

**Parental meeting** - Meetings with parents are always very powerful to address ongoing concerns. In these meetings it is important to highlight where things are going well and try to identify solutions where problems are occurring. If a student is receiving support from a subject / pastoral leader, the parents must be informed and involved in the conversation. A weekly phone call home to update would be appropriate for most students.

**SEND consultation** - It is important to ensure that should inappropriate behaviour continue that there is a discussion with the SENDCO to explore any additional needs. This could include an observation, gathering of staff feedback or a discussion through Behaviour Panel. From this consultation, referrals may be made for further support and a student centred profile or support plan created.

**Inclusion panel** - Meetings are held every two weeks with key pastoral staff. These meetings are focused on support required for specific students. During these meetings actions are reviewed by key pastoral staff and SLT. Further interventions may be considered.

**Team around the student meeting** - For students at risk of Fixed Term Exclusion where all angles are explored. The meeting will involve the student, parent/carer, Senior Leader, Head of House, SSA, SENDCO. It is an opportunity to find a way forward and address the poor behaviour that has led to this point. It is not a search for heavier sanctions or the development of more punitive measures. There will be agreements that emerge but no contracts or 'last chance red lines. The role of the Head of House will be critical here in building the relationship with the student and sustaining the support over the medium term. The approach to the meeting will be restorative.

**PCP** - A Student Centred Profile is created by a member of the pastoral team to support the student to identify their own strengths and weaknesses in their own words. This is shared with staff to allow them to implement appropriate strategies to encourage an effective learning environment for the student.

**PSP / ASP** - A Pupil Support Plan / Achievement Support Plan - is created by the pastoral team and in agreement with the students and parents/carers. The purpose is to try and sharpen the student's focus and longer-term aspirations using short term targets for both the student and staff. An Achievement Support Plan will identify other resources which might be needed to support the student to achieve these targets.

**Other agency support** - In the event that school-based strategies are not having an impact, referrals may be made to a number of outside agencies for additional support and interventions. This may include EHA, MIST, CAMHS, etc.

**Alternative Provision / Managed move** - In the event that a student is showing no improvements to their behaviour the Principal may suggest the student should attend Alternative Provision or initiate a managed move process to another school. An IAEP meeting will be held in conjunction with the local Authority's Education Inclusion Officer to explore next steps.

**EHCP** - During higher level interventions the SENDCO should be informed at all stages and these students should be priority discussion at the **inclusion meetings**. Interventions may be used to initiate a statutory assessment for the student in the event that current school strategies do not work.

#### **Exclusions & Governing Body Disciplinary Panel**

In the event of a serious breach/no improvement as a result of the behaviour support that has been implemented the Principal reserves the right to issue a Fixed Term Suspension / Permanent Exclusion.

For permanent and fixed term exclusions/suspensions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body Disciplinary Panel, which must be held within a 15 school-day period.

For fixed term suspensions of between 6 and 15 days, governors must meet if requested by parents and carers.

In cases where the suspension is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting. An IAEP plan and meeting with the Governing Body Disciplinary Panel may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Principal after all reasonable steps have been taken to improve a student's behaviour.

### **Fixed Term Suspensions**

The Principal has the authority to suspend students outlined in the Governmental Suspension and Exclusion Guidance (2023), as a sanction when warranted as part of creating calm, safe and supportive environments where both students and staff can work in safety and are respected. The fixed period will be determined by the nature of the incident.

- In all cases the incident will be investigated before the suspension begins.
- Parents/carers will be informed in writing of the suspension. Information regarding the right to appeal will be contained in the letter.
- Students will have the opportunity to respond to the allegations in the form of a statement.
- A plan for reintegration will be established and work will be provided for the student whilst they are suspended.

### **Permanent Exclusions**

The Principal has the authority to permanently exclude students for a serious breach or persistent breaches of the school's behaviour policy.

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

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

Examples of these acts include but are not limited to: physical assault against a student, physical assault against an adult, verbal or threatening behaviour, drug possession/dealing and persistent disruptive behaviour.

In all cases, the incident will be investigated before the exclusion begins.

- Parents will be informed in writing and asked to attend a meeting with one, or both, of the Principal, Deputy Principal or Assistant Principal.
- Students will have the opportunity to respond to the allegations.
- Procedures for appealing against the exclusion will be explained to the parents.
- A letter will be sent to parents confirming the permanent exclusion, including reasons for exclusion.
- The Student Discipline Committee will be notified of the Principal's decision and a meeting will be convened, where parents are invited to discuss the case.
- If the decision is upheld, a formal letter will be sent to parents and the Local Authority.
- This will include details of how to appeal to an Independent Panel.

## Suspensions

<b>Suspension reason</b>	<b>Possible examples</b>
Physical assault against a student	Fighting, obstruction and jostling, violent behaviour, wounding.
Physical assault against an adult	Obstruction and jostling, violent behaviour, wounding.
Verbal abuse/threatening behaviour against a student	Aggressive behaviour, swearing, threatened violence, verbal intimidation.
Verbal abuse/threatening behaviour against an adult	Aggressive behaviour, swearing, threatened violence, verbal intimidation.
Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability.
Racist abuse	Derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics.
Sexual misconduct	Lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment.
Drug and alcohol related	Alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse.
Damage to property	Damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism.
Theft	Selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or student), stealing school property.
Persistent or general disruptive behaviour	Challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely.
Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the school site an offensive weapon/prohibited item such as knives, sharp instruments, and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon.
Abuse against sexual orientation and gender identity (for example LGBTQ+)	Derogatory statements about sexual orientation (e.g., heterosexual, lesbian, gay, bisexual) and gender identity (e.g., transgender), homophobic, biphobic and transphobic bullying, LGBTQ+ graffiti, LGBTQ+ taunting and harassment, swearing that can be attributed to LGBTQ+ characteristics.
Abuse relating to disability	Derogatory statements or swearing about disability, bullying related to disability, disability related graffiti, disability related taunting and harassment.
Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or student), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media.
Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance or breach of public health measures which the school has adopted, causing distress to adults or students.