Orion Education

POLICY

BEHAVIOUR & EXCLUSIONS

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		Trust Policy to be adopted in full
	■	Trust Policy adapted by the Academy
		Academy Policy

Approval Body		
		Executive
	■	Trust Board
		Local Advisory Body (LAB)

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Our Four Critical Questions

Why do we exist?

To improve outcomes, transform lives and enable social mobility.

How do we behave?

Trust • Kindness • Endeavour

What do we do?

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

How do we succeed?

Through a clear backbone, strong culture, academic rigour and smart systems.

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1. Aim

The school's behaviour policy helps us to create a safe, warm, strict and outstanding learning environment, with high expectations, where we encourage a sense of community, progress and learning. Our high expectations are supported by our rules, routines, and positive relationships. This policy reflects and makes clear the:

- Orion Education Trust vision, values, and approach to behaviour
- Our school vision, values, and behaviour principles
- The rules and routines that shape school culture and conduct in and outside of school
- The ways pupils are rewarded for positive behaviour and effort
- The procedures for issuing sanctions when behaviour does not meet our expectations

The overarching aim of this policy is to create a spirit of excellence within our school community. Where adults lead by example and pupils learn to independently self-direct their behaviour.

1.1 School values

Our culture and school environment are supported by our values. We share our values with staff, pupils, parents/carers and other stakeholders; to develop a shared understanding so we can demonstrate them as part of our behaviour curriculum.

Trust
Follow instructions- first time, every time
Do the right thing, meeting expectations
Take responsibility for your actions and rectify mistakes
Kindness
Be kind to yourself and others, using good manners
Accept difference and use positive language
Take care of our environment
Endeavour
Work hard- 100% every day and participate in every lesson
Strive for excellence- be positive, with no shortcuts and no excuses
Show grit and determination to complete all tasks, acting on feedback

1.2 Legislation and Guidance

This policy is informed by current statutory guidance from the Department for Education (DfE) and underpinned by the following key legislation and guidance:

- Education Act 2002
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended
- Equality Act 2010
- Keeping Children Safe in Education (2026)

- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026)*
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

This policy should be read alongside other relevant statutory guidance, including:

- Behaviour in Schools
- Working Together to Safeguard Children
- Mental Health and Behaviour in Schools
- SEND Code of Practice
- Mobile phones in schools
- Searching, screening, confiscation advice for schools
- Use of restrictive interventions including reasonable force

In applying this policy, the school will have full regard to its legal duties, including those relating to:

- safeguarding and promoting the welfare of children
- equality of opportunity and non-discrimination
- special educational needs and disabilities (SEND)

The school recognises that suspension and permanent exclusion guidance should not be used in isolation, but as part of a wider whole-school approach to behaviour, safeguarding and inclusion.

This policy also complies with the school's funding agreement and articles of association, ensuring that all procedures relating to behaviour, suspension and permanent exclusion are conducted lawfully, consistently and transparently.

1.3 Staff Training and CPD
Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. It is important that school staff receive regular training on behaviour so that they can effectively implement the school's behaviour policy. This training takes place during INSET days, CPD sessions during the year and online courses.

This training covers a range of topics, such as how to share school rules, routines and expectations, dealing with disruptive behaviour, how to defuse conflict situations and how to praise good behaviour. The use of consistent and clear language when acknowledging positive behaviour and addressing misbehaviour will also be covered. In addition, school staff are given the opportunity for continuing professional development (CPD) on behaviour, so that they can keep up to date with the latest research and developments in this area. By ensuring that school staff are properly trained and supported, we can help to create a positive learning environment for all our pupils, shaped by our values.

1.4 Monitoring and evaluation
This behaviour policy will be updated every year. Our school has a system for data capture which is monitored and analysed regularly by school leaders; enabling them to gain insights into any patterns and trends and take action in response.

1.5 Behaviour Principles

Orion Education Trust has developed these in accordance with the legislation and DfE guidance cited above. The principles provide an overarching view of the extent of our powers relating to this policy. Staff should be confident they have the Trustees and governors' support.

The principles

- **We have the highest expectations** of our pupils and staff. We strongly believe that high standards of behaviour lie at the heart of a successful school, for every pupil to fulfil their potential, and for teaching and learning to thrive. Good behaviour in all aspects of school life is essential.
- **We are values-driven, with a warm strict approach** and expect everyone to conduct themselves in accordance with our ethos; this creates a positive environment so everyone can learn. Our positive relationships are built on kindness, mutual respect, and clear rules, with all adults setting positive examples.
- **The right to feel safe at all times** while in school is expected, and all forms of bullying, harassment or abuse are unacceptable and will be dealt with in accordance with the sanctions laid out in the behaviour policy. Pupils will be given clearly communicated expectations and boundaries, with a warm strict tone.
- **Praise and recognition** can have a positive effect on pupil well-being, as well as being a fundamental contributor to raising pupil achievement. Good behaviour is promoted through our system of rewards, helping pupils to realise good behaviour is valued. The rewards system is monitored for consistency, fair application and effectiveness.
- **The consequence system** is applied to ensure there is a calm and orderly environment in school, allowing pupils to focus on learning. Where pupils do not meet expectations or make poor choices, they are given the opportunity to reflect and rectify them, through our commitment to restorative practices. Pupils are encouraged to understand the impact of their actions and take steps to put it right.
- **Intervention and support** may be needed for some pupils, as we understand there is a need for balance between protecting the learning of pupils in the classroom and being flexible in responding to the needs of individuals.
- **All pupils are ambassadors** for our schools, and we have the same high expectations of pupils' behaviour outside of school as we do on the school site. Our expectations for pupil behaviour are set out in our behaviour policy and pupil code of conduct.
- **Partnership with parents/carers** is an integral part of our success and school staff will work together to support the pupil to strive for common strategies between home and school. The school may seek advice and support from appropriate outside agencies where concerns arise over a pupil's behaviour.
- **We promote inclusion and equality** to fulfil legal duties under the Equality Act 2010 and to ensure all members of the school community are free from bullying and discrimination as a result of gender, race, disability, sexual orientation or background. Discrimination of any description is not tolerated, recognised in our Anti-bullying and Equality policies and promoted in the day-to-day running of the school.

1.6 Anti-Bullying Statement

At our school, we have a zero-tolerance policy towards bullying. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. We believe that every pupil has the right to feel safe and secure while attending school, and we will not tolerate any form of bullying or harassment. If any form of bullying is witnessed or reported, we will take immediate action to investigate and address the situation.

We also encourage all pupils to speak up if they see or experience bullying so that we can address the issue as quickly as possible. We believe that by working together, we can create a safe and supportive school environment for everyone. The school's approach to preventing child-on-child abuse (including sexual violence and sexual harassment offline or online) and our response to incidents of such abuse is outlined in the school's **Child Protection and Safeguarding Policy**. Sexual violence and sexual harassment are never acceptable and will not be tolerated. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Children who harm others also need to be safeguarded.

1.7 Equality Act and special educational needs

In applying this policy, the school will consider its duties under the Equality Act 2010. It will also consider the needs of pupils with special educational needs.

1.8 Separation of pupils for safeguarding purposes

In rare circumstances the school can take the decision to temporarily forbid a pupil from attending its premises for safeguarding purposes. Such a decision is only taken where separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises. A separation of pupils for safeguarding purposes is not a disciplinary measure.

In imposing any such restriction, the school will consider its duties under the Human Rights Act 1998 and the Equality Act 2010 and Keeping children safe in education. The public law principles of acting reasonably, lawfully, rationally and in a procedurally fair manner will also be followed.

2. Home School Agreement: Our partnership with parents/carers

A school-home agreement is a document that sets out the expectations of both the school and the home in relation to the child's education. It is a way of ensuring that everyone is clear about their roles and responsibilities in supporting the child's learning. **See Appendix C** for the Home-School Agreement.

Parents/carers are

- expected to read and sign the Home-School Agreement, along with their child.
- encouraged to work with the school to ensuretheir children contribute to the maintenance of a safe and secure learning environment.
- required to use their best endeavours to ensure their children's behaviour does not prevent others from learning effectively.

- entitled to an explanation of actions taken by the school, particularly the application of sanctions and the treatment of behaviour.

Parents do not have the legal right to withhold permission for detentions and are expected to cooperate with the school to ensure that pupils can return home safely at a later time. Parents have an important role in supporting the behaviour policy and are encouraged to reinforce the policy at home as appropriate. OBJ

2.1 Good Attendance and Punctuality

Excellent attendance is important to establish **routines,** expectations **and positive relationships** for **pupils**. When **pupils** miss class, they miss out on important information, the chance to get help from their teachers and form bonds with their peers**.** Pupils are expected to arrive at the stated time when school begins for each year group. The school's **attendance policy** outlines our attendance and punctuality protocols. The classroom or cover teacher is responsible for ensuring all pupils who should be in their lesson are marked present.

Classroom registers MUST be taken within the first 5-10 minutes of the lesson. Pupils who arrive late to a lesson will receive a detention and persistent lateness may lead to them being placed on a punctuality report.

Staff will **not allow pupils out of lessons** unless in the case of illness or an emergency or for a pre-arranged appointment for whichthey should have a signed note from a parent/carer or an appointment card from an outside agency. Requests to attend the toilet during lesson time will normally be refused unless there is a recognised medical condition.

Pupils are aware they need to make use of the toilets during break time. Medical and timeout passes will be given to pupils whom it is recognised need to leave lessons, this will be reviewed on a termly or half-termly basis.

3. Expectations

Broadly, behaviour can be categorised into three types: towards oneself, towards others and towards the community. We will share these expected behaviours as part of our behaviour curriculum with all pupils.

Towards oneself	• Holding exemplary attitudes to learning, through excellent punctuality and attendance. • Being fully prepared for learning at all times with correct uniform, equipment and mindset. • Engaging fully with learning and completing tasks to the best of one's ability.
Towards others	• Demonstrating respect for all, taking opportunities to help others and build good relationships. • Being polite and contributing towards making the school a safe and happy environment. • Always demonstrating kindness without displaying bullying and discriminatory behaviour, including when online.

Towards the community	• Acting as a proud ambassador for the school - both inside and outside of the school. • Actively seeking to enhance the reputation of the school within the community, respecting property and the environment. • Following rules that aim to preserve an orderly environment and supporting the school community through attendance at events.

When pupils go through key transitions, like starting school, the beginning of the year, after half-term breaks and after a period of respite, pupils will have a re-introduction to the school's behaviour system, rules and routines. The following expectations are common to all Orion schools and have been developed to ensure pupil conduct is positive and complimentary to our values. The school will act swiftly and decisively on behaviour that does not meet the expectations set out in this policy. Expectations in relation to specific matters are set out below.

3.1 Use of Mobile Phones and electronic devise on School Premises

In line with the latest **Department for Education (DfE) guidance on mobile phone use in schools**, mobile phones and electronic devices, including smartwatches and earphones, and other smart technology with similar functionality to mobile phones **must not be seen or heard anywhere on school premises**.

- Upon arrival at the **school gate**, all mobile phones and electronic devices **must be place in a pouch and locked** at a station for the day.
- Once inside the school building, the Yondr pouch must be placed away in bags for the day.
- At the end of the school day, devices can be unlocked at an unlocking station supervised by staff but must remain **out of sight until pupils leave the school gate**.

If a mobile phone or electronic device is **seen or heard** at any time on school premises, it will be **confiscated immediately** by a member of staff and stored securely.

The school recognises that there may be occasions when parents/carers need to contact their child, or a pupil needs to contact a parent/carer, during the school day.

- Parents/carers should contact the school office if they need to pass an urgent message to their child.
- Pupils who need to contact a parent/carer during the school day should seek permission from a member of staff and use appropriate school procedures.
- Mobile phones should not be used by pupils to communicate with parents/carers during the school day unless authorised by a member of staff in exceptional circumstances.
- Any urgent messages will be communicated promptly through the school office or an appropriate member of staff.

Confiscation and Sanctions

- **First Instance**:
    - A **senior member of staff** will confiscate the phone/device and record the pupil's name.
    - The device will be stored securely in the school office. **Only a member of SLT** can return the phone from the safe.
    - The phone/device will be **returned to parents/carers after 5 school days** and **not directly to the pupil**. Parents/carers will be informed of the collection process.
    - A **negative behaviour point** will be recorded and the pupil will removed from circulation/placed in the alternative provision.
    - Failure to hand over the mobile device may result in a fixed term suspension.
    - Once confiscated, the item will be stored for 5 days. If this is not met, further escalation will be applied.
- **Second Instance**:
    - The phone/device will be **returned to parents/carers after 10 school days** and **not directly to the pupil**. Parents/carers will be informed of the collection process.
    - Parents/carers will be invited to attend a meeting with Senior Leader.

Further sanctions may apply if the pupil does not comply or shows defiance.

In line with policy, students are not permitted to carry mobile phones or other devices during the school day. However, exceptions may be made for medical reasons. For example, students with diabetes who require a mobile phone to monitor their condition via continuous glucose monitoring apps. Such arrangements must be agreed in advance with the school's designated safeguarding lead.

Schools have statutory power to search a pupil where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item, or any item identified in the school rules as an item that may be searched for. Therefore, mobile phones and similar devices are items that can be searched for. Any search and/or confiscation of a device will be dealt with in accordance with the school's search, screening and confiscation policy (see below, section 7).

Where misuse of a mobile phone raises safeguarding concerns, including bullying, harassment, sharing nudes or semi-nudes, harmful online content, threats or suspected criminal behaviour, the matter will be dealt with in accordance with the school's Child Protection policy.

This policy is designed to support a **focused, disruption-free learning environment**, in line with the latest **DfE guidance**.

3.2 Uniform and equipment

We take pride in our school uniform and wear it according to the expectations shared with all pupils and parents. **Appendix A** outlines the items of uniform that pupils should have. For example, all pupils are expected to wear the designated blazer, and we have clear rules about when this should be worn in and around the school building and in classrooms etc.

We are also very clear about the items that are not allowed on site, such as baseball caps, hoodies, and bandanas, as well as adornments such as false eyelashes and nails. Pupils will be provided with the opportunity to correct any uniform that doesn't fall in line with our policy. A phone call home will be made to parents/carers to inform them of the situation. Any pupil who refuses to change into the correct uniform, when asked to will receive a sanction in line with this policy (see in particular **Appendix B**).

Pupils are expected to bring their own equipment to school. This consists of:

- Pen- black ink pen (x2)
- Pen- red for responding to feedback and redrafting
- Pencil
- Ruler- maths set
- Scientific calculator ruler (15 or 30cm)
- Planner
- Black rucksack (A4 size)
- Reading book
-

Equipment is checked daily during line up, pupils need to ensure they have full equipment ready to learn. Failure to have the correct equipment on multiple occasions will result in a sanction. If you require financial support in purchasing equipment, please advise your child's form tutor to support.

In relation to school uniform expectations, the school will observe its duties under the Human Rights Act 1998 and Equality Act 2010 and take into account key considerations such as safeguarding and health and safety. Reasonable adjustments to the uniform policy will be made where appropriate, requests for adjustments should be raised at the earliest stage possible with the Head of Year who will discuss the request with the Principal.

3.3 Lesson protocols

Pupils are expected to focus and work hard in all lessons, with a positive attitude to learning. Our schools provide an enriched curriculum, which challenges and motivates pupils to do their very best, ensuring they have the opportunity, support and guidance when needed.

Pupils will receive training to enable them to deliberately practice lesson protocols. The daily routines outlined below detail how we start and end lessons, along with the classroom expectations we want all staff to consistently apply.

Pupil entry
• Pupils are greeted at threshold by their teacher • Pupils are reminded to have their equipment and planner out at the door before entering the classroom • Pupils uniform is checked, and they enter the classroom quietly • Pupils go straight to their allotted seat and sit down • Pupils place their planner and equipment onto their desk so that it can be seen by their teacher • Pupils begin the DO Now in silence
Pupil exit
• Pupils will be directed to pack away quietly by their teacher. • Pupils will be directed to place their books on desks so they can be easily collected. • Pupils will be directed to pick up and clear away any litter.

- Pupils will be asked to stand behind their chair silently
- Pupils will be checked by teachers to make sure they have not placed coats on and that their uniform is correct/correctly worn
- Pupils will be dismissed row by row so that they exit in silence.
- Pupils not exiting in silence will be asked to do it again and get it all the way right.

3.4 Food and Drink

Only water and drinks sold in the canteen are allowed in school, other drinks are confiscated if seen. Pupils can bring their own water bottle into school, to be refilled with only water. Chewing gum is banned on the school site. Pupils found with chewing gum will be asked to put it in the bin and to hand over packets of chewing gum to staff which will then be confiscated until the end of the school day. **See section 6** for guidance around what to do about illicit and illegal items e.g. alcohol, alcohol infused drinks, drugs-spiked edibles etc.

3.5 Social Media

The Government has announced that it will introduce restrictions on the use of social media for under 16 year olds. Further detail is awaited and the ban is not yet law, contravention of any restrictions imposed by the government on the use of social media will be considered a breach of this policy and may accordingly result in a sanction.

To the extent pupils remain permitted to use social media (i.e. until the restrictions are imposed and/or to the extent that some forms of social media and use by older pupils remains permitted) the following provisions apply where the use of the permitted social media, whether for school purposes or personal use, affects the school, pupils or staff in any way.

The provisions of the Orion Education Social Media policy apply to all forms of social media and to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

A breach of the policy on the use of social media will result in disciplinary sanctions. Pupils are **not permitted to set up social media accounts up in the name of the Trust, or school, or use Trust and school branding, images or logos** without permission from the Principal.

Other instances of prohibited use include:

- use that may cause damage to the school or its reputation even indirectly;
- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements including malicious allegations;
- use that impersonates the school, staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school images logos or trademarks;
- use that may constitute criminal activity.

The Orion Education Social Media Policy sets out further details. Reports of the misuse of social

media will need to be made to the Principal, Designated Safeguarding Lead, and the police if required.

In line with government guidance relating to the Prevent Duty, children will be informed how to keep themselves safe from terrorist and extremist material.

Our school has monitoring and filtering software that tracks staff and pupil activity on school computers and laptops. This will also apply to laptops and devices that are loaned to pupils for use at home for schoolwork. See the Trust's ICT policy for more information about monitoring and filtering practices on school devices.

3.6 Behaviour Outside School

This policy applies to all pupils when they are in school, and in some circumstances when they are out of school and during half term and holidays. For example, when,

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

The school is committed to ensuring our pupils act as positive ambassadors to protect the reputation of the school. The same behaviour expectations for pupils on the school premises apply to off-site behaviour and pupils can be sanctioned if they do not meet our expectations.

The behaviour policy can also extend to misbehaviour which takes place outside the circumstances described above if it could have repercussions for:

- the orderly running of the school, or
- pose a threat to another pupil, or
- member of the public, or
- or could adversely affect the reputation of the school.

3.7 Supporting Pupils with additional needs

At our school, we recognise that pupils with special educational needs and/or disabilities or medical needs may require adjustments to be made in order to support them to follow our behaviour policy. We are committed to making reasonable adjustments for disabled pupils in line with the Equality Act 2010, and appropriate SEN support, assessment or intervention where a pupil's needs may be contributing to behaviour. We will consult with parents and carers to identify what these adjustments might be.

We believe all pupils should be treated fairly and should have the opportunity to thrive and succeed in their learning. The graduated approach will be used to assess, plan, deliver and review the impact of the support being provided. Preventative measures will be shared with staff. See the school's **SEND policy.**

4. Rewards, Praise and Recognition

At our school, we recognise the positive effect praise and recognition has on pupil well-being, as well as being afundamental contributor to raising achievement. Focusing on good behaviour, and

expected conduct, along with praise – helps to highlight pupil strengths and is a key component of good teaching, helping to build positive and lasting staff/pupil relationships.

Staff are encouraged to provide rewards to positively reward tangible effort and achieve both in and outside of the classroom. Rewards may include:

- Verbal praise
- Communicating praise to parents/carers via phone calls or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility
- Whole-class or year-group rewards, such as a popular activity

How	When	Who
Verbal praise in lessons and around the school	Daily	All staff
Positive points on Arbor	Daily	All staff
Feedback in books “what went well”	As per feedback policy	Teaching staff
Positive phone calls home	Daily	All staff
Postcards home	Weekly	HODs
Assemblies	Weekly	HOYs
School money pound	Weekly	All staff
Attendance board	Weekly	Attendance officer
Attendance raffle	Half-termly	HOYs
Values certificates	Half-termly	HOYs
Principal breakfast		
Senior leader breakfast with pupils	Termly	All SLT and HOYs

5. Sanctions and Consequences

Pupils are expected to take responsibility for their actions and abide by the school rules. The school has a clear and consistent approach to behaviour and will not accept behaviour that is unsafe, causes harm or significantly disrupts learning. This system supports pupils to make positive choices, providing opportunities for reflection, resolution and improved behaviour.

Staff will be trained to ensure that sanctions are applied in a way that is fair, consistent, proportionate and transparent, with parents/carers kept informed so that the school can work in partnership with them. An indicative guide to sanctions is set out in Appendix B – Behaviour Sanctions Tariff.

Where appropriate, staff will take account of any contributing factors identified following a behaviour incident. These may include bereavement, abuse or neglect, mental health needs, bullying, SEND (including unidentified needs), criminal exploitation or significant challenges at home. Reasonable adjustments will be made for pupils with additional needs.

Staff will consider whether misbehaviour may indicate that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, staff will follow the school's Child Protection and Safeguarding Policy and refer to the Designated Safeguarding Lead (DSL). The DSL will consider whether pastoral support, early help intervention or a referral to children's social care is required.

Alternative arrangements for sanctions may be considered on a case-by-case basis where this is more appropriate to the needs of the pupil. The school will ensure that such decisions remain consistent and fair across the wider pupil cohort.

Staff will use encouragement, recognition and positive reinforcement as the primary approach to managing behaviour. Where this is not sufficient, sanctions will be applied. In the first instance, informal reminders may be appropriate. Where behaviour persists, a formal sanction will be issued and recorded on the school's management information system (Arbor).

Where a pupil is required to leave the school site for safeguarding reasons, this will not be recorded as a suspension. Such arrangements will be clearly documented, justified and supported with appropriate arrangements to maintain the pupil's education where necessary.
Serious or persistent breaches of the Behaviour Policy may result in a suspension or permanent exclusion, in line with Appendix D of this policy.

All suspensions and permanent exclusions will be carried out in line with statutory guidance and reported to the Local Authority without delay.

5.1 Informal Sanctions
Where possible, behaviour should be dealt with informally, positively and without disrupting teaching and learning. We call this a **lightening quick correction to prevent** pupils from showing off in front of their peers.

- **Non-verbal cues**: A quick, non-verbal signal that the teacher is aware that the pupil is not on task. For example, eye contact with a pupil who is not paying attention.
- **Positive, whole-group correction:** A quick, verbal reminder to all pupils. For example, *"I need everyone listening, thank you."*
- **Anonymous correction:** A verbal reminder that some pupils are not complying. For example, *"I'm waiting for two pupils to be quiet."*
- **Targeted, private correction:** A quiet word with an off-task pupil, given while other pupils are working. For example, "*Joseph, I need you to focus on your work*."

5.2 Formal Sanctions
If a pupil's behaviour is disrupting teaching and learning, a more formal approach should be used.

Use lightning quick corrections in the first instance. **"***You would be doing so much better if you do…"*

V – Verbal reminder	The teacher has a quiet one-to-one conversation with the pupil about how to improve their behaviour for the rest of the lesson. Pupil's planner to be taken to reinforce the reminder and placed on the teacher's desk. *"I am going to place your planner on my desk as a reminder that any further poor choices could lead to me needing to take action. The remainder of this lesson I am expecting to see you endeavour to do well."* Teacher returns the planner to the pupil before they leave the lesson.	The verbal reminder is **not logged** on Arbor.
A – Action	Teacher informs pupil that their behaviour will be logged on Arbor. *"I am disappointed that you were unable to correct your behaviour following my reminders (Be specific about the behaviour that led to the sanction). Now from here on in I am expecting you really focus on your learning and if you need support then please put your hand up and I will help you."* Teacher writes the log in the pupil's planner, which is then returned to the pupil before they leave the lesson.	Behaviour log to be applied by the classroom teacher at the end of the lesson. 30min detention will be automatically issued (this is not done if the pupil is removed from the lesson)
R – Removal	A member of staff comes to the room to remove the pupil.	Automatic 60min DT at the end of the day

VAR is all about stopping the *disruptive behaviour* which could lead to a child being removed from a lesson and therefore losing their opportunity to learn that aspect of the curriculum. This **should not be taken lightly**.

If a pupil does not attend their end-of-day detention this will be escalated further, leading to a further detention or suspension. See detentions for further information.

5.3 Detentions

Teachers and other staff may give detentions to any pupil under the age of 18, including same-day detentions and detentions that take place outside the school day, without parental consent, 24 hours' notice of a detention is not required

A first detention will usually either be a 30-minute detention within the school day (with sufficient time allowed over lunchtime to eat, drink and use the toilet) or immediately after school on the same day.

Parents will be informed of detentions but notice does not need to be given before the detention if it takes place in the school day or is a short after-school detention when the pupil can get home safely

Detentions will not be issued on days that fall in the school holidays, public holidays or days on which pupils have permission to be absent.

The teacher will record the sanction on Arbor.

The information above will be available for parents/carers to see online.

- Pupils who fail to attend a first detention, make repeated poor choices or significantly defy the school rules will receive a 90-minute senior staff detention which parents will be notified of in advance.
- Pupils who fail to attend a Senior Staff Detention will be Internally Excluded and a meeting held with the pupil and their parents/carer and the Head of Year.
- For all detentions beyond 30 minutes parents will be given advanced notice via email or text

Below is an indicative guide to the type of detention that will be issued in response to breaches of the school rule.

Pupils receiving a log at the Action stage of the system (VAR) will be monitored by the pastoral team. This is linked to our reporting system and leads to a range of support and intervention, see section 9 for more details.

Behaviour	Detention	When?
Equipment/Uniform	30 minutes	Following day
Social time disruption	30 minutes	Following day
Action log	30 minutes	Following day
Removal from lesson	60 minutes	Following day
Late to school	60 minutes	Following day
Not attending detention	60 minutes	Following day
Second non-attendance DT	1-day Internal exclusion	Following day
More than three logs in a week	90 minutes	Once a week

5.4 Internal Exclusion (Removal from classroom)

An Internal Exclusion or Removal is a serious sanction. Removal is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. Pupils can receive an Internal Exclusion for a significant breach of the school's behaviour policy. Such as

- Persistent disruptive behaviour and non-compliance of school expectations
- Damage to personal and/or school property
- Disrespect of a member of staff or pupil
- Defiant or continued refusal to follow instruction
- Threatening behaviour, physical violence or any intention or act that causes harm to others
- Possession of a banned item or refusal to hand over a confiscated item. This is not an exhaustive list.

A pupil can be removed as a consequence of their behaviour in lessons or during unstructured times. They will be escorted to the IEC by a member of staff. The time they spend in the IEC will be decided dependent on the seriousness of the breach. Pupils will not be allowed to leave the room unless accompanied.

Removal is not the same as a restrictive intervention such as seclusion which has been used purely for non-disciplinary safety reasons.

The Local Authority will be notified without delay of all suspensions and permanent exclusions, regardless of their length.

See Appendix D- Exclusions Policy

6. Dealing with Specific Conduct Issues

The following list provides examples of what constitutes a serious incident that will be sanctioned. The list is neither exhaustive nor definitive and members of staff and the senior leadership team may use their discretion so long as they are following the behaviour policy.

- Bringing onto school premises or being found in possession of anything that could constitute anoffensive weapon or illegal substance.
- Bullying/Cyberbullying or other harmful behaviour towards another pupil.
- Bringing 'outsiders' onto school property; this might be to threaten or create conflict
- Sexually inappropriate behaviour towards pupils, including harassment and abuse.
- Threatening others – physical or verbal – staff, pupils, and parent/carers.
- Making malicious allegations about staff
- Cursing or inappropriate gestures – particularly towards an adult.
- Wilful disobedience or serious disrespect to an adult.
- Stealing and/or knowingly possessing stolen property.
- Vandalism and destruction of property, in school and in the community.
- Consistently disrupting learning.
- Playing with or setting off fire alarms or extinguishers.
- Smoking and drinking alcohol, using or distributing drugs or being in possession of any of the above.
- Cheating in a test or exam; copying work from other pupils to pass off as own.
- Wearing, displaying or graffitiing 'gang' affiliated items and phrases.
- Bringing the school into disrepute, in public or on social media.
- Creating social media accounts in the name of the school.
- Posting comments about the school, staff or learners on social media without consent from the Principal.

6.1 Use of inappropriate language

We do not expect pupils to use foul language or language which offends someone's race, sexuality or any other characteristics. Any swearing at or in the presence of staff or because of a reprimand from a member of staff will result in the pupil being sanctioned. The school may exclude a pupil for swearing at staff and pupils will be expected to take part in a reflective conversation and restorative meeting.

6.2 Illicit and Illegal Items

6.2.1 Alcohol

Is not permitted on school premises or during school-related activities. If a pupil is found in possession of or has consumed alcohol, parents will be contacted immediately, and the pupil will be required to be taken home to safeguard them if they are intoxicated. A meeting will take place with asenior member of staff and a sanction will be issued.

6.2.2 Drugs

The school policy on drugs applies to all school and school-related activities whether on or off-site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs, it extends to alcohol, tobacco products, vapes containing volatile substances and legal highs.

The school will monitor and deal with any drug issues promptly.

Students will receive drug education as part of the PSHE and the school will work with outside agencies.

Sometimes it will be necessary to involve the police. Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a careful manner.

Usually, the school will immediately inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the school must act in the best interests of the child which may mean a decision not to inform parents straight away whilst guidance is sought from external agencies. Such a decision will be taken very seriously and usually with the benefit of legal advice. The designated safeguarding lead with consult with social care and the police immediately.

We operate the following procedures in relation to drugs:

- Students found to be supplying or intending to supply drugs will face the risk of permanent exclusion (see Appendix D).
- Students found in possession of illegal drugs will face the risk of permanent exclusion.
- The school adopts a zero-tolerance approach to illegal drugs and substances. Any student found in possession of a suspected illegal drug will be suspended whilst a full investigation is carried out.
- Substances will be confiscated and handled in line with statutory guidance, and where appropriate, the police will be informed.
- Following investigation, any sanction will be determined on a case-by-case basis.
- The school will also consider its safeguarding responsibilities and may refer students and families to appropriate support services.
- Where the school suspects a student is in possession of any illegal substance, they will be invited to take part in a voluntary search, emptying their bag, pockets and shoes in the presence of two members of staff. If they refuse, the parent will be contacted, the student isolated and the police may be informed. **See section 7** for information about searching students in school.
- If we have searched a student's possessions for an illegal substance, we will inform the parents explaining the reason for our search without revealing the source of our information.

6.2.3 Vapes and electronic cigarettes

These are banned in school and pupils should not be seen using them outside of school. The items will be confiscated by a member of staff and pupils will be sanctioned for bringing vapes or electronic cigarettes into school with a suspension. These devices are distracting, and their use has been linked to poor concentration and attention span. In addition, there is a risk that pupils who use these devices will begin to smoke traditional cigarettes, which are far more harmful to their health. The school may use detectors in public spaces to detect if vapes are being used.

6.2.4 Offensive Weapons and illegal items

Pupils should not bring into school any offensive weapons such as guns, knives, fireworks or pointed or sharp articles or other items intended to be used as a weapon. (These are examples, and this is not an exhaustive list.)

- Pupils must not bring on to the school site any item/article that is deemed to endanger the community of the school. This is in accordance with the Offensive Weapons Act 1996. This act states that it is a criminal offence to bring any such item/article onto the premises of a school.

- If a pupil is in the possession of any such item(s) in school it will result in parent/carers being contacted and a high likelihood of the pupil being permanently excluded, irrespective of there being any intent by the pupil to use the item, sell the item, or if the item is concealed. The police may also be informed.

6.3 Bullying and Child-on-Child Abuse

If bullying is suspected or reported, the incident will be dealt with by a member of staff, as soon as possible. The school's **Anti-Bullying Policy** will be followed. The school has zero tolerance toward any form of sexual harassment or bullying online, in public, private or in school. All incidents will be dealt with swiftly and will be referred to social care and the police if necessary. See the **school's Child Protection and Safeguarding policy** for more information on reporting and recording incidents and how the school deals with them.

6.4 Extremist and Radical Views

As a school, we remain vigilant to incidents involving radicalisation and remain fully informed about the issues which affect the region in which we teach (This is part of PREVENT.) Pupils who express extremist or radical views or appear to be at risk of being drawn into extremism or terrorism will be spoken to by a member of staff, who will then report this to the Designated Safeguarding Lead. Further investigation may ensue, and the details might be passed on to the police and/or a PREVENT referral made.

7. Searching Pupils

School staff can search pupils with their consent for any item. The Principal and staff members authorised by the Principal have a statutory power to search pupils or their possessions, without consent, where they have reasonablegrounds for suspecting that the pupil may have a **prohibited item.**

Prohibited items are knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images, and 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, or damage to the property of, any person (including the pupil). Finally, any banned item as identified in this policy may be searched for.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, a senior member of staff may inspect the data on it, if they think that there is a good reason to do so. For example, if they reasonably suspect the data or a file has entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules. The exception to this is where there is a risk that the electronic device contains nude or semi-nude images of under-18-year-olds. In such cases the school's child protection policy must be followed and staff must not view, copy, print, save or download the images.

7. 1 Extent of Search

A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The member of staff conducting a search **will** be the same sex as the pupil, and there **must** be another member of staff present to witness, unless:

- The person doing the search believes there's a risk that serious harm will be caused if the search isn't urgently carried out, **and**
- In the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present
- If the above is the case, the person doing the search should report it immediately

The person conducting the search **may not** require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers, bikes and desks.

It is a condition of having a locker in school that the parent/carers and pupils give consent to it being searched – all lockers remain the property of each school.

Where a search raises safeguarding concerns, the Designated Safeguarding Lead or deputy must be informed as soon as practicable.

7.2 Record of Search

All searches undertaken by a member of staff, or the Police will be recorded in the school's safeguarding reporting system, including:

- The date, time and location of the search
- Which pupil was searched, and other pupils involved
- Who conducted the search and any other adults or pupils present
- What was being searched for and the reason(s) for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

7.3 Informing Parents of Search
Parents/Carers will be informed of any search for a prohibited item that has taken place, the outcome of the search and what (if anything) has been confiscated as soon as practicable.

7.4 Confiscation of Articles
School staff have the power to confiscate property from pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

7.5 Disposal or Retention of Articles Confiscated from Pupils
The school will follow the DfE guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies.'

8. Use of Reasonable Force

In line with the DfE guidance on restrictive interventions, appropriately trained members of school staff have the power to use restrictive interventions including reasonable force and seclusion for safety reasons. This may be to prevent pupils from committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. Such interventions are not disciplinary sanctions. Specific recording and reporting duties apply to the use of restrictive interventions.

The Principal and staff members can use such force as is reasonable. When restraint is used by staff, this is recorded in writing and recorded on our safeguarding software. Staff will receive training on this.

9. Support for pupils

Timeout Passes
Pupils with specific learning or medical needs or safeguarding concerns may be given a timeout pass to support them in meeting behaviour expectations. These are distributed on a pupil-by-pupil basis, with a clear end date, so they can be reviewed.

Pupil Support and External Agencies
To support our most vulnerable pupils we work with a variety of external agencies to ensure our pupils meet our high expectations. Foremost amongst these are CAMHS and Bromley Why.

Additional support through behaviour reports
Behaviour information is logged through the school's management information system (Arbor) and the school might use an additional tracker to review the behaviour of pupils. This data is monitored by pastoral and year team, such that additional support can be put in place for pupils who are finding it challenging to meet the school's expectations. The numbers of behaviour incidents listed below are a guide to when pupils might be supported through the reporting system. However, a very different situation is represented by, for example, a child who accrues 20 behaviour incident logs in the first three weeks of school compared to a child who accrues this many incidents between September and May. These tariffs will be shared with parents each academic year.

9.1 Escalation Tiers of Support and Intervention

Stage 1 Form Tutor Report (20 behaviour incidents recorded)

- At this stage, a pupil will be displaying incidents of behaviour inconsistent with our ethos.
- The occurrence of these incidents may not be frequent, but a trend is starting to emerge, and the incidents are increasing in number.
- Pupils will be given a report with some specific and achievable targets for their behaviour.
- The report is to be physically handed to all teachers by pupils daily over a period of 2 weeks.
- At the end of the two weeks, the report is either deemed to have been passed (and the pupil comes off report) or failed. If failed, the pupil will escalate to stage 2.

Strategies to Support Behaviour Improvement
Detention after school
Restorative behaviour for learning conversations
Contact with parents (phone, email, letter, meeting, TEAMS)
Achievement Report
Change Seating Plan
Report (Subject or Tutor)
Allocate a pupil mentor
Timeline creation

Stage 2: – Head of Year Report (21-41 behaviour points)

- At this stage, parents will be invited to a meeting to discuss the strategies used during stage 1, review the timeline, and help create the targets with the Head of Year, who will manage the next stage.
- At this stage, a pupil's behaviour will be categorised as disturbing their learning and that of their peers.
- Again, a report is physically handed to all teachers by the pupil over a period of two weeks.
- If there are signs that the pupil's behaviour is not improving parents should be informed that an Intervention Plan will be created.

Strategies to Support Behaviour Improvement
Place on behaviour monitoring report
Behaviour team mentoring
Weekly contact with parents
Referral to the Inclusion panel
Attend specified workshops and mentoring
Escalate to an intervention plan if little or no progress

Stage 3 Head of Year Intervention Plan and Report (42-62 behaviour points)

- At this stage, behaviour will be classified as frequently disrupting the education of the pupil and peers, in and/or outside of the classroom. The previous report has not assisted the pupil with making progress.
- The following should have taken place before a child is placed on an intervention plan report:
- Referral to the Inclusion Panel
- Parent/carer meeting with the Head of Year
- At the stage 3 escalation meeting, in attendance will be the pupil, parent(s)/carer(s), Head of Year and a SLT lead.

Strategies to Support Behaviour Improvement
Place on behaviour monitoring report
HOY mentoring
One page profile shared with staff
Daily check-ins with a nominated member of staff
Professional meetings and referral to agencies, BCP, CAMHS
Weekly inclusion meeting updates
This stage will run for 4 weeks and then another 4 weeks, if needed.

Stage 4 Senior Leadership Team (63-83 behaviour points)

- At this stage, the pupil is continuing to exhibit disruptive behaviour that is clearly damaging the learning of others and the pupil themselves. Management of behaviour is overseen by a member of SLT.
- Escalation to Stage 4 would require:
    - Pastoral support plan and Early Help/CAF completed
    - External agencies referral (BCP and Wellbeing)
    - Frequent communication between parent(s)/carer(s) and the school

- At the stage 4 escalation meeting, in attendance will be the pupil, parent(s)/carer(s), Head of Year and a SLT lead.

Strategies to Support Behaviour Improvement
Behaviour for learning conversation - Daily
Emergency review of SEN support (if applicable)
Referral to external agencies as appropriate
Consider specific intervention programmes
Discuss planned move with parents and pupil.
Weekly discussion at the Inclusion panel
Referral to further support strategies ran by Inclusion Team
Referral to chair of Governors Panel
Pastoral support plan 6 weeks

Stage 5 Vice Principal Pastoral/ Principal /Governor Meeting **(**85+ behaviour points)

- The pupil is now at-risk of being permanently excluded from the school and a governor disciplinary meeting should be convened. The purpose of this meeting is to underline to the pupil the importance of meeting behaviour expectations and to review the support in place. It is not a meeting determining whether the pupil should be excluded, and it is important that governors do not become involved in the Principal's decision-making until after the decision when they have a specific role to review the decision and consider reinstatement.
- If improvements are not seen, the only the Principal may decide to suspend or permanently exclude a pupil for persistent disruptive behaviour is put in place.
- A Permanent Exclusion for persistently defiant and/or disruptive behaviour will also be considered (see Appendix D)
- All attempts will be made by the school staff to improve a pupil's behaviour in the five stages of low-level disruption that precede permanent exclusion.

- The professional judgement of staff will be deployed when selecting strategies/programmes that may benefit each individual pupil.

- The strategies identified at each stage are only examples and all do not need to be employed at each stage before progression to the next stage. Equally, the professional judgement of staff will be employed when applying the indicative thresholds identified for behaviour logs and a pupil's subsequent referral through the policy stages.

Appendix A – Uniform expectations

Full details of the uniform expectations can be found in the table below:

Compulsory Uniform List
Coopers Blazers Black Jumper White Shirts Black Trousers or **Single Pleat Black Skirts*** Year Group Colour Tie PE Top with Coopers Logo PE Shorts with Coopers Logo PE Shorts Tracksuits with Coopers Logo Tracksuits with Coopers Logo Shoes- plain black polishable leather (no canvas or trainers) Coat- plain and dark (no denim, leather jackets or hooded sports' tops) Plain black A4 size school bag or rucksack

only black skirts with a single pleat are permitted- skirts should not be rolled up at the waist

- Coloured nail varnish and nail extensions are not permitted (only clear). Nail extensions or decorations are not permitted on health and safety grounds.
- No jewellery except for a wristwatch (No smart watches) and one pair of plain gold or silver metal stud earrings are permitted (facial piercings- including nose studs are not permitted. If worn on site, banned items will be confiscated and returned at the end of the half term.
- Mobile phones, Air pods and headphones are not permitted to be seen or heard on site and will need to be locked away in pouches at the start of the day.
- Hair colour- If hair is dyed, it must be natural hair colours only.
- Eyelash extensions are not permitted and must be removed before attending school. Pupils will be out of circulation if eyelash extensions are worn to school.

Our school uniform expectations have been developed in line with the DfE's guidance on developing school uniform policy, noting our obligations under the Human Rights Act 1998 and the Equality Act 2010, in particular the duty not to unlawfully discriminate.

The school will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as health and safety or safeguarding. Pupils have the right to manifest a religion or belief, but not necessarily at all times or places, or in a particular manner. Where there is a good reason for restricting an individual's freedoms – for example, the promotion of cohesion and good order in the school, or genuine health and safety or security considerations – a restriction may be justified.

The school will make reasonable adjustments to its uniform policy where it is appropriate to do so for disabled pupils in line with its obligations under the Equality Act 2010.

Where a pupil wishes to request an adjustment to school uniform expectations, a request should be made in writing to their Head of Year who will discuss the request with the Principal .

***[Note:** Under DfE guidance, governing bodies are strongly recommended to engage with parents and pupils when designing their uniform policy or making any significant changes – schools may wish to confirm here that parents and pupils were consulted in developing the uniform policy and provide a route for any queries, concerns or other feedback on the uniform policy as well as confirming that the impact of the policy on those with protected characteristics under the Equality Act has been taken into account.]*

Appendix B - Behaviour Sanctions Tariff

An indicative guide to sanctions that will be issued in response to particular breaches of the Behaviour Policy. This list is non exhaustive and in practice, the key consideration will be to issue a sanction that is reasonable and proportionate to the behaviour.

Issue	Sanction	Intervention
Late to school	60 minutes same day detention	Lateness report to tutor.
Late to lesson	5 minutes late: 30-minute detention 10 minutes late: 60-minute detention	Discussion with teacher at end of lesson.
Uniform, or equipment breech	30 minute detention	HOY discussion at detention
Failure to correct uniform, defiance.	Relocation to Internal Exclusion Room until uniform corrected	Parent communication
Classroom or playground consequence	30-minute detention	HOY discussion at detention
Relocation or reset	Take to Internal Exclusion Room	Reflection sheet with staff in exclusion room.
Refusal to relocate, defiance	Internal exclusion	Parent meeting, level best intervention.
Truancy	Taken to relocation room and remain for the day	Attendance report to tutor. SLT discussion at detention.
Failure to attend 30minute detention	60-minute detention and Alternative Provision	SLT discussion at detention
Failure to attend 2 30-minute detentions in a week	Internal exclusion	Parent meeting,
Failure to attend SSD, defiance	Internal exclusion	Parent meeting
Mobile phone misuse	Confiscate phone	Parent to collect if repeated incidents
Failure to hand over mobile phone/gadgets, defiance	Internal exclusion	Parent meeting
Fighting	An Internal or external exclusion	Anger Management intervention
Verbal or Physical Abuse of staff	An Internal or external exclusion	RJ with member of staff

Other serious misdemeanour. Examples include: • Persistent disruptive behaviour and non- compliance • Damage to personal and/or school property • Disrespect of a member of staff or pupil • Defiant or continued refusal to follow instruction • Threatening behaviour, physical violence or any intention or act that causes harm to others • Possession of a banned item or refusal to hand over a confiscated item • Bullying • Bringing the school into disrepute • Homophobic/racist/sexist language. **This is not an exhaustive list.**	A serious sanction ranging from SSD to external exclusion	The intervention will depend on the nature of the misdemeanour but my include: • Mentoring • Anger management. • Community service • Crime and consequence talk with the Police. • Ant-bullying mentoring. • Diversity intervention. **This is not an exhaustive list.**

Appendix C - Home-School Agreement
Our school priorities are:

A successful education for your child depends on a positive partnership between home and school. The agreement below represents the shared commitment of the school, parents/carers and child to achieve that success.

Going the extra mile – the commitment by our school

We believe that every pupil is capable of academic and personal success and that it is through hard work on the part of your child, with our support, that their potential will be realised.

Learning

- We will make sure we always come to lessons prepared and engage pupils in the challenging work that paves the way for success in school and life.
- We will provide rewards for pupils' endeavours.
- We will set appropriate homework regularly.
- We will take our pupils on relevant, exciting trips.
- We will constantly strive to become better educators.
- We will provide feedback on pupils' work.

Pastoral care

- We will ensure that each pupil's Form Teacher will follow each of their tutees' progress and ensure that all individual needs are met.
- We expect good attendance and will follow-up on any absence and lateness.
- We will go out of our way to get to know each of our pupils as individuals.
- We will care about our pupils' wellbeing and protect their safety at all times.

Parent-school communication

- We believe that through regular communication, a relationship of trust between school and home can be created.
- We will hold parent meetings once a year and issue attainment reports at regular intervals.
- We will make sure that pupils and parents will be able to contact their teacher by phone and email and will reply to all communications from parents as soon as possible, usually within 48 hours.
- Where pupils do not regularly complete homework, we will provide supportive measures
- We promise to welcome parents into the school community.

Discipline

- We will reinforce the School values consistently and fairly.
- We will protect pupils from behaviour that does not meet our standards by insisting on high standards and holding pupils to account for their actions.

We understand that this commitment will require us to go above and beyond the average expectations of a school. We sign it voluntarily because we believe that our School is a partnership between the parents and the staff that exists to create the best possible education for our pupils.

Going the extra mile – the commitment to our school by <u>parents/carers</u>

I believe my child is capable of academic and personal success and that it is through hard work on the part of my child, with my support, that their potential will be realised.

Learning

- I will support teachers in assisting my child to achieve the best outcomes possible for my child.
- I will allow my child to go on school field and residential trips.
- I understand that my child will have homework set regularly, including weekends, and that the expectations in terms of time allocated to do it will increase in length as they progress through the school. It is my responsibility to see that homework is completed.
- I understand if homework is not completed my child will have to attend homework club.

Healthy living

- I will only drop my child off in the designated travel place to ensure everyone is safe.
- I understand that the school will encourage a healthy lifestyle, and I support the choices made by the school in this respect.
- I will give my child only healthy food and drinks to take to school.
- I will encourage my child to take part in sports and physical activities.

Attendance

- I will ensure my child arrives to school before 8.25am.
- I will not book family holidays or other extended absences during term time as per DFE guidance.
- I will make certain that my child attends school every day, except in cases of illness or another legitimate reason. I will provide evidence where possible.
- If my child is absent, I will telephone the school before 8:15 a.m. on the day of the absence to report why my child is absent and send a letter to explain their absence on the first day of their return.
- I understand that all measures taken to support absences are compulsory and non-negotiable.

Uniform and Equipment

- I will make sure my child wears the full school uniform neatly to school each day.
- I will make sure that my child has their full and correct equipment each day.
- I understand that uniform and equipment violations may result in my child being kept out of lessons, sent home to collect the items or us bringing the proper items to school.
- **<u>I understand the school's policy on mobile phones and that these are put in a locker all day. Failure to do this results in the phone being confiscated.</u>**

Parent-school communication

- I will always make myself available to the school by providing an up-to-date phone number and contact details.
- I will communicate with the school in a timely and polite manner, in line with School values.
- I will read all reports carefully, attend all parent meetings and evenings.

Discipline

- I have understood the School's values and accept and support the School's consequences for misbehaviour.
- I understand that detentions usually happen on the day they are given, a detention will be either 30 or 60 minutes. Parents will be informed by the school.
- I understand that my child cannot be excused from detention or any other after school intervention.

Going the extra mile – the commitment by pupils of our school

I will GO THE EXTRA MILE to learn.

- I will arrive to school before the school gate closes at 8:10am.
- I will always work in the best way I know how, and I will go the extra mile for my peers and me to learn.
- I will speak to my teachers if I do not understand something.
- I will complete all my homework to the best of my ability and hand it in on time.
- I will discuss any problems I am having at school with my parents, heads of year and teachers.

I will GO THE EXTRA MILE to build a safe and respectful community.

- I will wear the correct uniform smartly and in the expected way every day.
- I will keep any phones, electronic devices and earphones out of sight and switched off at the school gate.
- **I will hand in my mobile phone to form each morning. I understand that Phones will be confiscated if they are seen or heard anywhere on school premises and kept for 5 days in the first instance and 1 term in the second instance. This starts from the school gate.**
- I agree to abide by the school code of conduct and understand there will be consequences if I fail to do so.
- I will conduct myself in line with the school values whilst in and out of school as I accept that as a pupil at the school, I am an ambassador at all times.
- I will always treat everyone with respect. I will always listen to and care for my peers.
- I am responsible for my own behaviour.

Please print and sign your name below to confirm you have read through the above and agree to the content.

	Print name	**Signature**	**Date**
School			
Parent/Carer			
Pupil			

Appendix D - Exclusion Policy

1. Aims and Principles

The school is committed to maintaining a calm, safe and supportive environment in which all pupils can learn and thrive. Good behaviour is essential for the welfare and educational progress of all members of the school community.

Suspensions and permanent exclusions are serious sanctions and will only be used where necessary. Permanent exclusion will always be a last resort.

In line with statutory guidance, decisions to suspend or permanently exclude will be:

- lawful
- reasonable
- fair
- proportionate
- based on the balance of probabilities

The school recognises that, in some circumstances, it may be necessary to remove a pupil from the school site to maintain good order and protect the safety and learning of others. All suspensions and permanent exclusions will be carried out in line with statutory procedures and this policy. Orion Education Trust, along with all staff, volunteers, trustees and members of the Local Advisory Board (Governors), is committed to providing a caring, inclusive, and stimulating environment. Within this context, the school aims to ensure that:

- the use of exclusion is applied fairly, consistently and transparently
- the exclusion process is clearly understood by governors, staff, pupils and parents/carers
- all pupils are supported to feel safe, valued and able to succeed
- early intervention and support reduce the need for exclusion wherever possible
- pupils who are at risk of exclusion continue to be supported so that they remain engaged in education and do not become NEET (not in education, employment or training)

1.1 Legislation and statutory guidance

This policy is informed by current statutory guidance from the Department for Education (DfE) and is underpinned by the following key legislation and guidance:

- Education Act 2002
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended
- Equality Act 2010
- Keeping Children Safe in Education (2026)

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, July 2026)

In applying this policy, the school will have full regard to all current statutory guidance and legal duties, including those related to safeguarding, equality and special educational needs and disabilities (SEND).

This policy also complies with the school's funding agreement and articles of association, ensuring that all procedures relating to behaviour, suspension and permanent exclusion are conducted lawfully and consistently.

1.2 Definitions

For the purposes of exclusions, a school day is defined as any day on which there is a school session. This does not include INSET days or staff training days.

Within Orion Education Trust, the Local Governing Body is referred to as the Local Advisory Body (LAB).

Suspension

A suspension is when a pupil is temporarily removed from the school for a fixed period on disciplinary grounds.

- Suspensions can be issued for a fixed period ranging from part of a school day (e.g. a lunchtime) up to a maximum of 45 school days within a single academic year.
- Suspensions may be issued for consecutive or non-consecutive periods.
- Only the Principal (or acting Principal) has the authority to suspend a pupil.
- A suspension must have a defined end date at the point it is issued and cannot be extended or converted into a permanent exclusion.

In exceptional circumstances, where further investigation has taken place or new evidence has emerged, a further suspension or permanent exclusion may be issued immediately following the end of the initial suspension.

A suspension provides a clear indication that a pupil's behaviour is unacceptable. Where suspensions become frequent, the Principal will consider whether alternative strategies or additional support are required to address the pupil's behaviour effectively.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend the school, unless reinstated by the governing body.

Permanent exclusion will only be used:

- 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, including staff and pupils

Cancelling an Exclusion

The Principal has the power to cancel an exclusion that has already begun, provided that the Local Advisory Body has not yet met to consider reinstatement**.**

Where an exclusion is cancelled:

- relevant parties must be notified without delay; and
- the pupil must be reinstated immediately**.**

Further procedures relating to cancelled exclusions are set out in section 2.3 of this policy.

1.3 Links with other policies

This Exclusions Policy should be read alongside other key school policies that support behaviour, safeguarding, and inclusion. In particular, it is directly linked to:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy and SEND Information Report
- Anti-Bullying Policy

These policies work collectively to ensure a consistent, lawful and inclusive approach to behaviour management and pupil welfare. Decisions relating to suspension or permanent exclusion will always be considered in the context of these policies to ensure that the school meets its statutory duties, particularly in relation to safeguarding, equality and SEND.

1.4 Pupil conduct

All pupils are expected to behave in a way that supports a safe, respectful and disruption-free learning environment**.** Pupils must not engage in behaviour that harms, threatens, or disrupts the education, safety or well-being of themselves, other pupils, staff, or members of the wider community.

The school's behaviour expectations apply both on and off site. Behaviour outside school, including online activity, may be considered grounds for suspension or permanent exclusion where it has a clear and direct impact on the safety, welfare or reputation of the school community.

Where a pupil is required to leave the school site for disciplinary reasons, this will always be treated as a formal suspension and recorded accordingly. Informal, unofficial or unlawful exclusions, including sending a pupil home without formally recording a suspension, are prohibited.

Where a pupil is required to leave the school site for safeguarding reasons, this will be distinguished from a suspension. Such arrangements will be clearly recorded, justified, and appropriate education provision will be considered.

1.5 Additional factors

The school recognises that all pupils should be supported to meet behaviour expectations. However, some pupils may face additional vulnerabilities that affect their behaviour and increase both the likelihood of exclusion and the potential impact of exclusion.

These vulnerabilities may include, but are not limited to:

- Special Educational Needs and/or Disabilities (SEND), with or without an EHCP
- Medical conditions
- Mental health needs
- Young carers
- Looked-after and previously looked-after children
- Pupils subject to a Child in Need or Child Protection Plan

The school is committed to identifying and responding to these needs early through preventative support, reasonable adjustments, and multi-agency working. Before any decision to exclude, the school will consider whether appropriate support has been put in place and whether additional intervention is required.

Exclusions will not be used in a way that discriminates unlawfully, and the school will ensure it meets its duties under the Equality Act 2010 and SEND legislation

2. Roles and responsibilities

2.1 The Principal

Only the Principal , or in their absence the acting Principal, has the authority to suspend or permanently exclude a pupil on disciplinary grounds.

Th Principal will ensure that all decisions:

- are lawful, reasonable, fair and proportionate
- are based on the balance of probabilities
- take into account the school's duty of care to all pupils and staff

Permanent exclusion will always be a last resort, used only:

- in response to a serious breach or persistent breaches of the Behaviour Policy; and
- where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. https://theravensbourneschool-my.sharepoint.com/personal/ecampbell_trs_e21c_co_uk/_layouts/15/Doc.aspx?sourced

oc={5320436A-8ECF-4ABB-8EE2-6CF80FAAD881}&file=Updated Behaviour and Exclusions Policy_%283%29 %281%29.docx&action=default&mobileredirect=true

The Principal will also take reasonable steps to ensure that pupils are able to express their views before a decision is made and will consider those views appropriately.

2.1.1 Managed moves and off-site direction

As part of a preventative approach, the Principal will consider alternatives to permanent exclusion.

Off-site direction is a formal arrangement where a school requires a pupil to attend education away from the school and may be used as a temporary intervention to improve behaviour by placing a pupil in another setting or alternative provision for a defined period. This is:

- a supportive strategy, not a sanction
- used only where it is expected to improve behaviour
- subject to clear objectives, monitoring and review

The following prescribed steps will need to be followed in relation to off-site directions:

- providing a formal notice of the direction to parents and the Local Authority (if the child has a EHCP) which sets out information around the name, address and duration of the placement, the person to whom the pupil should report to on first attending, the reasons for, and objectives of imposing the requirement and in relation relation to the education provision (details relating to the timing of sessions (where two sessions per day are provided) and where a single session per day is provided, the timing the session starts and ends;
- clear requirements as to keeping the placement under review and for the school to provide notice of the review meeting to the parents and/or the Local Authority;
- the right of parents or Local Authority to request a review of the placement; and
- written notification from the school about any extension to the direction and the relevant timescale.

Managed moves are voluntary, permanent transfers to another school and will only take place where:

- they are in the best interests of the pupil
- all parties (including parents and the receiving school) agree

The school will ensure appropriate information sharing, including safeguarding, attainment and risk assessments, and will put in place an effective reintegration or transition plan.

2.1.2 The investigation and decision to suspend or permanently exclude

Any investigation will be conducted in accordance with DfE guidance and the principles of fairness - each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The pupil's version of events;
- The likelihood of re-occurrence;

- The pupil's previous record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, disability, harassment , risk of child criminal exploitation or other safeguarding concerns or vulnerability);
- The pupil' SEND (if any) and support provided;
- The school behaviour policy, special educational needs policy, and any Equality Act policy.

All decisions to exclude will be made with the support and advice of the Designated Safeguarding Lead to ensure any known additional risk of harm to the pupil that might arise or be exacerbated by an exclusion are taken into account.

2.1.3 Informing parents/carers

Note that if the pupil is 18 or above, the School's obligations to parents set out in this policy are owed directly to the pupil. Whether or not the pupil is 18 they should be involved in the process as described below.

Once a decision to suspend or exclude has been made, parents are to be contacted at the earliest possible opportunity, by telephone if possible. The Principal will, without delay, notify the parents (or pupil if 18 or over) of the period of the suspension or permanent exclusion and the reason(s) for it by letter (see below). This should be communicated by telephone or in person where possible.

Following this, without delay the Principal should also write to the parents of an excluded pupil and provide the following information:

- The reason(s) for the exclusion
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' rights to make representations about the exclusion to the Local Advisory Body (LAB) and how the pupil may be involved in this
- Parents' right to make a request to hold the meeting remotely and how to make this request
- How any representations should be made (and the deadline for doing so)
- Where there is a legal requirement for the LAB to meet to consider the reinstatement of a pupil, that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend
- Provide up-to-date links to sources of impartial advice for families, such as Coram Children's Legal Centre or Ace Advice and Information Service, as well as a link to the most recent legal guidance on school exclusions
- What arrangements have been made to enable the pupil to continue their education
- Information about any alternative provision being arranged

The Principal will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason.Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If a parent/carer feels that the procedures relating to an exclusion have not been followed, or they feel pressured into home educating or finding another school for their child, they can use the Complaints Policy to raise this with the Local Advisory Board.

If alternative provision is being arranged, the following information will be included when notifying parents of anexclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions,where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, itmay be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, inwhich case the information can be provided with less than 48 hours' notice with parents' consent.

All staff are responsible for knowing and understanding the systems in place to support behaviour, upholding them within the school, and seeking support if necessary. All schools must provide information via the school census on any pupil subject to suspension or permanent exclusion in the previous two terms.

Remote Meetings

Parents/carers can request that a meeting be held via the use of remote access (carried out by electronic means, e.g. live video link). The Principal **must** inform parents/carers of their right to make a request for a remote meeting when notifying them of the exclusion.

Meetings can also be held online due to extraordinary circumstances, such as a flood fire infectious disease. Where these extraordinary circumstances don't apply and parent/carers don't request a remote meeting, then the meeting **must** be held in person.

Remote meeting should be held fairly and transparently, with the following conditions. Confirm that all the participants have access to the technology which will allow them to speak, can be heard, can see those attending the meeting and can be seen. Make sure all the participants will be able participate fully

If the LAB is not satisfied that a remote meeting can be held fairly and transparently, then they should consult with parents/carers to decide how a face-to-face meeting can be arranged.

Where you can't resolve technical difficulties that prevent participants holding the meeting fairly or transparently, arrange a face-to-face meeting without delay.

2.2 Informing the Pupil's Social Worker and the Virtual School Head

Where applicable, whenever the Principal suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the Virtual School Head, if the pupil is a Looked After Child, of the period of the suspension or permanent

exclusion and the reason(s) for it.

Social workers and virtual school heads (VSHs) can join remotely. Even if the meeting is held in person, as long as they can contribute effectively.

2.3 Cancelling Exclusions
The Principal may cancel any exclusion that has not yet started or has already begun, but this should only be done where it has not yet been reviewed by the advisory board. Where an exclusion is cancelled, then:

- Parents, the LAB and the LA should be notified without delay and, if relevant, the social worker and Virtual School Head;
- Parents should be offered the opportunity to meet with the Principal to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the LAB once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling LABs to have appropriate oversight and;
- The pupil should be allowed back into school.

Any days out of school, before a cancelled suspension/exclusion, will count towards the maximum of 45 school days a pupil can be suspended in any school year. Note that a permanent exclusion **cannot** be cancelled if a pupil has already been suspended for more than 45 days in a school year.

In the case of a cancelled suspension/exclusion, the board's duty to consider reinstatement stops so it doesn't need to meet.

2.4 Informing the LAB and local authority
The Principal will immediately notify the LAB of:

- A permanent exclusion
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination
- All cancelled suspensions and exclusions (also on a termly basis as part of exclusions data

For all other exclusions, the Principal will notify the LAB once a term.

The Principal will, without delay, notify the Local Authority of all school exclusions regardless of the length of the exclusion. Notifications will include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Principal will alsoimmediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

2.5 The local advisory (advisory) board

Responsibilities regarding exclusions are delegated to the Governors' Disciplinary Panel.

For a suspension of more than 5 school days, the LAB will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for pupils in the final year of compulsory education who do not have anyfurther public examinations to sit.

2.6 The LA
For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion. For the first 5 days Principals should take steps to ensure work is set and marked.

3. Considering the reinstatement of a pupil

The Governors' Disciplinary Panel will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- the exclusion is permanent;
- it is a suspension that would bring the pupil's total number of school days of exclusion to more than 15 in a term, or
- it would result in a pupil missing a public examination

If requested to do so by parents, the Governors' Disciplinary Panel will consider the reinstatement of an excluded pupil where the pupil's total number of days of suspension exceeds 5 school days in a term.

Where exclusion would result in a pupil missing a public examination, the Governors' Disciplinary Panel will considerthe reinstatement of the pupil before the date of the examination. If this is not practicable, the Chair of Governors or a smaller committee may consider the exclusion and decide whether or not to reinstate the pupil if the Articles of Association allow for this.

The following parties will be invited to a Panel of LAB Members and allowed to make representations or share information:

- Parents/Carers (and, where requested, a representative or friend);
- The pupil if they are 18 years or over;
- The Principal:
- The child's social worker if the pupil has one; and
- The Virtual School Head if the child is a Looked After Child.

The Governors' Disciplinary Panel can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Governors' Disciplinary Panel will consider whether the exclusion was lawful, reasonable, andprocedurally fair and whether the Head followed their legal duties. They will establish the facts of the case 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', in light of any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting and a record of evidence considered kept. The outcome will also be recorded onthe pupil's educational record.

The Governors' Disciplinary Panel will notify, in writing, the, Principal parents (and pupil if they are 18 or over), the LA, the pupil's social worker, and/or the VSH (where relevant) of its decision, along with reasons for its decision, without delay.

Where exclusion is permanent the Governors' Disciplinary Panel decision letter will also include the following:

- The fact that the exclusion is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
- The date by which an application for an independent review must be made
- Where and to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate,reference to how the pupil's SEN or a disability is considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to requirethe academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for areview
- That parents may, at their own expense, appoint someone to make written and/or oral representationsto the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred because of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case ofdisability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

4. <u>An independent review</u>

If parents apply for an independent review, the academy trust will arrange for an independent panel to review the decision of the advisory board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by theGovernors' Disciplinary Panel of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5- member panel is constituted, 2 members will come from the school governors' category and 2 members will come from the Principal category.

- A lay member to Chair the panel who has not worked in any school in a paid capacity, disregarding anyexperience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years,provided they have not been teachers or Principal's during this time

- Principal's or individuals who have been a Principal within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a director of the academy trust or LAB of the excluding school
- Are the Principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the local authority/academy trust, or the advisory board, of the excluding school(unless they are employed as a Principal at another school)
- Have, or at any time have had, any connection with the local authority/academy trust, school, advisory board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raisedoubts about their impartially
- Have not had the required training within the last 2 years (see below)

A Clerk will be appointed to the panel.

Taking into account the pupil's age and understanding, the pupil and/or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make a representation on their own behalf if they desire to do so. Where applicable, an SEN expert, the pupil's social worker and the Virtual School Head may also be present and afforded an opportunity to make representations.

The independent panel will decide one of the following:

- Uphold the LAB's decision
- Recommend that the LAB reconsiders reinstatement
- Quash the LAB's decision and direct that they reconsider reinstatement (only when the decisionis judged to be legally flawed)

The panel cannot compel the LAB to reinstate the pupil.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

5. School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- the parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made, the LAB will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Where a pupil is required to leave the school site for safeguarding reasons, this will not be treated as a suspension. Such arrangements will be clearly recorded, justified and supported with appropriate education provision where required.

6. Returning from a fixed-term exclusion

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff, and other staff, where appropriate. This strategy should be communicated clearly at the reintegration meeting, preferably with the parent's present (but as before, attendance cannot be a pre-condition to readmission.)

The following measures may be implemented when a pupil returns from a suspension to provide them with a fresh start:

- Agreeing a behaviour contract, or/and
- Putting a pupil 'on report'
- Consideration, if appropriate, of the implementation of other supportive measures to ensure that theincident which led to the suspension is not repeated
- Where necessary, plans to work with multi-agency partners to identify any SEND and/or health needs
- Additional measures - academic, pastoral, internal, and external - to support the pupil's successful reintegration based on need.

See Appendix 1 for a Return from Exclusion contract

7. Monitoring Data and Oversight

A designated senior leader will monitor suspension and exclusion data regularly and report to the Principal and Local Advisory Body.

The LAB will:

- review patterns and trends in exclusions
- analyse data for groups (e.g. SEND, vulnerable pupils)
- monitor the use of off-site direction and managed moves
- evaluate whether behaviour systems are applied consistently
- ensure exclusions are used appropriately and as a last resort

The LAB will also review whether any groups of pupils are disproportionately affected by suspensions or exclusions.

The school will also monitor the cumulative number of suspension days, including where pupils have attended other settings, to ensure the maximum of 45 school days per academic year is not exceeded.

8. Training and Compliance

The Trust will ensure that all staff, governors and panel members involved in exclusions receive appropriate training.

This will include:

- statutory exclusion guidance (2026)
- principles of fairness and natural justice
- safeguarding responsibilities
- SEND and Equality Act duties
- the role and responsibilities of governing boards and independent panels

Independent Review Panel members and clerks must have received appropriate training within the last two years.

All decisions and processes must be conducted in a way that complies with:

- the Equality Act 2010
- the Human Rights Act 1998
- statutory exclusion guidance

The school will ensure that all processes are fair, transparent and legally compliant.

Appendix 1

Return from Exclusion Contract and Meeting
Please complete the form below during the review meeting, the form must be signed by the pupil, parent/carer, and member of staff/Read through the expectations and decide whether the meeting was successful. **The home-school agreement should also be signed by each party.**

Review meeting following an Exclusion			
Date of meeting:	Attended by:		
Conduct information			
Positive points	Negative points	Attendance %	No. of lates
Overall effort in subjects: Please circle Poor Satisfactory Good Excellent			
Current attainment in subjects: Please circle Poor Satisfactory Good Excellent			
Targets			
Monitoring report needed? Y/N If yes, the pupil will be placed on a monitoring report for a period of ___ weeks and is expected to meet the following targets.			
Target 1:			
Target 2:			
Target 3:			
Was the meeting successful? If no, why not? Is another suspension required?			
Support and follow up			
Support needed: Y/N If Yes what support is agreed:			
Restorative conversation needed? Y/N	With whom and when?		
Staff signature:	Pupil signature:		
Parent/Carer signature:			

Appendix 2

Home-School Agreement after Suspension

This is an agreement between the school, the pupil, and the parent/carer after the pupil returns from suspension. Failure to meet school expectations or the repetition of the behaviour may result in further suspensions. We will work with the pupil and family to help them be successful.

The school will:

- ✓ communicate and consult with parents in line with the Home-School Agreement
- ✓ encourage the pupil to do their best, to think of themselves, and to achieve their full potential
- ✓ encourage the pupil to take care of their surroundings and others around them
- ✓ provide an appropriate and balanced curriculum
- ✓ be open, friendly, and welcoming at all times, enabling parental involvement
- ✓ operate and enforce a balanced Behaviour Policy and School Rules
- ✓ promote our school values

Parent will:

- ✓ ensure that my child attends school regularly and on time and contact the school if they are absent
- ✓ ensure that my child is dressed appropriately for school in line with the school's Uniform Policy
- ✓ ensure my child has the appropriate equipment for school
- ✓ support the guidelines on good behaviour and discipline in line with the Behaviour Policy
- ✓ tell the school about any problems at home that might affect my child's behaviour
- ✓ support my child in responding positively to the general expectations and regulations of the school
- ✓ support my child to uphold our core values

Pupil will:

- ✓ make the most of the learning opportunities provided for me
- ✓ attend school regularly and on time
- ✓ wear my school uniform with pride, maintaining a tidy appearance, bringing the equipment I need
- ✓ follow guidelines on good behaviour and discipline in line with the Behaviour Policy
- ✓ take responsibility for my actions
- ✓ respect the school environment and the local community
- ✓ respond positively to the general expectations and regulations of the school
- ✓ uphold our school core values

Signature_____ Date_____
Parent/Guardian

Signature_____ Date_____
Pupil

Signature_____ Date_____
School