportunities to learn.
4	Low level disruption The student’s behaviour required the teacher to stop the lesson and prevented others from learning on more than one occasion. A repair will take place.
5	Significant disruption Despite warnings and explicit teacher interventions, the student’s behaviour had a negative effect on the learning of themselves and other students. The student may also have been removed from the lesson using Emergency Support. Students are expected to attend a repair. A step-out may be scheduled for the next lesson as a result of behaviour. A formal repair will take place.

Not every interaction between teachers and a student is a “step” on this system. Teachers will use ‘Ready to Learn’ routines and their professional skill and judgement to support students to make the right choices and to help them avoid escalation towards sanctions.

Recognition for Positive Learning Behaviour in Lessons

The following triggers and actions will be used to recognise consistent excellence in lessons:

Subject Teachers

Daily

Verbal praise within and at the end of the lesson for grades awarded.

Half-termly

In subject areas, good practice includes communication home via phone call, electronic communications or postcard.

Pastoral Team and Headteacher

Daily

Form Tutor to give verbal praise within tutor time for successful lesson grades.

Weekly

One student in the group, who the tutor identifies using lesson data, plus other knowledge of a student's achievement that week: communication home from tutor via phone call, electronic communication or postcard.

Half-termly

For students who have not received any 3, 4 or 5 grades, a recognition letter is sent at the end of each half term by admin acknowledging this achievement.

For students who are in the top 10% of the year group for lesson grades, a recognition letter is sent at the end of each half term by admin acknowledging this achievement.

Two students from each year group identified by the Pastoral leader, informed by lesson data and other knowledge of the students, meet with the Headteacher and receive a letter home.

Termly

Excellence recognised in assemblies.

Annual Whole-School

- Recognition discussions at STAR Day
- Assessment Point Reports and positive data therein
- Summative Report and positive data therein
- Key Stage Awards Evenings

Interventions for Lesson Grades

The Repair Stage – Classroom Teacher Interventions

Purpose: Early, relationship-based intervention; prevents escalation; allows swift repair.

Teacher Interventions:

- **In-class corrective strategies** of reset, warning, change of seat, reflective task or chat, short time outside, reference to grade criteria.
- **Doorway / informal repair** following a Grade 4 incident (*if appropriate*): a brief restorative conversation before the next lesson.
- **Break or lunchtime repair (same or next day)** Informal with classroom teacher, if achievable
- **Parental contact (teacher-led)** call or email
- **For instances of Grade 5**, a teacher *may* (but does not *have* to) consider step-out next lesson for a lesson or part of lesson e.g. to complete an assessment or task.*
- **Notification of lesson grade records with parents.** This is particularly key to judgements around Lesson Grade 3 indicators where teacher may inform parents of the impact of lost learning.

The System Stage – Subject / Course Leader Interventions

Purpose: Escalation when previous support has not secured change or behaviour is repeated or frequent.

Subject Leader Actions:

- **Lunchtime repair** formal within department / faculty.
- **One or two lesson buddy step-out for.** This may be for subsequent incidents of a Lesson Grade 4 or 5 following previous restoration. *
- **Phone call home from subject leader** (formal escalation).
- **Subject Leader meeting with student and teacher** (together or separately).
- **Arrangement of faculty-level monitoring** for patterns of concern or targets.
- **Initiate specific in-class support** (if appropriate).
- **Review lesson grades in the class** (where appropriate) and seek to support and challenge pockets of behaviour or patterns.

The Escalation Stage – Faculty Leader Interventions

Purpose: Faculty-wide consistency, pastoral and SLT awareness, escalation.

Faculty Leader Actions:

- **Faculty After-School Detention** Refer to the office and (unless stated) the detention will state “for persistently concerning behaviour in SUBJECT”.
- **Second** meeting (if appropriate) and subject targets.
- **Liaison with Year Leader with details**
- **Mailed letter to parents from Faculty Leader** outlining interventions and work so far and subject targets
- **Initiate set change / in-class support** (if appropriate).
- **Review of behaviour pathways**
 - Set changes
 - Subject targets and monitoring
 - Referral to support / SEN / agencies where relevant
 - Extended step-out sequence with notice and liaison with families**
- **Liaison with SLT** e.g. set changes, other interventions, potential “bigger picture” issues, extended step out sequence, SLT monitoring within IBP process.

* When a **lesson removal** happens, **wherever possible parents and / or students should be informed ahead of arrival at the lesson**. Student is removed for *no more than two lessons total*. A student will earn lesson grades for work during removal.

** Such extended step-out can only be agreed with SLT and by informing parents of the interventions so far and why the step-out will improve behaviour.

Interventions from Years Leaders and Senior Staff

Year Leader Intervention

For a student who has required subject interventions and/or has conduct points that show out of lesson behaviour is disrupting the good order of the school:

- Meet with parents and student in person or via telephone.
- Explore any additional needs and source external agency support if necessary.
- Create an Individual Behaviour Plan (IBP) with targets and success criteria set.
- Subject teachers continue to grade but also make a comment in each lesson.
- Student reports to year leader regularly (several times a week).
- Monitoring is for an initial four weeks before review and may continue at the discretion of the year leader.

If behaviour in or out of lessons continues to breach the behaviour policy at this stage or the student fails to work positively to meet targets, the student will be issued with a fixed term exclusion or step-out to another setting and moved to monitoring by a Senior Teacher.

Senior Leadership Team Intervention

- New IBP produced in meeting with parents and student.
- Additional needs explored.
- Managed move / alternative provision / step-out explored.
- Report to senior leader regularly (several times a week).
- Monitoring is for an initial four weeks before review and may continue at the discretion of the senior leader. In the case where additional needs are identified, this will be longer.

If successful, student returns to year leader Intervention. If unsuccessful, the student will be issued with a fixed term exclusion or step-out to another setting following which a meeting will be held to consider moving the student to Headteacher Intervention.

Headteacher Intervention

Targets agreed and monitored by Headteacher following Senior Leadership Team process. The governing body will be informed that a student has reached this level. If successful, student returns to Pastoral Leader Intervention. If unsuccessful, the Headteacher will consider permanent exclusion considering persistent breaches of the behaviour policy and whether allowing the student to remain in school would seriously harm the welfare of others.

Moving Between Interventions

Intervention sequences led by Year Leaders, Senior Leaders and the Headteacher may not always follow an immediate escalation pathway. Students may move up and down between processes and have extensions to sequences depending on progress. At all stages, parents will be informed of targets and progress.

Out of Lesson Behaviour

All Staff

Staff guide and promote positive out of lesson behaviour through recognition, praise and advice when moving around school and during “ready to learn” and “ready to leave” routines in lessons. Staff use clear language when a student may be acting in a way that could lead to them being unsafe, not ready or not showing respect in any situation around school. Offer verbal choices and use professional judgement where possible to guide students.

Staff use professional judgement to consider when out lesson behaviour and / or lateness requires recording on the school’s electronic system for gathering information on conduct points or minutes late. Typically, the majority of conduct points issued will be for low-level poor behaviour, poor punctuality or when students are not wearing the required uniform. Comments will be used in parental meetings so will need to be written bearing the potential audience in mind.

Conduct Points are allocated in amounts of 1, 3 and 5 under the following criteria:

Points	Who?	Criteria
1	Any member of staff	<ul style="list-style-type: none"> • Breaching uniform policy. • Behaviour <i>out of lessons</i> that is either not safe or not respectful. • Lateness. • Failure to complete homework.
3	Any member of staff	<ul style="list-style-type: none"> • Repeatedly or wilfully breaching uniform policy. • Repeated incidents of the same breaches or behaviour out of lessons. • Repeated lateness.
5	Any member of staff, these are checked and moderated by Year Leaders	<ul style="list-style-type: none"> • Out of lesson behaviour that is dangerous, highly defiant or highly disrespectful either to staff or peers. • Poor behaviour for a guest or in a cover lesson.

There should be a conversation with students between allocating 1 conduct point and 3 for the same matter and this should be evidence in the comment.

For behaviour outside lessons or lesson transition that is judged by staff to be a serious incident, staff should alert a Head of Year with a summary and / or record on the school’s safeguarding software.

Form Tutors

- Record conduct points for uniform daily. Share and respond to data received about tutees. Praise and reinforce positive behaviour. Provide advice and verbal interventions where possible to avoid students reaching sanctions thresholds.
- Tutors check with Year Leader for appropriate repair or detention list.
- A student is informed by form tutor that they will be attending an appropriate repair, lunch time detention or formal after school detention.
- Contact parents and carers where appropriate following thresholds set by the Year Leader.

Year Leaders and Assistant Year Leaders:

- Review conduct points and set appropriate intervention thresholds for form tutor contact with parents and carers. These will vary according to year group and the time of the year.
- Collectively, lead detention systems within year teams.
- Gatekeep and judge how a student may work through a typical* sequence of interventions for any students not attending sanctions or repairs (including subject repairs):

verbal intervention → tutor intervention → contact with parents and carers → break or lunch detention(s) → after school detention → school-day detentions** → half day internal exclusion → full day internal exclusion → request suspension

- To liaise with the Senior Year Leader and SLT regarding use of internal or fixed term exclusion for either cumulative failure to respond to out of lesson behaviour or for serious incident.
- Place a student on Year Leader Monitoring for Out of Lesson Behaviour including working with parents to agree an Individual Behaviour Plan.

* This sequence may not always be sequential.

** If a student does not attend repairs or sanctions, a restorative action may be a school-day detention which replicate after-school detentions during the school day and are not considered an internal exclusion.

Senior Year Leader

- Meet regularly with the Senior Leadership Team and share strategic analysis of the data and interventions taking place.
- Monitor all data on conduct points across year cohorts.
- Set thresholds for interventions and sanctions based on the data reports.
- Lead the lesson truancy procedure.
- Lead the after-school detention procedure.
- Lead the school-day detention procedure.
- Lead the internal isolation procedure.
- Identify and agree with Year Leaders when thresholds for interventions and sanctions may be varied and altered.
- Lead and oversee Year Leader Monitoring processes for Lesson Grades and for Conduct Points.

Senior Leadership Team

- Investigation of serious incidents.
- Agreement of thresholds for internal exclusion.
- Formal communication regarding suspensions, including letters and meeting parents where necessary.
- Advice and guidance on next steps and sanctions for students who are persistently flouting school rules and / or not engaging or attending restorative conversations or sanctions such as detentions.
- Support Year Leaders with Individual Behaviour Plans for students.

For **any serious out of lesson behaviour** staff will use their professional judgement in the situation to firstly ensure that students are safe and that any immediate response which may be required is sought. Staff should then complete a log of the incident using the school's recording system and, where appropriate, complete a statement and share it with the year leader via email.

Out of Lesson Behaviour: Maintaining the good order of the school

The following behaviours likely to harm learning or welfare of others as a result of one or more of the following factors:

- Safety of individuals or groups of students
- Safeguarding issues
- Impact on support staff and the ability to serve the school's needs
- Impact on wellbeing of others

Maintaining the good order of the school: smoking and / or vaping

Smoking and / or vaping incidents, including incidents before or after school and on busses, will be considered under the behaviour policy and alongside the school's Drugs Policy that can be found on the school's website.

Maintaining the good order of the school: toilet defiance

Toilet defiance is when any student uses the toilet for a time longer than appropriate whether that be in break, lunch, transition or during lessons. Toilet defiance is also when students occupy toilet cubicles in pairs or groups and fail to respond to reasonable instructions to move on in a timely manner.

Students who inhabit cubicles restrict the ability of other students to use toilets appropriately and, as a result, reduce our toilet provision. Additionally, students who spend a disproportionate amount of time in cubicles create an intimidating atmosphere for students of all ages. Staff cannot be sure of a student's safety in a cubicle, especially if they fail to respond to verbal alerts. Students are more at risk of other dangerous behaviour such as vaping, vandalism or misuse of a mobile device if they choose to stay with others. Staff have no way to assess risk or danger if a student or students stay in a cubicle and, as a result, any assistance required or parental alerts are delayed.

Typically, five conduct points for either dangerous or disrespectful behaviour may be awarded. However, either a serious incident or repeated incidents could lead to a suspension.

Maintaining the good order of the school: internal truancy

Internal truancy is a form of defiance. While students may experience moments of distress or sequences where some adjustment is needed to their day, there are clear mechanisms of support in school. These include form tutor, head of year, senior staff, our safeguarding team, student services, first aid, reception and our pastoral support hubs. *Students should seek support promptly if they are not in lessons.*

When internal truancy persists, it is defiance that disrupts the good order of the school. It places significant drain on the resources of our staff and, in some cases, it hinders keeping

the school safe. Internal truancy may require the intervention of any combination of the following members of staff:

- Classroom teacher identifying a student who may be truanting
- Site staff working during the day who observe and report truancy
- A teacher on duty or around school who identifies a truant
- A member of SLT on-call asked to attend
- A member of the pastoral team who may attend to support
- The attendance team attempting to locate and identify a student
- Student services attempting to locate and identify a student
- Reception attempting to contact home to inform parents.

Students who regularly truant will be offered support to change their behaviour. However, they will also face sanctions as outlined in this policy for persistent breaches of the behaviour policy and / or a serious incident of poor behaviour.

Maintaining the good order of the school: mobile phones and devices

In February 2024, the government published guidance that stated:

*“...all schools should prohibit the use of mobile phones throughout the school day – not only during lessons but break and lunchtimes as well.” Mobile phones in school guidance, February 2024, Department for Education**

We follow the government's recommended policy that mobile devices are never used, seen or heard from arrival on site until 3.15pm. This extends to use of earbuds and excessive use of smart watches, both of which indicate a device is being used.

We follow the government's advice that *“consequences for breaching this that are sufficient to act as an effective deterrent”*. The initial sanction for a mobile device being used, seen or heard in school will be for a student to surrender their mobile device to reception to a secure location for one day. Thereafter, or in the case of frequent use within one day, the school will follow its behaviour policy for serious incidents and / or persistent breaches of the behaviour policy.

Safeguarding risks arising from the use of mobile devices will be considered in the event of any incident. Sharing any content from the internet presents a safeguarding risk to students who may not want or consent to viewing the content. Similarly, social media or messaging exchanges that take place during the school day present a risk. Finally, mobile phones should not be used at any time to record images within school or as part of the school day e.g. travel to and from school or during off-site events and visits.

Students who record, share and upload images will receive commensurate sanctions for their actions. *Misuse of mobile phones can quickly lead to serious incidents occurring.* We consider misuse of mobile phone to be a serious breach of our behaviour policy and this means that suspension and permanent exclusion may be considered as sanctions.

**At the time of writing, there is an expectation that rules on mobile devices may change during the school year 2026-2027 due to law changes. Students and families will be notified of such changes.*

Internal Exclusion, Suspension and Permanent Exclusion

Our use of internal exclusion, suspension and permanent exclusion follows the guidance in the Department for Education document '*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*'.

The school informs the Local Authority about all external exclusions and the Governors monitor exclusions on a termly basis. The document above names this *non-exhaustive* list of examples of the “types of circumstances that may warrant a suspension or permanent exclusions”.

- Physical assault against a pupil
- Physical assault against an adult
- 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 (see Appendix 2)
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

In addition, the school identifies the following areas of behaviour that we believe cause the most frequent harm to the good order of the school and which threaten the safety of other students:

- use of mobile phones
- smoking and vaping
- toilet defiance
- internal truancy

The use of internal exclusion, suspension and, in the case of an exceptionally serious incident, permanent exclusion may be considered for these behaviours in the first instance.

This list is not exhaustive. Any other action which, in the judgement of the Headteacher, harms the learning or welfare of students or staff, whether wilfully or indirectly, may lead to internal exclusion, suspension or permanent exclusion. Students will be asked to give their viewpoints verbally or in writing if they have been involved in an incident. Should a student refuse, the school’s work and outcomes will be drawn from the “balance of probabilities” of what occurred which is the legal expectation by which Headteachers may reasonably judge events or incidents.

Internal Exclusion

A student may be internally excluded from lessons for the following reasons:

- To support a student as part of an investigation into a serious incident and / or to secure de-escalation of tensions between peers in school or in the broader school community;
- Persistent misbehaviour and a failure to respond to appropriate repair conversations, restorative actions and targets for lesson behaviour;
- Persistent misbehaviour and a failure to respond to appropriate repair conversations, restorative actions and targets for out of lesson behaviour;
- Behaviour that wilfully challenges the good order of the school;
- Where other reasonable sanctions or advice has been exhausted or wilfully ignored;
- For serious incidents including where the threshold for suspension is not met;
- For truancy.

Internal exclusion is a serious sanction as it means withdrawing a student from their lessons (including break and lunchtimes) for one or more days. Parents and carers will normally be informed when their child is placed on internal exclusion. On rare occasions an internal exclusion may be put in place without this notification, but reasoning will be explained. These exclusions will be recorded on the register.

Suspension

Suspension is a serious sanction because it means a student is not allowed to attend school. The school will use suspensions for a serious incident. They will also be used as a sanction for persistent breaches of the behaviour policy, defiance and/or disturbing the learning of others when other sanctions have been exhausted.

Suspensions are typically for 0.5 to 5 days but in exceptional circumstances could include “step out” to other school and can be up to 45 days in any one school year. Students will be directed to complete work for the period of their suspension and a reintegration meeting will be held prior to readmission. Parents are expected to attend. Students must reflect on their behaviour during a suspension and resolve to improve their behaviour on their return to school. The readmission meeting will outline expectations on future behaviour and arrangements for the return to school. It also enables parents, students and senior staff to discuss how behaviour in school will be improved and monitored.

Suspensions of over five days are a response to incidents of poor behaviour which are serious in nature. From the sixth day of exclusion, the school will make arrangements for alternative provision for the student to continue their education off site. Under the conditions of the suspension, parents are responsible for ensuring that their child is supervised in their education at home and are not present in a public place during school hours. If an excluded child is present in a public place during the dates of the suspension, the parents are liable to a fixed penalty fine.

The school may also exclude students from the premises for their lunchtimes and for the purposes of statutory guidance this will be counted as a 0.5 day suspension.

Direction off-site

Under Section 29A of the Education Act 20220, the Headteacher may direct a student off-site for the purposes of improving behaviour. This may include (but is not limited to) another local school or schools, an alternative provision and may range from a short placement to a placement over a period of around a term.

Permanent Exclusion

Permanent exclusion is the most serious sanction the school can impose and follows the threshold set by statutory guidance for schools:

The decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in school.*

All incidents are formally investigated by senior staff and students are given the opportunity to make a written statement. Parents and carers will be invited to meet the Headteacher if a permanent exclusion is being considered.

The Headteacher may decide that permanent exclusion is necessary for a student. Reasons may include, but are not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed;
- Allowing the student to remain in school would be seriously detrimental to the education, safety (a serious or persistent breach) or welfare of others in the school;
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying;
- Serious actual or threatened violence against a student or member of staff.
- Serious verbal abuse of staff;
- Sexual misconduct;
- Supply of a drug, or the severe misuse of a drug. (Please also refer to the Drugs Policy.);
- Wilful and serious disruption to the good order of the school;
- Coercion, extortion or threat towards a peer;
- Carrying an offensive weapon.

The Headteacher will consider all external exclusions in line with current statutory regulations.

When a student is excluded, the parent will be notified by telephone, and then followed by a letter. An exclusion will normally begin on the next school day.

Letters about fixed period and permanent exclusions will explain:

- Why the Headteacher decided to exclude the student;
- The reason for the exclusion;
- If the exclusion is for a fixed period, the length of the exclusion and the date and time the student should return to school;
- If the exclusion is for lunchtimes only, the length of the exclusion (normally no more than five school days), and the arrangements for providing a meal for any student entitled to free school meals;
- If the exclusion is permanent, the date from which the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident. The letter will outline the timescale for a governor disciplinary panel to consider the exclusion;
- Copies of all external exclusion letters are sent to the Local Authority.

Reasonable adjustments: internal exclusion, suspension and exclusion

We believe that all our students can succeed and thrive under our behaviour policy. We understand that some will need additional support in a variety of ways to do this. In terms of sanctions for students, we expect that all students can fulfil sanctions that fall under the “daily life” of the school such as repairs, detentions and restorative actions.

However, for internal isolation, suspension and permanent exclusions, there are times when it is appropriate to consider “reasonable adjustments”. These are considered, but it is not always appropriate to make (or have made) an adjustment in order to uphold the legitimate aims of the school’s behaviour policy. Adjustments may include one or more of the following:

- Adjustment to how viewpoints are taken from a student;
- Adjustment to sanction, including length of sanction;
- Adjustment to the location of a sanction;
- Adjustment to the scheduling of a sanction;
- Adjustment to the readmission process;

POLICY APPROVED BY THE GOVERNING BODY: Pending July meeting

Appendices

Appendix 1: Diversity

The school is required to be able to identify, record and monitor bullying and in particular bullying or incidents affecting those with protected characteristics as described under the Equality Act. All members of the school are protected from discrimination on the basis of:

- Disability
- Gender Identity/Sex/Sexual Orientation
- Race/Ethnicity
- Religion or belief
- Home Circumstances

Please note that the following related policies should also be referenced as appropriate:

- Drugs Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- E-Safety Policy
- Search and Confiscation Policy

Appendix 2: Prohibited items

Any item which clearly challenges the school rules of being safe, respectful and ready to learn is prohibited. This list of prohibited items is representative but not exhaustive:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco and vaping products
- pornographic material
- offensive, homophobic, extremist or racist material
- fireworks and / or explosive materials
- any item that has been, or is likely to be, used to cause injury or commit an offence
- any item (or repurposed item) that is likely to create or contribute to disorder
- any item that is likely to disrupt learning
- any item that indicates a wilful challenge to the legitimate aim of maintaining good standards of school uniform
- any item that indicates a wilful challenge to the legitimate aim of maintaining an environment of safety and well-being
- goods that, on the balance of possibilities, have been brought to school to sell.

The school has a search and confiscation policy that is used alongside the behaviour policy when concerns arise regarding items in a student's possession.