



'A place to belong'

The Haven Wolston

Expectations for Learning Policy

Control Sheet

Written by:	Chris Healy	Role: Assistant Head
Approved by:	The School Board	Date: 30.09.2024
Last reviewed:	October 2023	
Next review due:	November 2025	
Status:	Approved	
Version:	3	

Contents

Contents	Page
1. Aims	5
2. Introduction	5
3. Legislation and statutory guidance	6
4. Reasonable adjustments	7
5. The Pupil Code of Conduct	7
6. Bullying	9
7. Expectations of staff	10
8. Uniform	11
9. Rewards	11
10. Interventions	11
11. The Expectations for Learning System	11
12. Consequences	13
13. Communication with parents/carers	14
14. Referral to the Expectations for Learning Panel	14
15. Part-time attendance	14
16. Temporary suspensions	14
17. Provision of education for pupils temporarily suspended for a period exceeding five days	15
18. Permanent exclusion	15
19. Offensive weapons	16
20. Smoking	17
21. Screening, searching and confiscation	17
22. CCTV	18
23. Use of reasonable force	18
24. Discipline beyond the School Gate	19
25. The School Pupil Discipline Committee	19
26. The Independent Review Panel	20
27. Police	20
28. Monitoring arrangements	21
29. Links to other school policies	21

Document History:			
Version	Date of review	Author	Note of revisions
1	October 2022	Martin Cain	Policy updated to reflect fully operational status of the school and increasing number of referrals.
2	November 2023	Anna Besley	Policy reviewed – no amendments required.
3	October 2024	Chris Healy	<p>Policy updated to reflect the changes in assessment used at the school. The amendments also reflect the increased number of pupils and staff.</p> <p>Amendment to reflect that sixth form pupils no longer need to wear a school uniform to school.</p>

1. Aims

The Haven School Wolston is one of inclusivity and we are determined to see success for all of our young people. Our core aim is to offer a highly bespoke education to enhance the social and emotional wellbeing and life chances of vulnerable children who struggle in a mainstream educational setting. This Policy is unique to our School and we believe it ensures that expectations remain high, whilst also understanding that one size does not fit all and that some young people require both adjustment and significant wrap-around care. We aspire to work extremely closely with parents, local authorities and other partners to remove the barriers to meeting expectations that some young people face. This Policy also defines our expectations for the strong relationships and mutual respect between individuals that permeates our School.

The Haven Wolston aims to promote positive social, emotional, and behavioural change in our children and young people through a supportive and consistent approach across education based on the needs of our children and young people.

Our holistic person-centred approach is centered around the development of our children and young people based on current theories and effective, evidence based, methods of teaching and learning. The Haven Wolston admits vulnerable children and young people who experience significant barriers to learning due to specific and moderate learning difficulties and disabilities, autistic spectrum condition, associated medical and health needs and mental health needs.

2. Introduction

High standards of behaviour are vital in ensuring that teachers can teach and children can learn. Having high expectations is also pivotal in ensuring that young people feel safe in the School, and allow conversations to be focused upon learning. At The Haven School Wolston, we believe that behaviour is a form of communication. We aim to address the underlying reasons for behaviours and build strategies to choose more positive actions to deal with emotions.

Our Expectations for Learning Policy applies to all learning settings and is progressive and fair. It aims to remind pupils for the need to focus on learning and ensures that they are rewarded when they do so. Likewise, it ensures that pupils understand that negative behaviours, if repeated, will result in a sanction.

We expect staff to apply the Policy consistently and fairly. There are, however, a very small minority of pupils for whom this system may not be enough in itself to engage them in learning; for these pupils, we will make reasonable adjustment and try alternative approaches. There may, for example, be issues related to SEND that rightly need adjustments to be made and require significant intervention. There may also be issues of mental health which will sometimes require a different approach as part of a wider pastoral support plan.

The School Board believes that pupils should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and disruption threaten the rights of young people to an effective education and can lead to them not reaching their potential, feeling unsafe, bullied, intimidated, or threatened.

The Haven School Wolston Expectations for Learning Policy seeks to encourage young people to make positive choices and reinforces these through praise and rewards. The School recognises that, even when encouraged to make the right choice, some pupils will occasionally make choices that threaten to impede their own learning and/or that of others. A series of individualised strategies will then need to be used to bring

about changes to these behaviours. The aim of these strategies is to encourage them to be able to comply with the School rules, to positively re-engage with learning and achieve.

In some circumstances, the School may need to act to ensure that the behaviour of an individual pupil does not undermine the education of the majority or threaten the well-being of others, the School, or its community; this may result in the pupil being given time to reflect whilst being temporarily removed from the classroom environment, temporarily placed on an alternative programme or, but only as a last resort, being issued with a temporary suspension. Decisions regarding any sanctions as a consequence for not adhering to the Expectations for Learning Policy will be taken at an individual pupil level to ensure that they are both a proportionate response and take into account the individual circumstances of a pupil.

It should be noted that the term 'Headteacher' used in this Policy may also include any other member of staff at the School with the delegated authority of the Headteacher to take action under this Policy.

The School has made significant investment to develop introduce Individual Learning Plans (ILPs) for all pupils. These compliment the EHCP and allow us work even more closely with young people, parents and outside agencies. We put in place a bespoke plan tailored to each child with the ultimate aim of giving them the care they need and the ambition to keep them where they belong – in education. Wherever possible we will always avoid the use of permanent exclusion.

This Policy and its implementation will work in tandem with our daily staff meetings, vulnerable pupils register and provision map to take a holistic approach to supporting all young people in line with our vision of '*enhancing young lives for a brighter future*'.

3. Legislation and statutory guidance

This Policy is based on This policy is based on the [Equality Act 2010](#) and the [SEND Code of Practice](#). It also links to the DFE's guidance on [Developing Quality Tuition. English as an Additional Language](#). This policy is also informed by the [Children and Families act 2014](#), which underpins the development of EHCPs for students with additional learning needs.

The policy is intended to ensure that that everyone at The Haven School Wolston is:

- aware of the needs and rights of all learners irrespective of their gender, ethnic origin or special education needs
- actively noticing and embedding excellent behaviour
- enabling individuals to choose how to behave
- able to limit inappropriate and unsafe behaviour where necessary
- aware of the needs and rights of teachers and support staff
- able to establish clear routines which support learning
- expectant and enabling of appropriate behaviour from learners
- confident in asking for help from parents, staff members and support services

Throughout this policy, School Board has taken into account current best practice, advice and guidance. This includes:

- [Exclusion from maintained schools, Academies and pupil referral units in England \(updated September 2017\)](#);

- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012;](#)
- [School Exclusion: Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units \(Updated May 2020\);](#)
- [Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies \(July 2017\);](#)
- [Drugs; Advice for Schools \(September 2012\);](#)
- [Use of Reasonable Force in Schools \(July 2013\);](#)
- [Behaviour and Discipline in Schools \(Updated July 2020\);](#)
- [Screening, Searching and Confiscation: Advice for headteachers, school staff and governing bodies \(January 2018\);](#)
- [Cyberbullying: Advice for headteachers and school staff;](#)
- [Keeping Children Safe in Education \(June 2020\);](#) and
- [Working Together to Safeguard Children \(February 2019\);](#)

Although the School, as a registered independent school, may not be bound by some of the above, it reserves the right to refer to it and apply any aspect of it to the Policy accordingly in the interests of using the best accepted practice. This also applies to any subsequent changes to it.

4. Reasonable adjustments

A reasonable adjustment never means that we lower our expectations. It means that some pupils need additional support to ensure that they meet the high expectations that we have for all of our pupils.

The School will, in line with the requirements of Equality Act 2010, make reasonable adjustments for pupils with Special Educational Needs and Disabilities in relation to this Policy where it is deemed appropriate. In order to ensure that the duties under the Act are met, and in making any decision to make further reasonable adjustments, the School will take one or a combination of the following steps:

- Consider the SEND Code of Practice and its own Policy for SEND pupils.
- Monitor behaviour patterns at weekly inclusion meetings for SEND pupils with EHCP, EHCP pending or other disability.

5. Pupil Code of Conduct

Our Pupil Code of Conduct exists to allow teachers to teach and all pupils to learn. It is central to the way the School operates and underpins our Expectations for Learning. It helps all members of the School community feel secure because we are really clear about what behaviour is unacceptable and what the resulting sanctions will be. It makes everyone feel valued because it is a way of making sure pupils are rewarded for good behaviour. It will be applied consistently, fairly and positively throughout the School. Everyone is clear about the sanctions for negative behaviour.

Pupils must arrive in the School and at lessons punctually and be prepared to learn.

Pupils must dress appropriately and extremes of dress, make-up, hairstyle, jewellery and appearance will not be allowed - refer to section 6 'Pupil Uniform' for more detailed guidelines on uniform. The decision as to what

qualifies as appropriate rests with the Headteacher and School Board who will also take into account the need to ensure the health and safety of both pupils and staff; pupils are expected to have regard for their own health and safety and that of others.

Pupils are allowed to have a mobile device at school as long as these are not used during lessons. Pupils are allowed to access any mobile devices during their break and lunch time. If the use of mobile devices became an issue in lessons, pupils will be required to hand in their mobile device to staff on arrival at the school.

Pupils are expected to be polite, courteous, respectful to everyone on the school site and to comply with reasonable requests or instructions from staff.

Pupils should try hard in all lessons and activities and staff will always praise them for this. Where effort or behaviour fall below expectations staff will always warn pupils about this and they will be expected to respond appropriately.

The School provides a secure and safe environment for pupils who are expected to remain on site throughout the School day and leave promptly at the end of the day unless engaged in activities arranged by the School.

Bullying will not be tolerated by the School. Any pupil behaviour which breaches the Anti-Bullying Policy may also equally be regarded as a breach of this Code of Conduct and this Policy. In such instances, the School reserves the right to deal with the matter and to apply appropriate sanctions under either of the Policies.

Although it is never possible to produce an exhaustive list of all behaviours that are deemed to be unacceptable, those listed below is provided for guidance:

- Chewing gum
- Eating or drinking without appropriate permission
- Swinging on furniture
- Shouting out
- General 'carrying on'
- Poor levels of work
- Talking to another pupil across the room/setting
- Distracting others
- Walking away from a member of staff
- Refusing to hand over an item
- Swearing
- Smoking
- Smoking by association
- Not attending detention or complying with any other sanction
- Refusal to follow a reasonable request
- Using mobile/smart technology in lessons.
- Using ICT inappropriately
- Leaving the school site

- Littering
- Lateness to lessons
- Health and safety breach
- Violence or threatening behaviour towards othe

[Keeping children safe in education 2024](#) (KCSIE) makes it clear that abuse, sexual violence and sexual harassment may be happening outside of school or college premises and online. In addition, it makes it very clear that there should be a zero-tolerance approach to sexual violence and sexual harassment and that schools should take a “it can happen here” attitude, being clear that abuse could be happening even where it is not being reported. The School has taken due account of this revised guidance in drawing up this Policy.

6. Bullying

At The Haven School Wolston, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually happens when the relationship is imbalanced;
- It could be prejudice-based or discriminatory

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Types of Bullying

- Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

- Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

- Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

- Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children

- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

Signs of Bullying Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

7. Expectations of Staff

'Setting the tone for positive behaviour is key'.

In all classrooms and other learning activities, we aim for praise to outweigh sanctions. Staff need to concentrate on positive aspects of behaviour.

Staff should present as a positive role model by:

- Allow pupils to start every day with a clean slate
- Meeting and greet pupils, be enthusiastic about working with the pupils and about the content/context of the lesson.
- Discussing how successful learners deal with their frustrations and create a calm atmosphere.
- ***Making sure, when pupils behave inappropriately, to give them what they need – a calm and measured response.***
- Thinking about spiritual, moral, social and cultural issues and how developing the 'big picture' with pupils allows them to think outside the box.
- Remembering that we are here to model 'British Values' and tolerance of each other, respect and, perhaps moreover, acceptance of each other and our differing needs.

- Reminding pupils that, resilience, hard-work and high expectations will be the values that will drive our communities and society.
- Teaching pupils to demonstrate the behaviours that society expects and those which prepare them for life in the workplace in Modern Britain.

8. Uniform

All pupils will be expected to wear either a navy blue sweatshirt and/ or light blue polo shirt. Pupils may wear navy blue trousers, a skirt or shorts. Trousers and skirts should be appropriately comfortable and practical; jogging or tracksuit bottoms may be worn but the wearing of jeans is not permitted under any circumstances. Overly short or revealing skirts are not permitted. Sixth form pupils can wear their own clothes if they wish as long as these clothes are appropriate for a school setting.

9. Rewards

The School recognises the importance of the use of rewards to motivate pupils and as recognition of those whose effort meets or exceeds our expectations. Staff will always aim to praise and reward effort. There are many ways in which pupils can be praised and rewarded, these include:

- Pupils are awarded points in each lesson and during their break and lunch times. Pupils are awarded points for: -
 - Trying their best in every lesson.
 - Completing all of the work expected of them.
 - Arriving at the right time for lessons.
 - House points for exceptional work or behaviour.
- Celebration event – pupils and their parents will be invited to a celebration event at the end of each academic year to celebrate all of their achievements.
- Positive praise postcards – these are given by staff to recognise outstanding effort and/or application.
- Student of the Week award – this is awarded on a Thursday during assembly.
- Collaborative learning and praise – teaching structures used on a daily basis to encourage pupils to work together collaboratively and their praise for each other for their contributions.

10. Interventions

The school will deliver interventions to support pupils as required. These include: -

- Counselling.
- CBT.
- Talk about for teenagers sessions.
- Speech and Language 1:1 sessions
- Drawing and Talking therapy.
- Lego therapy.
- Occupational therapy sessions
- Drawing and Talking sessions
- PHSE lessons which target a specific area of pupil need.

11. The Expectations for Learning System

Expectations for Learning is designed to give pupils choices. Its principal aim is to support learning, whilst also tackling and dealing with disruptive behaviour that undermines the pupil's own learning, and/or that of others and undermines the authority of the teacher. 'Expectations' is not a replacement for good classroom management techniques and will not compensate for poor or unstructured teaching or activities.

The system works in conjunction with the Individual Learning Plans which are in place for every pupil at the School. This approach will provide a progressive system of structured intervention designed to address the underlying causes of any poor behaviour, disengagement and to implement the appropriate strategies and interventions to resolve them, but always with the individual needs and circumstances of the pupil always at its heart.

The Assistant Head (Inclusion) will record, monitor, review and evaluate all interventions and strategies for their impact; this will allow the School to build a personalised Expectations for Learning Profile (EFLP) for individual pupils which may inform changes to their Individual Learning Plan and visa-versa. The Assistant Head (Inclusion) will develop an overview of all aspects of the progress, behaviour and welfare of every pupil at the School through regular communication with each pupil's teacher and/ or keyworker and the weekly staff meetings at which every pupil will be discussed.

Behaviour that falls below the standard expected will be dealt with as outlined in the table below which is not overly prescriptive due to the highly individualised needs of our pupils at the School and its equally highly individualised approach to devising interventions and strategies to manage their behaviour. There are three levels of EFL (Expectations for Learning) transgressions by pupils and an individual risk assessment may also be implemented at any level in addition to any strategies and interventions.

Level	Description	Interventions/Strategies	Outcomes
EFL1	<ul style="list-style-type: none"> Minor misbehaviour or isolated incident 	<ul style="list-style-type: none"> Teacher/activity leader refers to Individual Learning Plans Strategies and interventions implemented by teacher/activity leader 	<ul style="list-style-type: none"> Behaviour or similar behaviour is not repeated Strategies and interventions deemed successful Recorded as resolved <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Escalate to EFL2
EFL2	<ul style="list-style-type: none"> EFL1 not unresolved Repeated minor misbehaviour Significant misbehaviour – isolated or repeated 	<ul style="list-style-type: none"> Teacher/activity leader refers to Pupil tutor Teacher/activity leader refers to Individual Learning Plans Strategies and interventions implemented by teacher/activity leader and Pupil tutor. 	<ul style="list-style-type: none"> Teacher/activity leader review strategies and interventions by agreed review point. Behaviour or similar behaviour not repeated Discussion/contact with parent/carers Recorded as resolved

		<ul style="list-style-type: none"> • Discussion/contact with parent/carer • Date for review point set 	<p>OR</p> <ul style="list-style-type: none"> • Evidence of strategies and interventions having some impact • Further review point agreed • Discussion/contact with parent/carer • Teacher/activity leader review strategies and interventions by agreed further review point. • Behaviour or similar behaviour not repeated • Recorded as resolved <p>OR</p> <ul style="list-style-type: none"> • Escalate to EFL3
EFL3	<ul style="list-style-type: none"> • EFL2 not unresolved • Repeated significant misbehaviour • Serious misbehaviour – isolated or repeated 	<ul style="list-style-type: none"> • Referred to member of SLT • Meeting with parent/carer • EFL1 and EFL2 strategies and interventions reviewed • Individual Learning Plans reviewed • SLT EFL Improvement Plan agreed • Formal warning issued to pupil • Date for review point set 	<ul style="list-style-type: none"> • SLT EFL Improvement Plan reviewed by agreed review point • Behaviour or similar behaviour not repeated • Discussion/contact with parent/carer • Recorded as resolved <p>OR</p> <ul style="list-style-type: none"> • Evidence of SLT Improvement Plan having some impact • Further review point agreed • Discussion/contact with parent/carer • SLT EFL Improvement Plan reviewed by agreed review point • Behaviour or similar behaviour not repeated • Recorded as resolved

13. Consequences

Where a pupil's conduct fails to meet the expectations of them laid out in this Policy, this will lead to them being issued with a *consequence*; however, as all aspects of provision at the School are bespoke and tailored to meet their individual needs and circumstances, it must be clearly understood that the School will not apply a one size fits all approach to issuing *consequences*. *Consequences* will only be issued after a pupil has been

reminded about the expectations of them and the *consequences* of continuing to fail to meet them. It must also be appreciated that *consequences* also include those actions that the School may take as described under sections 11, 12, 13,14,15,16, 17,18,19,21,22, 23 and 25 of this Policy. Before issuing a *consequence*, all staff must take into account the individual needs and circumstances of the pupil in order to ensure that the *consequence* is an appropriate response to the misconduct and the range of consequences listed below will therefore be issued accordingly. *Consequences* may include:

- Changing seats.
- Repeating work or an activity.
- Breaktime detention.
- Lunchtime detention.
- Supervision by a prescribed member of staff for a fixed period of a time or series of lessons or activities.
- Temporary removal of access to specific non-lesson activities where misconduct has occurred.
- Temporary removal of access to specific extra-curricular activities where misconduct has occurred.
- With the support of the School, making good loss or damage suffered by another individual as a result of their misconduct.
- With the support of the School, making good loss or damage suffered by the School as a result of their misconduct.
- Attendance at discussions/lessons/programmes/sessions arranged by the School designed to help them understand the impact of their misconduct and how to avoid it in the future.

14. Communication with parents/carers

The School recognises the importance of effective home-school communication and will communicate regularly with parents regarding pupils' behaviour, including:

- telephoning or writing to parents/carers or send postcards to praise pupils for effort
- contacting parents where there are concerns and inviting them to attend a meeting to discuss it if it deems this to be necessary
- holding scheduled parent/carer consultation meetings
- reporting on pupil progress made under the Individual Learning Plan at least every term.

15. Referral to the Expectations for Learning Panel

Pupils will be given every possible level of support and encouragement to resolve problems at every level. Where a pupil who is not able to improve their behaviour at EFL3 may be referred to an Expectations for Learning Panel and a meeting with them and their parent/carer will be held accordingly. This will also be the case where a pupil is identified as being at risk of permanent exclusion based on their EFLP. The Panel may consist of any members of staff and other relevant professionals involved in any aspect of the pupil's provision deemed appropriate by the headteacher or the assistant headteacher. The intention of any such meeting will be to discuss the concerns raised by the pupil's behaviour and implement strategies and interventions designed to improve it within an agreed timescale.

16. Part-time attendance

As an alternative to temporary suspension or permanent exclusion the Headteacher may make use of a part-time timetable to support a pupil to remain in education. If this is to be used a meeting will be held with the parents and all relevant agencies involved with the pupil to discuss and then stipulate the conditions of this

arrangement, agree them and to set a date for its review. Any such arrangements will be take close account of all aspects of the pupil's needs as detailed in their Individual Learning Plan. The School will take all possible steps to ensure that the pupil has access to suitable remote learning and alternative provision when not attending the School site; this may include the provision in the home. A risk assessment will also be undertaken to ensure the pupil is safe and appropriately accounted for at times they are not on the School site and that they are under the supervision of a responsible adult. All part-time timetable arrangements must be clearly documented, recorded and brought to the attention of the Chair of the School Board.

17. Temporary Suspensions

If, despite the implementation of strategies and interventions under the Expectations for Learning system which are designed to try to avoid temporary suspensions, the pupil is still unwilling to comply the Headteacher is unlikely to have any option but to issue a temporary suspension, and in the most serious instances, a permanent exclusion.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education and the Headteacher is justified in using temporary suspension as a sanction where it is warranted.

All decisions to temporarily suspend are serious and only taken as a last resort where the breach of the School rules is serious. The following are non-exhaustive examples where temporary suspension may be considered:

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear School uniform which has been provided for a pupil who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or pupils.
- Possession of drugs and/or alcohol related offences.
- Repeated failure to comply with the requirements of the Expectations for Learning System
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying, including online/cyber bullying
- Sexual misconduct, including child on child abuse.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the School
- Persistent defiance or disruption.
- Assault on staff, other adults or pupils.
- Fighting.
- Other serious breaches of School rules

A temporary suspension will either be full or half days depending on the time of the suspension during the School day. It is important that a pupil is not allowed to persistently disrupt and defy the School rules for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. In order to maintain good order and authority in the School, a pupil who receives a temporary suspension during

the day, be it morning or afternoon, should be collected or, with their parent/carer's permission, be sent off site as soon as possible ensuring that the parents/carer's permission is recorded, along with the time that the pupil left the site.

18. Provision of education for pupils temporarily suspended for a period exceeding five days

The School recognises the need to keep temporary suspensions short wherever possible and will ensure pupils have access to learning and support during any period of suspension. However, where it is necessary to temporarily suspend a pupil for longer than five days, the School will ensure that alternative provision is offered to the pupil from the sixth day onwards.

The Headteacher has a duty to inform, where relevant, social workers and virtual school heads if a child in their care has been temporarily suspended or permanently excluded and to notify the relevant local authorities immediately in the case of all temporary suspensions.

19. Permanent exclusion

This sanction will always be used as a last resort and only after a pupil has been given every opportunity to improve their behaviour under the Expectations for Learning System.

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

- in response to serious or persistent breaches of the School's Expectations for Learning Policy; and
- where allowing the pupil to remain in the School would seriously harm the education or welfare of the pupils or others in the school.

When considering a decision to permanently exclude a pupil, and before taking any decision to do so, the Headteacher must discuss the case with the Chair of School Board. The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a) serious actual or threatened physical assault against another pupil or a member of staff;
- b) sexual abuse or assault;
- c) serious actual or threatened physical assault against another pupil or a member of staff;
- d) sexual abuse or assault;
- e) supplying an illegal drug;
- f) possession of an illegal drug with intent to supply;
- g) carrying an offensive weapon;
- h) making a malicious serious false allegation against a member of staff;
- i) potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm;
- j) however, a sufficiently serious first or 'one-off' offence from the list on page 13 may lead the Headteacher to deem it appropriate to permanently exclude a pupil

20. Offensive weapons

The School has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the School. In addition to knives axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to intimidate or inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

In addition, the School also considers the following to be examples of serious misconduct which may result in the permanent exclusion of a pupil:

- a) Deliberate activation of the fire alarm without good intent.
- b) Repeated or serious misuse of the School computers by hacking or other activities that compromise the integrity of the computer network.
- c) Repeated verbal abuse of staff.
- d) Persistent disruption and defiance that may or may not be directly linked to the Expectations for Learning system.

21. Smoking

Smoking is strictly prohibited at all times on the School site and also applies to the pupil journey to and from the School at the start and end of the day. It also applies to all staff at all times when they are present on the School site or within close proximity to it during their working hours.

22. Screening, searching and confiscation

Please refer to the DfE guidance '[Screening, Searching and Confiscation. Advice for head teachers, staff and governing bodies \(January 2018\)](#)'. In the context of the particular powers that the School has under this guidance, the School also acknowledges that pupils have the right to expect a reasonable level of personal privacy and that any interference with this right by a school (or any public body) must be justified and proportionate.

In addition to the practice identified in the DfE guidance, the School also bans the following items and as a result are able to search pupils for them:

- Any item brought into the School with the intention of the item being sold or passed on to other pupils which, in the Headteacher's opinion, will cause disruption to the core functions of the School or may be detrimental to the smooth running or accepted practice in the School.

23. Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School discipline.
- Staff should hand the confiscated item to the relevant member of support staff or School Reception as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the pupil and the member of staff's name. Staff must not give the confiscated item to another pupil to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

- Items confiscated by the School can be collected by parent/carers except where the School has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. If a pupil has their mobile phone confiscated then their parent/carer can collect the phone that evening or a subsequent day, or where their parent/carer indicates that they are not able to do this, it will be returned to the pupil at the end of the School day.
- The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where it is reasonable for them to do so.
- The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the School for a period of one year. If, at the end of the year, the item has not been reclaimed then the School reserves the right to destroy the item.
- Where alcohol has been confiscated the School will retain or dispose of it. This means that the School can dispose of alcohol as it deems appropriate (or return it to a parent/carer, but not to the pupil).
- Where the School finds controlled drugs, these will be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
- Where the School finds other substances which are not believed to be controlled drugs these can be confiscated where it believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where stolen items are found, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where tobacco or cigarette papers are found the School may retain or dispose of them. As with alcohol, this means that the School can dispose of tobacco or cigarette papers as they think appropriate but not to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a pornographic image is found, the School may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or may be classified as child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the School carries out its own investigation.
- Where an item/possession that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where an item which is prohibited under the School rules is found it will take into account all relevant circumstances and use professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the School carries out its own investigation.

24. CCTV

The School uses CCTV for the purpose of maintaining a safe and secure environment and managing health and safety. A separate policy exists which covers the use of CCTV.

25. Use of reasonable force

All members of School staff have a legal power to use reasonable force. This power applies to any member of staff at the School. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers, cover staff or parents/carers accompanying pupils on an organised visit. Most staff will be [Team Teach](#) trained annually to ensure they are able to apply positive behaviour management techniques.

The School's approach has been developed by taking account of the DfE guidance '[Use of reasonable force. Advice for head teachers, staff and governing bodies \(July 2013\)](#)'.

Incidents of the use of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment.
- Be recorded.

26. Discipline beyond the School Gate

Parents/carers are encouraged to report any criminal behaviour, anti-social behaviour and serious bullying incidents that involve their child anywhere beyond the School premises which pose a threat to a member of the public, pupils or staff to the police as soon as possible.

If a member of the public, School staff, parent/carer or pupil reports criminal behaviour, anti-social behaviour or a serious bullying incident to a member of School staff the Headteacher must be informed. If the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the School's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on School residential and day trips. The School will use the same sanctions that are applied to incidents of misbehaviour that occur on the School site as outlined earlier in this Policy.

Where unacceptable behaviour occurs when a pupil is travelling to and from the School, the School reserves the right to issue an appropriate sanction.

Pupils are encouraged to wear their School uniform correctly when travelling to and from the School and must not be involved in behaviour that could adversely affect the reputation of the School.

Misbehaviour on School transport will result in the appropriate sanctions being applied and may include a ban from using the transport provided for either a fixed period of time, or permanently in extreme cases.

27. The School Pupil Discipline Committee

A meeting of the School Pupil Discipline Committee will be convened with the delegated authority of School Board when:

- a pupil has received over 15 days' temporary suspension in one term;
- recommendation of permanent exclusion is made by the Headteacher.

In addition to the above, a parent/carer has the right to appeal against any temporary suspension which will then be heard by the School Pupil Discipline Committee.

The Committee will comprise of 3 members of School Board who can hear the case impartially. If a member has any connection with the pupil, or knowledge of the incident that led to the/any of the suspension(s), which could affect their ability to act impartially, they should not be selected. The parent/carer has the right to attend the meeting, make written representations and to be accompanied by a friend/supporter/companion if they wish. Written submissions should be submitted to the School at least two days before the meeting. The Headteacher, a member of the Senior Leadership Team and the pupil's Key Worker may also be invited to attend the meeting.

The Committee can uphold a temporary suspension or direct the pupil's reinstatement, either immediately or on a particular date. The Committee may also use their powers direct a pupil off site and/or to attend alternative provision for the purposes of improving their behaviour. This may be needed in situations where the decision to exclude is upheld and the Committee believe that the likelihood of further exclusions in the future is high.

If any temporary suspension may mean that a pupil will miss a national examination, or a component of it, the Committee must meet (or the Chair should consider it alone if there is insufficient time to convene a meeting) to consider this.

The meeting will be convened before the 15th School day after the date of receipt of notice to consider the temporary suspension. Documentation for the Committee meeting will be distributed to all parties invited to attend at least 5 days in advance of the meeting.

Within one school day of the meeting, a letter will be sent detailing the decision of the Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Review Panel. The parent/carer has 15 School days after the day on which notice in writing was given of the Committee's decision. If the notice in writing is posted first class, two additional days are added to allow for postage.

28. The Independent Review Panel

The School will have in place, at their own expense, an Independent Review Panel and a parent/carer's right to appeal to this will be outlined in the letter following a permanent exclusion being upheld by the School Pupil Discipline Committee. The School will arrange for the Panel hearing to review the decision of the Pupil Discipline Committee not to reinstate a permanently excluded pupil.

The meeting will be convened before the 15th School day after the date of receipt of notice of the decision of the Pupil Discipline Committee not to reinstate a permanently excluded pupil. Documentation for the Panel meeting will be distributed to all parties invited to attend at least 5 days in advance of the meeting. The parent/carer has the right to attend the meeting, make written representations and to be accompanied by a friend/supporter/companion if they wish. Written submissions should be submitted to the School at least two days before the meeting. The Headteacher, Assistant Headteacher, DSL and the pupil's Key Worker, any other relevant staff and representatives of outside agencies may also be invited to attend the meeting.

29. Police

The School will involve the police in all matters where criminal activity has taken place or is suspected of having taken place; in addition, it will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A pupil and their family have the right to contact the police if they feel that a criminal offence has been committed.

30. Monitoring arrangements

This policy will be reviewed **annually** by Chris Healy, Assistant Headteacher/ DDSL. At every review, it will be approved by the full School Board. This may occur earlier should there be a change in legislation, statutory guidance or an event or incident in the School which makes this necessary.

31. Links with other policies

This policy links to the following policies and procedures:

- Alternative Provision Policy
- Assessment for learning Policy
- Curriculum Policy
- Expectations for learning Policy
- SEND Policy
- Accessibility Plan
- Equality, Diversity and Inclusion Policy
- Pupil Support Policy