

# Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

## RELATIONAL BEHAVIOUR POLICY

**Updated:**

September 2023

**Review Date:**

September 2024



# Wellington School



<b>Policy Title</b>	<b>Relational Behaviour Policy</b>
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# Wellington School Relational Behaviour Policy

## 1. Introduction

This policy explains our approach to behaviour management. Our approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs and supporting the development of self-regulation skills so everyone can learn, discover and achieve their potential.

The policy applies to all adults and students in our school, and we ask parents, carers, our community, and other adults involved to support it.

By accepting a place at Wellington School, you are accepting this policy and our approach.

At the heart of our community are the people and the relationships they build. To make our community work we expect everyone to treat each other with respect, kindness, and compassion.

We know that meeting these expectations can be challenging, especially for our young people who are navigating their teenage years and all the complexities this brings. To help, we build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to manage their mental health and well-being. Our aim is to support our young people to become confident, self-regulating adults and positive members of society.

## 2. Roles and responsibilities for this policy

It is everyone's responsibility to uphold this policy, as this is very much based on growing a culture and ethos within our School community.

Any new staff and students joining our School will be inducted appropriately.

The policy will be reviewed very academic year by the Deputy Headteacher and Governing Body.

### Parents

Parents are expected to:

- Teach their children the importance of being polite and using manners
- Support and work with the school. Young people thrive on consistency of message from home and School
- Inform the School of any changes in circumstances that may affect their child's behaviour
- Set up their Parent Class Charts app to monitor their child's progress

## 3. Which other policies are linked to this one?

This policy is linked to:

- Teacher Standards
- Staff Appraisal Policy
- Attendance Policy
- SEND policy
- Parent Code of Conduct

- Hub policy
- Safeguarding policy
- Anti-Bullying policy
- Positive Handling policy
- Uniform and Appearance Code

#### **4. Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- <https://www.gov.uk/government/publications/teachers-standards>

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

This policy complies with our funding agreement and Articles of Association.

#### **5. What are the aims of our relationship policy?**

**Students and adults will:**

- Thrive - be able to learn, discover and achieve their potential
- Be known - have their potential and achievements recognised
- Learn - in a way that is interesting, considers their developmental stage and builds their confidence
- Experience – an exciting, relevant, accessible curriculum, that meets their needs, builds aspirations and enables them to take risks safely
- Be respected and supported as individuals
- Through support, understanding and co-regulation from adults, learn to understand themselves, their emotions and behaviours, and learn ways to self-regulate
- Build healthy and safe relationships and learn how to repair and restore relationships when things go wrong, so they can be confident and positive members of our community and wider society

#### **6. What is the rationale behind our policy?**

##### **Our role as adults – attachment relationships**

Humans do not develop in isolation; they learn about themselves, the World and form an inner working model of themselves through 'attachment' relationships with parents, carers and other adults, including teachers.

Where attachment relationships are broken or disrupted by loss, neglect, trauma or abuse, schools and the adults in them can do a lot to support students to rebuild the sense of safety and trust they need to learn.

Regulation is learned through relationships, so in order to self-regulate, many of our pupils may need support from appropriate adults. We help adults in our school to remain attuned, responsive and able to offer co-regulation to our students by providing opportunities to discuss challenges and solutions and get the support they need.

## **How we learn**

The brain is pattern-seeking and survival-oriented, connections on the outside build connections on the inside. In other words, students learn through relationships.

Humans need safety and positivity to learn and develop and it is relationships that enable this.

We need to feel safe in order to be able to learn. Feeling under threat can make us go into 'survival mode' sometimes described as 'fight, flight, freeze, flop' and this impacts on our ability to self-regulate, focus and learn. Therefore, we do not act in a way that causes people to feel under threat and we recognise the importance of ensuring our pupils feel physically and psychologically safe and supported to regulate when they feel anxious or afraid.

## **Trauma**

Trauma disrupts learning. Trauma is caused by an event or events that create levels of stress that a child cannot deal with. Rebuilding a child's sense of safety through relationships and experiences that show things can be different is vital to repairing the impact of trauma.

Using strategies based on fear, coercion, humiliation, or isolation, whilst they may get students to comply in the short term, are immoral and damaging, therefore we don't use:

- Strategies that single students out in public, shame or humiliate them;
- Isolation as a punishment – we do recognise that students do need time and space to calm

We want our young people to behave appropriately, because it is the right thing to do.

## **7. Behaviour expectations**

A relational behaviour policy is **not** about lowering our standards for appropriate behaviour.

Our expectations for behaviour are set out in **The Wellington Way - see Appendix 1**. This forms the framework for all our conversations about appropriate behaviour.

Our basic expectations are that we are always:

1. **Ready**
2. **Respectful**
3. **Safe**

### **We use these words in all our conversations about behaviour**

All behaviour is a form of communication. When students behave in a way that is inappropriate for a school setting, we need to understand why and help them to behave in a more appropriate way.

- We try to understand why the child may have acted in a particular way (what is the context? What might the underlying need be?)
- If the child is still struggling, we support them to emotionally regulate, for example through breathing, by giving them space, and active listening.
- We explore with them their understanding of what happened (e.g. through wondering aloud 'When you did X, I wonder if you were feeling Y?')
- Once we feel that we have a greater understanding of what has happened, and the child is regulated, we can then try to explore with them the wider context of their behaviour and the outcome by:

- Helping them understand **why** what they have done is not appropriate
- Showing them what we **do** want them to do (and how to do it)
- Supporting them to put things right through a restorative conversation or action
- Helping them understand and deal with the feelings that gave rise to the behaviour

## 8. Relationships and Rewards

The biggest reward for a child is the affirmation of an adult with whom they have a positive relationship. The biggest consequence is that an adult with whom you have a relationship does not approve of your actions.

Rewards and consequences without relationships tend to become bribes or threats and these have negative consequences, making students vulnerable to manipulation or coercion.

Stickers, postcards home etc can be useful symbols of our affirmation, but they cannot replace it. For some students getting symbols and tokens can become an end in itself and create dependency and anxiety and this does not help them internalise their own sense of worth.

For some students, public praise can be overwhelming because their life experience has told them they are not worthy of it. So, we don't use rigid systems, but instead actively notice and explain a student's achievement in the moment, so they know what they've done right and can do more of it. We make it specific and not generic. "Well done" becomes "Thank you for your thoughtful answers, they helped develop the whole- class discussion"

We will also record positive behaviour points on Class Charts, linked to one of our School values:

**Excellence, Endeavour, Honesty, Fairness, Community**

This way, students can look back and Parents/Carers can share in their achievements.

## 9. How we provide a safe environment for learning

- Our school is a safe, inclusive, welcoming place
- We make sure that each of our students is known, recognised for their strengths and given support for their needs
- We are consistent in meeting the relational and developmental needs of our students
- We model the behaviour we expect to see – we don't shout, we are kind, compassionate in our responses to behaviour
- We notice what we want more of, rather than listing what someone has got wrong
- We don't use fear, coercion, bribery, threats or humiliation
- We know our student's parents, carers and our community
- We meet and greet all students on the gate, as they come into our classrooms and as we walk round the school
- We welcome parents, carers into school and listen and respond to their concerns and views
- Our vision, values and our students' achievements are visible as you walk round the school
- We encourage empathy and mutual respect
- We develop routines that help everyone to feel safe and recognise great behaviour e.g. opening doors, welcoming new students
- There are safe places for people to go when they need calmness or reflection
- Every child has a safe person who knows them and who they can go to if they are struggling

## **10. How do leaders support each other with behaviour in our School?**

### **Seniors Leaders**

- Model the behaviour they expect from everyone
- Are visible and available
- Are open, honest, willingly accountable, notice achievement, challenge and support and are able to apologise when they get it wrong
- Do not fix everything, but support and empower the whole team to find solutions
- Ensure that the vision is shared, lived and developed
- Provide opportunities and a safe space for adults to debrief, reflect, have a professional conversation
- Provide high quality CPD for all adults working in school
- Work pro-actively with other agencies to ensure plans are joined up and solutions are found
- Provide coaching and mentoring for new staff or staff who require support

### **Middle Leaders**

- Co-create an “Exit” timetable for their department/key stage
- Utilise data from Class Charts to spot patterns in their department/key stage
- Ensure that direct communication home is made (beyond Class Charts) e.g. phone calls/parental meetings
- Behaviour for learning is discussed at every Department/Tutor Team meeting
- Work closely with the Inclusion Team
- Look at areas where behaviour is a cause for concerns and provide support to staff
- Refer serious incidents to their SLT line manager
- Oversee behaviour incidents and ensure they are dealt with (e.g. restoratives)
- Ensures that autonomy remains with the Class teacher
- Ensure students in Re-set/Step-out have regular and appropriate work set and feedback is given- through close liaison with the Hub Managers

## **11. What do we do when things are not going well?**

We can pre-empt and prevent behaviour issues by:

- Establishing good routines and create a sense of safety and order
- Using the language of our code of conduct to achieve consistency of approach across the School
- Planning and delivering high quality teaching
- Reading SEND learning Plans and Pupil Passports to meet individuals needs
- Seeking support and acting on advice from the Inclusion Team
- We role-model the behaviour we expect to see
- We notice and praise the behaviour we want to see

However, at times and despite all of the above, things can escalate. This is not your ‘fault’ as it will often be something beyond your control. However, as the adult we must try to manage ourselves so we can assist a young person.

When dealing with difficulties, we can start to feel intense emotional responses ourselves. We might feel anger, frustration, upset or anxiety for example. However, when we are ‘dysregulated’ we can’t support others to regulate, in fact we are more likely to pass on our dysregulation to others. So, we recognise the importance of staff being able to self-regulate (check-in with yourself, take a breath, get support if needed) prior to managing any difficult situations in the classroom.

- We take a breath



- We reflect on the wider context [the child's experience and perspective]
- We are calm, focused on what the child needs and what anyone who has been negatively affected needs [not our need for control etc.]
- We don't take it personally – even if it feels personal
- We seek help if we feel we are not the best person to deal with a situation in that moment

### **Secondly, we help the child to:**

- Be and feel physically and psychologically safe – including giving them time and space, other than in an emergency
- Support them to regulate their emotions and behaviours, for example by teaching them about breathing, naming and understanding their emotions
- Reflect and build a better understanding of themselves and others
- Learn other ways to manage themselves
- Consider the impact on others
- Put it right with others

## **12. We use the following consequences:**

We define consequences as the natural and **logical responses** to actions. Use consequences according to what needs to be done to help the child to learn to behave differently and put things right. At Wellington we have consistency of approach, not outcome.

1. The consequence is logical and natural – if you drop litter you pick it up; if you are rude you apologise; if you don't do the work, you catch up; if you hurt someone, you repair the relationship.
2. Consequences for minor things are dealt with in the moment and then we move on
3. If there is a person affected by what has happened, then their feelings (but not their need for revenge) must be dealt with and respected via reflection time and a restorative approach

Consequence steps\*:

(\* always allow for "take-up time" - time for child to act on your request)

**Remind-** Positive reminder "X remember I expect everyone to do the do it now task - I will check on everyone in 1 minute" (Take-up time)

**Warn-** "X if you don't start the task, you will need to move to the front" "I will come to you in 1 minute and I would like you to have done XX"

**Action-** Follow through e.g. re-seat the child/set the detention

**Remove-** "X I am now going to 'Exit' you as you are stopping others from learning and that is not **Ready/Respectful/Safe**, go to Room XX please"

**Restore** - Detention to unpick what happened/catch-up on work and a restorative conversation (see Section 13 and Appendix 2)

### **Consequences to actions should be logical and proportionate**

For example, a child who has never missed a homework, sees a staff member at the start of the lesson and promises to submit it later than evening, a detention would not necessary. If the student then did not then hand it in, a detention to do the work would be appropriate.

A student's phone goes off in their bag- they own up, apologise and put it on silent. The matter is resolved. If the incident is serious or everyone is angry or upset, it may be some time is needed to calm down and reflect.

We recognise that for students with SEND specific adjustments and arrangements may need to be made and these will be outlined as appropriate in individual plans.

We don't use rigid systems of accumulating sanctions. If a child is accumulating sanctions, it is unlikely that doing more of the same will work. Instead we work as a team around the child and get additional advice and support so we can come up with a way to help the child to manage the issues, feelings and behaviours they are struggling with.

### **Consequences can include:**

- Being 'Exited' from the classroom – this is a consequence in itself if the climate for learning is right (***we never exit a dysregulated child- please use SLT On Call for this***).
- Class teacher/Form tutor detention (up to 30 minutes)
- Head of Department/Director of Key stage detentions (up to 45 minutes)
- SLT detention (up to 60 minutes)
- Support card
- Re-set (in Hub 2 up to a whole day- where intervention work will be carried out)
- Step-out (Longer periods of Step-out In Hub 2 –see Hub policy)
- Parental contact- phone call/meeting
- Room 41 (lunch time detention) for inappropriate behaviour out of class
- Detentions for lateness – alerts will go to Form Tutors/DoKs who can spot patterns and act appropriately.
- Uniform infringements are logged and 3 incidents in a week may result in an SLT detention

**\*All consequences end with a restorative and a fresh start \***

### **Detentions**

- Detentions need to serve a purpose - e.g. to catch up on work, to have a restorative. They should not be set for the purpose of sitting in silence as a 'punishment'.
- Detentions will usually take place after School, but may happen at break/lunch whilst still allowing for time for students to eat/use the toilets.
- Detentions are for as long as is necessary- If a child is Exited, completes the work to a good standard and shows remorse, a short restorative may only take a few minutes. A child who has missed vital input and has gaps in their knowledge and understanding will likely need a detention, so (as the subject specialist) can ensure gaps are closed.
- Detentions and upscaled detentions are recorded on Class Charts.
- This is how students and parents are notified.
- As we expect parents to have the Class Charts app, we do not give notice and detentions may be issued the same day.

### **On Call**

- There will always be a member of SLT "on call"- if at any point staff need support (for example extreme dysregulation or welfare concerns/respite for a child) please use Class Charts "on call button". If an Exited child disrupts the "good neighbour" they have been removed to on call this immediately.

## **13. Restoratives**

All behaviour incidents **MUST** end with a restorative. It is vital relationships are repaired and there is a fresh start every time.

**Appendix 2** gives clear guidance on how restoratives are conducted at Wellington School

## **14. Logging incidents**

Wellington School record behaviour incidents on Class Charts (however some things are recorded on Safeguarding to protect the privacy of the child - e.g. extreme dysregulation linked to SEND).

Behaviours marked with an \* are shared with parents. Logs should be professional, factual and devoid of emotive language.

What was the behaviour, what was the impact (linked to Respectful Ready, Safe) and what will be the logical response?

Example: *"X struggled to regulate themselves today. They arrived late and despite being given time to settle began to shout-out across the room and disturb the learning of their peers. X was exited to another class. As they have missed key input on a new topic, they will be in a detention after School today for 15 minutes"*

For repeat/regular behaviours it is expected that staff contact home.

## **15. Where there are ongoing behaviour issues**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

When it is clear more specialist input is needed to support a child with their behaviour, a step-out will be considered. We will also seek further advice from other agencies e.g. Educational Psychologist.

### **Step Out (internal) – The Hub**

Hub Step-out is designed to help identify the needs of a child. The Step-out programme will involve students following a bespoke timetable personalised to their needs, with appropriate behaviour and social emotional and mental health interventions (internal and external). The student will then have a phased return to mainstream. At no stage is academic learning compromised (though short reduced timetables/1-1 tuition may be appropriate).

### **Step Out (external) to a Pupil Referral Unit (PRU)**

Pupil Referral Units are a type of school that caters for young people who aren't able to attend a mainstream school. Pupils are often referred there for a period of time, if they need greater care and support than their school can provide in terms of their behaviour.

## **16. Suspensions and permanent exclusions**

Are used as a last resort in order to help ensure the safety of our members of the School Community – See Appendix 3

## **17. Other important information**

### **Mobile Devices/Smart Watches/Ear pods/Headphones**

- Wellington School is a device free site for all students in Year 7-11 (see separate VI Form policy on mobile phones).
- This allows pupils to focus on their learning, have screen breaks and reduces a potential source of bullying.
- If a student is seen using a mobile phone/Smart Watch (to communicate) or listening to something in their ears, they will be confiscated until the end of the day and may also automatically be placed in SLT detention on the nearest Friday.

- If there are repeat incidents, students will need to hand their devices in at the start of each day (DOKs to monitor).
- Please note, noise cancelling Headphones are permitted for sensory reasons if authorised by SLT. Some students who access the Hub will be allowed to listen to music if it helps them regulate (Hub Managers will sanction this).
- If you are found using your phone on site to record/take images of staff or young people your phone will be **confiscated until your parents can come in for a meeting**. School may have to report the incident to the police as part of our legal safeguarding duty.

**If it is seen, it will be confiscated**

## 18. Searches and Confiscation

In order to ensure our young people are safe School may need to carry out searches. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

Prohibited items include (this is not an exhaustive list):

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, e-cigarettes/vapes
- Oils/liquids for vapes/e-cigarettes
- fireworks/lighters
- pornographic images
- 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).
- Headteachers and authorised staff can also search for **any item banned by the school**, for example, mobile phones

These items will not be returned, but will be disposed of safely or if necessary passed onto the police.

## 19. Use of reasonable force and restraint

All members of school staff have a legal 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.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force, for the minimum amount of time
- Never be used as a form of punishment
- Be recorded and reported to parents

**Please refer to our Positive Handling Policy for more information**

## Appendix 1



### The Wellington Way

At Wellington School we are always:

### **READY, RESPECTFUL, SAFE**

We achieve this through our School values

#### **Excellence**

- We wear the correct uniform in the correct way, at all times
- We are polite to everyone and use good manners
- We have the correct equipment
- We meet deadlines to the best of our ability, and if we can't, we ask for more time
- We conduct ourselves in an orderly and self-controlled way around the School

#### **Endeavour**

- We arrive on time to where we are supposed to be
- We embrace our learning, take risks and challenge ourselves
- We appreciate that changed behaviour is the best apology
- We strive to attend School every day
- We aim to be the best version of ourselves

#### **Honesty**

- We take responsibility for our actions, without blaming others for our choices
- We embrace restorative conversations
- We reflect on our behaviours and their impact on others
- We talk to a trusted adult if we (or someone we know) needs help

#### **Fairness**

- We actively listen to each other
- We respect that everyone has the right to feel safe, valued & respected
- We support each other
- We celebrate difference
- We take care of ourselves and others, to keep everyone safe

#### **Community**

- We respect our School environment
- We give back through service to the School
- We are upstanders not bystanders
- We have zero tolerance of hate and bullying
- We are always kind in our words and actions

## Appendix 2



### Restorative Practice at Wellington School

Restorative Practice (RP) is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

RPs enable those who work with children and families to focus upon building relationships that create and inspire positive change. Creating change sometimes requires challenge as well as support.

#### What are the benefits of restorative conversations?

- Build and maintain relationships
- Provides a framework when resolving conflict and repairing harm
- Encourages individuals to take responsibility for their actions and what impact this may have had on others. Helping those responsible take steps to put things right (high challenge and high support).
- Fosters a culture that elevates dialogue and values relationships, by providing students not only with the self-confidence, but also the social and language skills to resolve their own problems

#### Restorative conversations are not:

- A reprimand
- An alternative to a logical consequence

#### RP is based on 4 key features. These are:

- **Respect** - We respect everyone
- **Responsibility** - We all make mistakes and taking responsibility for our own actions is part of growing and maturing as individuals
- **Repair** - Develop skills so that students and staff have necessary skills to identify solutions that repair harm
- **Reintegration**- Working through a structured supportive process that aims to solve the problem to draw a line under the incident and restore balance in the relationship

A restorative conversation should only take place when all parties are regulated and ready to listen. Once all parties are ready, consider the following:

#### What are you going to say?

- Use a script to help you use consistent restorative language (example below). Due to social, cultural or SEN differences, some students may not be able to maintain eye contact. Students should therefore not be prompted to look at a member of staff.
- Refer to “Respect, Ready, Safe” and The Wellington Way.

#### What are the students going to hear?

- Use consistent, non-punitive language with an even tone. An apology should not be prompted/forced as it will be insincere. An apology should be spontaneous and child-led.

#### How are the students going to feel?

- Safe. If they do not, the conversation will be unsuccessful. It may get compliance in the short term, but it is positive relationships that change behaviours in the longer term. Kindness does not mean a lack of authority.

#### **The structure of your conversation:**

- The location. This should not feel like a formal meeting so side-by-side conversations, either sat down or walking, encourage more open dialogue.
- Explain the framework around the conversation. One person speaks at any time. We respect everyone involved and consider that opinions may be different.
- Use your script. Use the paper version to ask the students to fill this in advance if you feel they will struggle to express themselves verbally.
- Expand on this using active listening.
- Use a word bank to help students articulate their emotions and expand their vocabulary.
- Use diagrams of facial expression to help all students express themselves

The types of questions used are critical. 'Feeling' type questions help students articulate themselves and encourages empathy for others. They also create a clear link between thoughts, emotions and actions, which in turn creates connectedness, kindness and emotional intelligence.

There are 3 phases to the conversation. Also included is a suggested script with each phase (*Source-Independent Thinking on Restorative Practice, Mark Finnis*).

#### **Storytelling phase (reflecting on the incident)**

- What happened?
- What have your thoughts been since?
- What were you feeling?

#### **Impact Phase (taking responsibility and exploring harm)**

- Who has been affected by this?
- How did the others feel?

#### **Solution phase (repair harm, agreement, reintegration)**

- What would you do differently next time?
- What needs to happen now?
- How do you feel now?
- Is there anything else?

We then summarise the conversation, decide on the next steps and record a summary of the discussion. Follow up conversations take place if required.

## Appendix 3

For serious incidents of inappropriate behaviour, the Headteacher may seek to use Step-out, suspension and permanent exclusion as directed under:

<https://www.gov.uk/government/publications/school-exclusion>

### Suspension and permanent exclusion

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- 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
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive

### Suspension

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), Work will be set for students for the duration of the suspension.

Parents/guardians are reminded that it is their responsibility to ensure that their child is not present in a public place in school hours during the period of any suspension.

### Permanent Exclusion

Permanent exclusion is used as a last resort, 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 in the school.

### Zero-tolerance approach to sexual harassment and sexual violence

The School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The School's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and sexual violence may include suspension and expulsion.

The School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:



- Responding to a report and carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to Children's social care
  - Report to the police

Please refer to our Safeguarding policy for more information.

## **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

## **Investigations into incidents**

When an incident involving potential misbehaviour occurs, staff in school will seek to investigate the incident to establish the facts before deciding on possible sanctions.

This may involve, for example, speaking to staff and/or students and/or reviewing CCTV footage and taking written statements from those involved and eyewitnesses.

In investigating incidents, staff will always seek to be fair to all parties. The standard that will be applied in forming judgements as to whether an event did or did not happen will be that of "the balance of probabilities" (that is, whether something is more likely than not to have occurred).

The amount of time expended on an investigation will generally be proportionate to the severity of the incident.

In most cases, a brief summary of the incident and any sanctions issued will be recorded. Detailed records of investigations will generally only be produced if the incident is especially serious.

## **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer LADO, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The School will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.