

Fairfield High School for Girls

Policy for Outstanding Conduct and Behaviour

To be used in conjunction with the Policy for Use of Reasonable Force to Control or Restrain Pupils



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Person Responsible:	Headteacher	

Outstanding progress for all

Policy for Outstanding Conduct and Behaviour

The Trust Board of Fairfield High School for Girls has produced this policy to underpin the school's efforts to provide the best possible learning environment for its pupils, consistent with the school's general aims and principles.

Principles

This policy is intended to give guidance on the system of pastoral care, which will support the maintenance and development of standards of learning and behaviour at Fairfield High School for Girls. To achieve this, the following principles should be adhered to:

- a. That the main priority of this document will be support for the learning environment that exists at Fairfield High School for Girls.
- b. That the first priority in all situations will be the well-being of the pupils at Fairfield High School for Girls.
- c. That the policy will be a document agreed to and therefore supported by all staff.
- d. That the procedures outlined in this policy are fair in terms of distribution of workload amongst all staff.
- e. That staff who follow this policy when dealing with behavioural issues will have their actions supported by the Senior Leadership Team and the Trust Board of the school.
- f. That all parents/carers are made aware of the contents of this policy and the implications for their child/children.

We expect staff, pupils and parents/carers to unreservedly and positively support the aims of the Policy for Outstanding Conduct and Behaviour.

Aim of the Policy

Consistent with the priorities outlined above, we have the following aims for this document:

- a. To maintain a happy, safe and well-organised community.
- b. To ensure that all pupils are enabled to work hard and receive the best possible education.
- c. To achieve a high level of positive behaviour by constant encouragement rather than by dependence on punishment and sanctions.
- d. Where sanctions have to be used, to maintain a chain of graded responsibility, which will support all staff in their enforcement of the school rules.
- e. To solve problems speedily and efficiently in an attempt to halt any escalation in problematic behaviour.
- f. To develop a positive reward system that will encourage a high standard of pupil behaviour and achievement.
- g. To ensure that all systems of punishment and rewards are understood by all pupils and parents/carers and are seen as a fair way of upholding the rights and interests of all concerned.

- h. To foster a sense of responsibility and self-discipline.
- i. To communicate effectively with each other so problems may be anticipated or averted.

Values that underpin the Behaviour Policy

- We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- We separate the behaviour from the pupil.
- The behaviour is unacceptable, not the pupil.
- Linking positive behaviour to a pupil's identity builds self-esteem.
- Give pupils confidence by giving them responsibility.
- Mistakes are a normal part of learning.
- An approach to discipline should be positive and consistent with the desire to foster the development of mature, considerate young people, capable of accepting responsibility for their own behaviour.
- It must be consistent with the recognition that pupils are capable of reforming both attitudes and behaviour.
- Courtesy should be expected and given at all times.
- Good order and courtesy can be encouraged in certain practical ways, such as insisting on quiet movement on the left of corridors/staircases and expecting pupils to stand at the beginning of lessons or when a staff member or visitor enters the room.
- Pupils should be encouraged in their positive endeavours by the giving of praise, where it is appropriate.
- Consistency on the part of staff is an important principle. This does not mean rigidity or inflexibility so that the same action is always taken in response to a certain misdemeanour. Members of staff are responsible people who deal with a set of circumstances according to their own judgement, in communication with colleagues and in line with the disciplinary framework laid down below. Consistency implies that staff are willing at all times to respond to problematic behaviour that challenges the school ethos.

Roles and Responsibilities

The Trust Board

The Trust Board is responsible for monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this Policy for Outstanding Conduct and Behaviour.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing this policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Staff will undergo regular Behaviour Policy training as part of the whole school CPD programme.

Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school, usually via the child's Form Tutor, of any changes in circumstances that may affect their child's behaviour.
- Discuss any behaviour concerns with the class teacher promptly.

Fairfield High School for Girls Expectations

As with any workplace there needs to be clear expectations of what is acceptable behaviour to enable everyone to work successfully, safely and enjoyably. Fairfield High School for Girls is no different.

Attendance

In accordance with Fairfield's Policy for Pupil Attendance and Punctuality, pupils are expected to attend school every day and all timetabled lessons and registrations on time. Lateness is not accepted and pupils must be prompt to lessons.

Conduct

Pupils should come to school fully prepared with the correct equipment including a school bag every day. Pupils should demonstrate pride, positivity and politeness at all times by moving around the school building sensibly, safely and quietly. This means never running or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things. In crowded areas, pupils should keep left on corridor and move slowly on the narrow stairs.

Pupils should speak in a polite and courteous manner at all times. Swearing, shouting and verbally abusing others will not be tolerated.

Uniform

Fairfield has a uniform policy which all pupils are expected to adhere to at all times.

Pupils are reminded that when in uniform they are a proud representative of Fairfield and their behaviour should help contribute towards the positive reputation of Fairfield High School for Girls.

Bullying

Any incidents of bullying that are reported at Fairfield will be dealt with swiftly in accordance with the Policy for Anti-Bullying.

Smoking, Drugs and Alcohol

Fairfield has a policy for drugs and drug related incidents. Pupils found in possession of illegal substances, alcohol or weapons, may face permanent exclusion. Pupils are forbidden from taking any drugs (including alcohol), dealing in drugs or smoking on the school's premises, when wearing the school uniform and when representing Fairfield at external events. If pupils are suspected of being in possession of such items, Fairfield reserves the right to search and confiscate pupils in line with the DFE guidelines. If any illegal substances are found, Fairfield High School for Girls reserves the right to involve the Police.

Fairfield Property

Pupils have a shared responsibility to ensure the schools equipment, furnishings, buildings and grounds are used sensibly with care and respect so that it is a welcoming place we can all be proud of.

If pupils notice any school property that has been damaged by others or themselves accidentally, it must be reported to a member of staff immediately. Families/carers of pupils who maliciously damage school equipment are expected to reimburse the school to repair/replace said damaged item.

General Aims for Discipline, Rewards and Sanctions

- We aim to maintain a happy and well-organised community in which all pupils are enabled to work hard and receive the best possible education. In order to succeed in this, a high level of positive behaviour is required and we believe, achieved by constant and positive encouragement, rather than by dependence on punishment and sanctions.
- A general atmosphere of good order is both conducive to courteous conduct and a reflection of it. Where possible, strategies leading to de-escalation should be employed.
- This is not to suggest that punishment and sanction are not to be administered whenever they are deemed appropriate within an ethos of care and social responsibility.
- All staff are responsible for enforcing school rules and orderly behaviour in school and chains of graded responsibility are used as a means of upholding them.
- Any infringements of discipline are promptly and carefully dealt with by means of a variety of approaches. We aim to solve difficulties speedily in an attempt to halt any escalation in problematic behaviours.

- Conversely, the school reward system operates throughout the school, involving the regular reckoning of accumulated points. Presentation Evenings are held to celebrate pupil achievements and Praise Assemblies are held on a regular basis.

Classroom Expectations

At the core of outstanding conduct and behaviour in lessons is high quality teaching in the classroom. Pupils at Fairfield are expected to follow the 'Fairfield Classroom Expectations'. These can be found in the Fairfax and displayed around the school site.

All staff should have the same start of lesson routine based on the Fairfield Classroom Expectations:

- Pupils must arrive on time to lessons.
- Sit in the seat chosen by the teacher.
- Place bags under desks and coats on the back of chairs.
- Put Fairfaxes and equipment on their desk. Pupils should have the appropriate equipment and stationery needed for the lesson.
- Stand in silence behind their chairs and wait to be greeted, as instructed by the teacher, and sit down when asked.
- Place bottles of water on the floor or in their bags. Only water is allowed during lessons.

During the lesson all staff should ensure pupils follow the Fairfield Classroom Expectations:

- Pupils must stand when a member of staff enters the room.
- Pupils must stay in their seat during a lesson - they are not allowed to leave the classroom without permission from the teacher.
- Pupils must not go to the toilet during a lesson, unless in possession of a toilet pass.
- Pupils must not use mobile phones. If a mobile phone is seen or heard, it will be confiscated.
- Pupils must follow all instructions from their teacher and display a positive learning attitude in every lesson.
- Pupils must concentrate and complete work to the best of their ability.
- Work sensibly and maturely, speak respectfully to adults and pupils in the classroom and follow any other talking rules from the teacher.
- Put their hands up to speak, unless directed otherwise.
- Record Home Learning tasks in their Fairfax and hand them in on time.
- Present work as neatly as possible to the best of their ability.

At the end of the lesson all staff should ensure pupils follow the Fairfield Classroom Expectations:

- Clear books and equipment away and pack their bags in a timely manner.
- Ensure that classrooms are clean and tidy for the next class. There is a collective responsibility to straighten desks, tuck chairs under and tidy up any paper or litter on the floor.
- Stand behind desks in silence to mark the end of the lesson.
- Leave the classroom in an orderly fashion when instructed by the teacher and move briskly to the next lesson.

Movement should take place on the bell or at the correct time. Pupils should not be allowed out of lessons early.

If pupils leave the classroom for any reason, they must be given a staff pass and the out of lesson section in the Fairfax should be filled in. Only one pupil at a time should be allowed a visit to the toilet unless there are special circumstances such as feeling sick or nosebleeds where another pupil may be allowed to accompany them.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring into other schools.

Rewards

Our emphasis is on rewards to reinforce positive behaviour through constant positive encouragement. We believe that rewards have a motivational role, helping the pupil to see that positive behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups.

It is earned by the maintenance of high standards as well as particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. These are examples of rewards that are issued to pupils.

Whole School Rewards

School reward points are used to reward all pupils. The rewards recognise our school vision:

- Successful learners
- Confident individuals
- Responsible citizens

Reward points can be awarded for a number of things, including classwork, effort, attitude, progress, exam results and involvement in extracurricular activities.

Certificate/Presentation Evenings:

GCSE Certificate Evening is held during the Autumn Term for the Presentation of GCSE Certificates.

Lower School Presentation Evening for pupils in Years 7, 8 and 9 is held in the summer term. Certificates of Merit and medals are awarded to deserving pupils.

All Year groups have Praise Assemblies every Academic Year, to celebrate pupils' achievements.

Pupils receive school reward points and certificates for a variety of achievements some of which can include:

- Progress.
- Achievement.
- Credits.
- 100% attendance.
- 100% punctuality.
- Overall improvement.
- Improvement in specific areas.
- Best form attendance.
- No crosses.
- Pupil of the term.

Other rewards used to motivate pupils include:

- Postcards from Form Tutors and Heads of Year.
- School trips/events.

Departmental

Pupils receive rewards for a variety of achievements some of which include:

- Progress.
- Achievement.
- Completing a Home Learning task to an exceptional standard.
- Practical work.
- Producing a particularly outstanding piece of work.
- Producing consistently good work.
- Attendance at extra-curricular activities.

Examples of rewards issued include:

- Certificates, badges and small prizes.
- Special letters and postcards sent home.
- Written praise and reward stamps in books.
- Verbal praise.
- Display within classroom.
- Referral to Senior Leadership Team for praise.
- Modelling best practice to pupils.
- Praise walls.
- Photographs of events displayed on school notice boards, articles in the school newsletter and local newspapers.

Discipline and Sanctions

Teachers may discipline pupils for misbehaviour during the following times:

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

Or misbehaviour at any time, whether or not the conditions 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.

When poor behaviour is identified, sanctions can include the following:

- A verbal reprimand.
- Extra work or repeating an unsatisfactory work until it meets a required standard.
- The setting of written tasks as punishment, such as writing lines or an essay.
- Loss of privileges – for instance not being able to participate in a non-uniform day or the school prom.
- Missing break time.
- Detention including school inset days, lunchtime, break time and after school.
- School based community service such as picking up litter; tidying a classroom; helping clear up the dining hall or removing graffiti.
- Regular reporting to a named person at particular timeslots during the day, for example, first thing in the morning immediately on arrival at school to carry out a uniform check or to speak about behaviour (how pupils should conduct themselves throughout the day); being placed 'on report' for behaviour monitoring.
- Internal isolation.
- In more extreme cases, schools may use temporary or permanent exclusion.
- Confiscation, retention or disposal of a pupil's property.
- Parents/carers may be invited to attend review meetings to discuss pupil conduct and support as appropriate.
- Pupils and parents/carers may be invited to attend a Pupil Issues Trustees' Panel.

Search Procedures

The school has the power to search and is not required to inform parents/carers before a search takes place, or to seek their consent to search their child.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Please see the DfE guidance on searching, screening and confiscation.

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 the property of, any person (including the pupil).

This is not an exhaustive list. The school will confiscate any items, which are deemed 'inappropriate'. Depending on the items, these may be returned via parents/carers; passed on to the police or disposed of.

Prohibitive items are:

- Knives or weapons
- Alcohol
- Illegal drugs/substances
- Stolen items
- Tobacco, cigarettes, cigarette papers, e-cigarettes, lighters and matches
- Fireworks

- Pornographic images

Electronic Devices

School staff may examine any data or files on an electronic device if they think there is good reason for doing so. As with physical items, the device and/or files may be returned via parents/carers; passed to the Police or erased depending on the circumstances.

Use of Reasonable Force

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

This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

The decision on whether or not to intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Please see the policy for the use of reasonable force to control or restrain pupils.

Links with other Policies

This policy must be read in conjunction with:

- Policy for Exclusions
- Policy for Anti-Bullying
- Policy for Drugs and Drug Related Incidents
- Policy for E-Safety
- Policy for the Use of Reasonable Force to Control or Restrain Pupils

APPENDIX 1

Fairfield Consequence System 2023

Where applied, the pupil should be told - which stage of the consequence system they are at, what they have done to merit this and what will happen if they continue or repeat the behaviour.

Stage 1 – First Formal Warning

If the pupil shows poor behaviour choices, they should first be given a verbal warning by the teacher. The pupil should be told that they are receiving a Stage 1 Formal Warning using the phrase “This is your Stage 1 First Warning” or “This is your First Warning”. They should be told what the warning is for and what will happen if they continue with or repeat the behaviour.

Examples of behaviour which would merit Stage 1 First Formal Warning –

- disruption of teaching and learning e.g., by talking to a peer
- refusal to attempt work or to complete tasks with real effort
- chewing in lessons

Some non-classroom based behaviours may also merit a First Formal Warning being applied.

- Running in the corridor

Stage 2 – Final Formal Warning

If the pupil continues or repeats the behaviour on a second occasion, they should receive a second formal warning and should be moved seats within the classroom. The pupil should be told that they are receiving a Stage 2 Final Warning using the phrase “This is your Stage 2 Final Warning” or “This is your Final Warning”. If appropriate the pupil should be moved to another seat within the classroom.

Examples of behaviour which would merit Stage 2 Second Formal Warning –

- second occasion of disruption of teaching and learning e.g., by talking to a peer
- second occasion of refusal to attempt work or to complete tasks with real effort
- second occasion of chewing gum

Some non-classroom based behaviours may also merit a Final Formal Warning being applied.

- second occasion of running in the corridor

Stage 3 – Formal Sanction

If the pupil continues with poor behaviour choices, or shows a more serious behaviour choice, they will be given a formal sanction. The pupil is informed of this using the phrase “This is your Stage 3 – 10 minute detention”. If appropriate, talk to the pupil away from their peers. Remind the pupil that it is “their choice not to meet classroom expectations”. The pupil must be moved seats if this has not happened at Stage 2. The classroom teacher should record a behaviour log on SIMS and a 10 minute detention with the classroom teacher should be issued. The classroom teacher is responsible for recording the detention on SIMS.

Examples of behaviour which would merit Stage 3 Formal Sanction -

- repeated/continued disruption of teaching and learning e.g., by talking to a peer
- repeated/continued refusal to attempt work or to complete tasks with real effort
- being unkind or disrespectful towards other pupils
- refusal to follow the reasonable instructions of staff
- being argumentative towards the member of staff,
- arriving up to 10 minutes late to a lesson, without a valid reason
- failure to bring equipment vital to their learning, including their Weekly Planner, to the lesson having been instructed to do so
- failure to submit home learning by the set deadline

Some non-classroom based behaviours may also merit a Formal Sanction applied by a teacher.

Stage 4 – Pupil removed to Internal Faculty Classroom (“Buddy System”)

If the behaviour is repeated or more serious, the pupil will be removed to another classroom via the internal faculty removal rota. Work should be set for the pupil by the classroom teacher. A behaviour log should be recorded on SIMS by the classroom teacher and a 30 minute detention with the classroom teacher should be issued. The classroom teacher is responsible for recording the detention on SIMS. The pupil should return at the end of the lesson to be informed of the time/place of detention. The classroom teacher should contact the parents/carers of the pupil to inform them of the behavioural concern.

If a pupil refuses to move to the classroom of another teacher, then the SLT on Call system should be used

Examples of behaviour which would merit Stage 4 Pupil sent to Internal Faculty Classroom –

- persistent disruption of teaching and learning e.g., by talking to a peer
- persistent refusal to attempt work or to complete tasks with real effort
- repeated refusal to follow the reasonable instructions of staff
- being rude or disrespectful towards the member of staff
- repeated poor behaviour choices over a number of previous lessons (as a pre-planned intervention)

Stage 5 – Faculty Detention or Whole School Detention

Faculty Detention

Faculty detentions will be run by the Head of Faculty or other Faculty post-holder. They will last for 30 minutes. A behaviour log should be recorded on SIMS by the classroom teacher requesting the faculty detention. The requesting teacher should issue the 30 minute detention and is responsible for recording the detention on SIMS.

Examples of behaviour which would merit a Stage 5 Faculty Detention –

- repeated failure to attend Stage 3 detentions issued by classroom teacher
- failure to attend a Stage 4 Detention following Internal Faculty Removal
- persistent and ongoing disruption of teaching and learning which have not improved following sanctions at earlier stages
- being confrontational or defiant towards members of staff

Whole School Detention

Whole school detentions will be run each night from Monday to Thursday in room G39 by members of staff on a rota basis. Whole school detentions should be set for non-classroom based behavioural issues, such as those occurring during pupils' social times or for pastoral concerns. A behaviour log should be recorded on SIMS by the teacher requesting the WSD and a 30 minute WSD should be issued. The teacher requesting the detention is responsible for recording the detention on SIMS.

Examples of behaviour which would merit a Stage 5 Whole School Detention –

- being late for school on 3 occasions for a total of no more than 30 minutes
- second confiscation of a mobile phone
- second confiscation of an item of jewellery
- being out of bounds, including more than one person being in a toilet cubicle
- being unkind/disrespectful to other pupils
- use of foul and offensive language
- inappropriate behaviour on corridors at social times
- accessing or attempting to access inappropriate materials online

Stage 6 – SLT Detention

SLT detentions will run on a Friday only in room G46 on a Friday and be staffed by members of SLT on a rota. They will last for 60 minutes. Generally, a behaviour log should be recorded on SIMS by the teacher requesting the SLT detention and a 60 minute SLT detention should be issued. The teacher requesting the detention is responsible for recording the detention on SIMS.

Examples of behaviour that would merit a Stage 6 SLT detention –

- failure to attend a Faculty Detention. Only a Head of Faculty or other post-holder can refer a pupil for an SLT detention for this reason. In this case, a behaviour log should be recorded on SIMS by the Head of Faculty or post-holder and an SLT detention should be issued. The Head of Faculty or post-holder is responsible for recording the detention on SIMS.
- failure to attend a Whole School Detention. In this case, a behaviour log should be recorded on SIMS by the teacher in charge of the original detention and an SLT detention should be issued. The teacher in charge of the original detention is responsible for recording the detention on SIMS.
- third confiscation of a mobile phone
- third confiscation of an item of jewellery
- smoking or vaping within the school premises
- bringing the school into disrepute
- using derogatory language (not directed at another person)
- being late for school on 3 occasions for a total time between 31 and 60 mins
- internal truancy of no more than 20 minutes
- repeatedly being unkind /disrespectful to another pupil

Stage 7 – Isolation + 30 min Detention

Only a member of SLT or Head of Year can issue an S7 – Isolation + 30 min detention. Isolations can be issued on a "same day" basis if an incident is serious enough to warrant this. Isolations can also be planned in advance.

In either case, parents should be informed of the isolation of the pupil, and the reasons for this, at the earliest possible opportunity by a member of the Pastoral team.

Examples of behaviour that may merit S7 Isolation –

- internal truancy of more than 20 minutes
- failure to attend SLT detention
- fourth confiscation of a mobile phone
- fourth confiscation of an item of jewellery
- uniform violation – e.g., fake nails, fake eyelashes, trainers, dyed hair, nose rings or ear-rings
- making inappropriate physical contact with another pupil
- repeatedly refusing to follow the reasonable requests of a member of staff
- insulting or swearing at a member of staff
- making a false allegation against a member of staff
- theft
- repeated smoking or vaping within the school premises
- bringing the school into disrepute
- using derogatory language (directed at another person)
- being late for school on 3 occasions for a total time of over one hour
- being late for school on a single occasion for more than 45 mins
- refusal to allow confiscation of mobile phone or jewellery
- taking images or film footage using a mobile phone
- bringing prohibited items into school
- bullying of peer/s
- damage to school property or the fabric of the school

A pupil may be required to spend time in isolation if there is an investigation is being conducted into an incident.

Stage 8 – Behaviour Placement

For serious one off incidents or cumulative poor behaviour choices the Headteacher, in consultation with other senior colleagues, may decide to require a pupil to work at another school instead of attending Fairfield High School for Girls for a fixed period of time. The pupil will complete work set by the teaching staff of Fairfield High School for Girls.

The pupil will not return to school until a Reintegration Meeting has taken place between SLT, pupil and parent.

Stage 9 – Suspension

For serious one off incidents or cumulative poor behaviour choices the Headteacher, in consultation with other senior colleagues, may decide to suspend a pupil from school for a fixed period of time. The pupil will remain at home and complete work set by the teaching staff.

The pupil will not return to school until a Reintegration Meeting has taken place between SLT, pupil and parent/carer.

Stage 10 – Exclusion

For serious one-off incidents or cumulative poor behaviour choices the Headteacher, in consultation with other senior colleagues, may decide to permanently exclude a pupil from school. Work will be set for the pupil for the first 5 days after exclusion, after which time the LA will assume responsibility for the pupil's education.

Examples of incidents which, at the discretion of the Headteacher, are most likely to merit sanctions at Stage 8 or Stage 9, but may lead to Stage 10 –

- use of derogatory language towards a member of staff
- making inappropriate physical contact with another pupil
- bringing alcohol or illegal drugs onto the school premises
- consuming alcohol or illegal drugs onto the school premises
- refusal to follow the school's sanction system
- threatening behaviour towards a member of staff
- inappropriate physical contact with a member of staff
- cumulative poor behaviour
- persistent defiance
- disruption of the smooth running of the school
- discrimination of a pupil with protected characteristic/s
- bullying of peer/s
- making a false allegation against a member of staff