



Ralph Sadleir School

Behaviour, Suspensions and Exclusion Policy Ralph Sadleir

2023-2025

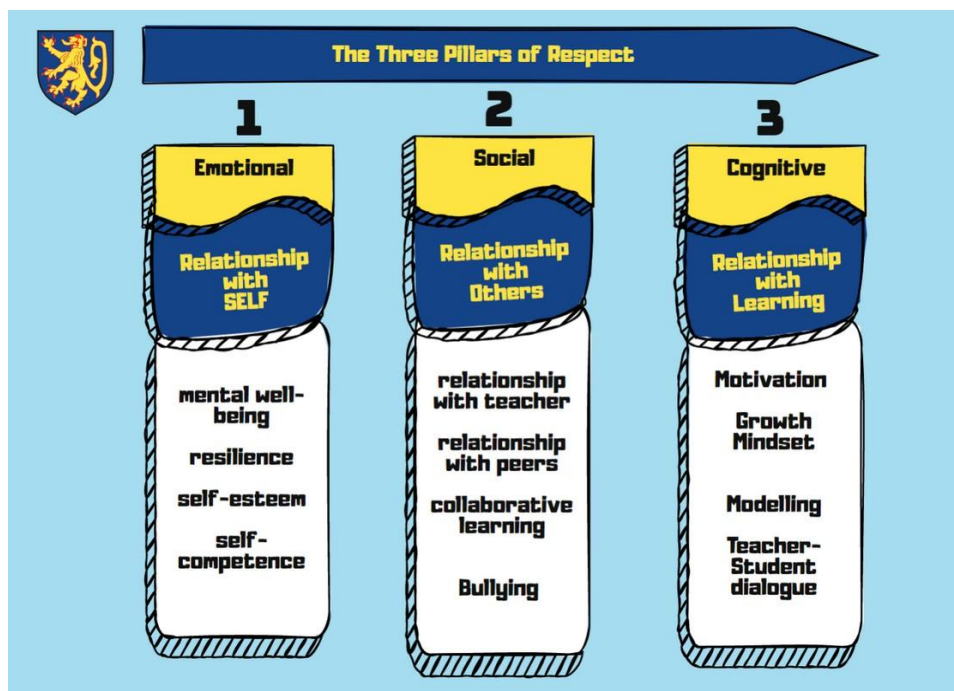
Chair of the Board of Trustees	Date	Signature
Mrs. J. Tye	28/6/23	<i>J. Tye</i>

Headteacher	Date	Signature
Mr. R. Leach	28/6/23	R. <i>Leach</i>

Behaviour Policy

Expectations

- 1.1 This policy sets out how Ralph Sadleir will promote good behaviour, through our core school value of respect. Through the school's '**Three Pillars of Respect**', we will develop and encourage self discipline and self respect, respect for others (including prevention of bullying), and respect for their learning. In applying this policy, Ralph Sadleir will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of students with Special Educational Needs. Ralph Sadleir will also have regard to its Safeguarding Policy where appropriate.



- 1.2 At Ralph Sadleir, learning is at the centre of everything we do and we are a Values based school; we are "*proud to achieve*". We believe that, in order to equip our students with the skill and experience required to fulfil their ambitions in the real world, we must ensure that we provide a learning environment at school where every person in the school community feels safe, secure and free to focus on their own learning. We believe that every single student has the ability to be exceptional – but to achieve this every student needs a safe, structured working environment where expectations are clear, and every individual is held accountable for their actions. To ensure this is possible we have implemented a framework that sets clear expectations, promoting a culture where everyone is encouraged to take responsibility for their actions and feels safe, valued, and respected. Our policy aims to:

- promote positive behaviour
- promote self-esteem, self-discipline, and positive relationships
- provide a safe environment where learning is disruption-free
- ensure a consistent approach to tackling poor behaviour

- make **reasonable adjustments** for those students with special educational needs and/or disabilities. This will include those students with a medical diagnosis or **Education Health Care Plan (EHCP)** in place as well as students with identified additional needs who may require more SEND / pastoral support

Policy Implementation

- 2.1 All staff** are responsible for implementing the school policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.
- 2.2 The Senior leadership** team of the school are responsible for ensuring all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to trustees and parents/carers when required.

2.3 Students are responsible for:

Punctuality and attendance

Students should:

- arrive on time to the school each day
- arrive at their lessons on time
- aim for 100% attendance and punctuality

Behaviour and conduct

Students should:

- ensure that all electronic devices such as mobile phones should be switched off and handed into the relevant tutor (KS2).
- ensure that all electronic devices such as mobile phones are switched off and in pockets or bags (KS3).
- refrain from bringing items of high value into the school (the school does not accept responsibility for loss, damaged or stolen items)
- ensure that standards of uniform and appearance are excellent;
 - Students must wear appropriate school shoes (no boots, trainers or steel capped footwear)
 - no excessive jewellery - only 3mm stud earrings – silver or gold, 1 per ear.
 - No make-up, (including semi-permanent make up)
 - Natural hair colours only are acceptable.
 - Extreme shaved hair / eye-brow lines are not permitted
 - Nails should not be false or painted.
 - Hair should be an acceptable length and for smartness and safety should be tied back if longer than collar length.
 - Not wear non-uniform items in and around school, including jumpers, hoodies or outdoor coats.
 - Limit eating and drinking to the designated area and dispose of litter

and food waste in the bins provided.

- never engage in 'play fighting' or physical behaviour of any kind which could infringe the rights of others or risk physical injury
- use polite and appropriate language and communication when addressing members of the school community and in public settings representing the school community, taking account of all students' needs across the school
- follow instructions and respond first time, or as quickly as possible
- never engage in any behaviour which could be detrimental to any other individual's health or wellbeing (i.e. bullying)

Moving safely around the school site

Students should:

- walk quietly on the left in accordance with the one-way system, with pace and purpose ensuring they are not blocking the way of any other members of the school community
- ensure they are in full uniform whilst moving around the site, arriving and departing from the school
- be courteous to staff, other students, visitors, and all members of the public
- refrain from being drawn into large crowds where an incident may have occurred/be occurring, but instead ensure a member of staff is alerted immediately
- be quiet and receptive when lining up and being addressed by member of staff
- never behave in a manner or indulge in any behaviour which could seriously be detrimental to their own or others' health/wellbeing

Behaviour for Learning

Students should:

- line up quietly outside a classroom prior to the start of a lesson
- enter the classroom in a calm, orderly manner, sitting in the seating plan devised by the teacher and immediately commencing the starter activity
- listen to the best of their ability when a staff member is addressing the class ➤ refrain from shouting or calling out
- be equipped: appropriate bag, PE kit, pens, pencils
- refrain from consuming any food or drink (apart from water) purchased from any external establishments in or around the school site; this includes soft drinks, sweets and chewing gum
- ensure that toilet visits are taken during lesson transition, break or lunch unless the student has a medical condition, in which case a medical pass will be issued by the appropriate Phase Leader (**reasonable adjustment**)
- ensure that a 'yellow slip' is obtained by a member of staff before leaving a lesson during lesson time.
- take the necessary care and time to ensure that homework and classwork is presented appropriately – titles underlined, with the appropriate colour pen, dates and handwriting clearly legible
- work to the very best of their ability in each lesson showing focus and diligence
- ensure that all homework tasks are attempted and completed to the best of their ability

- regularly check Google Classroom for homework tasks and ensure it is completed to the best of their ability
- seek a teacher or other adult's help if any aspects of homework or classwork presents serious difficulty

Representing the school

Students are expected to demonstrate an appropriate standard of conduct on their journey to and from the school and in any situation where they are ambassadors for the school. Students are expected to:

- arrive at and leave the school in full uniform
- demonstrate politeness and courtesy at all times
- use public transport, cycle lanes/pedestrian zones sensibly and safely dispose of litter appropriately
- respect members of the public / wider community and ensure that public areas and property are treated respectfully.

2.4 Behaviour Expectations

There are some behaviours which fall outside the school's expectations and would be dealt with by senior members of staff at the school. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience. Subsequent sanctions will be decided upon by the relevant senior member of staff or the Headteacher. An indicative but non-exhaustive list of such actions which could lead to such an investigation would be:

- being verbally abusive to a member of staff
- bringing illegal substances or items into the school
- bringing a weapon or tool which could be used to injure another person in the school
- the use of racist, sexist, homophobic or transphobic language
- persistent levels of defiance or aggressive behaviour
- persistent bullying
- a physical assault on another student or member of staff
- behaviour which may bring the reputation of the school into disrepute
- sexual relationships of any kind
- intentionally setting off the school's fire alarm
- gambling or any behaviour designed to extort possessions or funds from others
- knowingly bringing a trespasser onto the school site
- a significant breach of health and safety
- any behaviour which discriminates against the nine characteristics protected under the Equalities Act

Once the investigation is complete, the senior member of staff investigating the incident will liaise with the Headteacher and decide on an appropriate and proportionate sanction/s which could include:

- referral to isolation.
- liaison with outside professional agencies to gain further support
- fixed-term suspension
- permanent exclusion

All incidents of this nature will lead to a parent/carer reintegration meeting with a relevant member of staff, where additional support and intervention strategies can be

discussed and agreed upon. The SENDCO will be involved for all children with an EHCP.

Students will also be commended for acts of positive behaviour that are to be celebrated and recognised at the school. These behaviours can range from simple acts of kindness to hard work being demonstrated in and out of lessons over a period of time. Students are also encouraged to demonstrate positive behaviours beyond the school and support the local community through their actions and attitudes.

Student rewards at the school are extensive and examples of school rewards can be seen below:



Prohibited Items / Searching Students

Failure to remove the banned items will result in the student being placed in isolation for the day. Failure of the isolation (non attendance or non-compliance with isolation behavioural expectations) will result in a fixed-term suspension.

3.1 The following items are banned from the school premises and any off-site visits:

- any item that could be used with the intention of causing harm
- alcohol / drugs
- fireworks
- cigarettes or any smoking paraphernalia including vapes or e-cigarettes.
- aerosols
- bandanas, masks or anything which could be utilised to conceal identity
- hooded sweatshirts
- jewellery
- scarves
- make-up
- nail varnish
- chewing gum

- any paraphernalia designed to promote racist or derogatory themes or ideals, including extremist propaganda or pornography of any kind.

Items such as the above (this is not an exhaustive list) will immediately be confiscated by a member of staff and lead to an appropriate sanction dependent on the level of severity. Parents/carers will also be informed to ensure effective lines of communication are maintained.

The law relating to searches

- 3.2 Ralph Sadleir has the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object e.g. a weapon or illegal drug, or any other item on the prohibited items list above which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 22 of the DFE's **Behaviour in Schools Guidance**, with more detailed information provided in **Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies**.

Only the Headteacher/members of the SLT or a member of school staff officially authorised by the Headteacher, can undertake the search of a student, and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and / or without a witness) only where the Headteacher or designated member of staff reasonably believes there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions will be carried out with due consideration for the student's personal dignity, health and safety, the school Safeguarding policy, Ralph Sadleir staff-student relations guidance, and the school own Equal Opportunities policy. Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out. Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity, which means that, a search may significantly escalate a situation. In such circumstance, the school would deal with the situation in a different way, bespoke to the needs of the child to ensure all students remained safe.

Searches without Consent

3.3 Students may be searched for the following items without their consent and without the consent of their parents/carers:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student)

Members of staff at the school can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for items that are not on the list above. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions. Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Headteacher may carry out searches without consent.

Where an item prohibited in the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is 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. School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

3.4 The school may search students with their consent for any item. A student's

possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the student 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 student has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in the school that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the school latest complaints policy.

Confiscation of articles

3.5 school staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students

3.6 The school will follow the Department for Education guidance 'Screening Searching and Confiscation –advice for headteachers, staff and governing bodies' ([Searching, screening and confiscation](#)) in deciding what to do with confiscated items.

Drugs

3.7 The school operates a **zero-tolerance policy** on drugs for the health and safety of all staff, students and visitors. 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 the school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school will take into account guidance issued by the Department for Education. The school will monitor and deal with any drug issues promptly and be proactive in trying to prevent any future drug incidents. Students will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the school behaviour policy. The sanction is likely to include permanent exclusion or fixed term suspension from the school. Dealing illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion which may be permanent. This distinction between dealing and


using is particularly important (using is for that student's use only found with the illegal drugs, dealing is classed as the intention to supply others with illegal drugs both for profit and non-profit purposes). Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

3.8 Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with this policy. Usually the school will inform parents/carers when their child has been found to be involved with drugs, but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

4.1 Sanctions

Sanctions will be issued in instances where pupils have not adhered to Ralph Sadleir's core value of **respect** or to the school rules. Ralph Sadleir follows an escalating structure of sanctions, as featured below.

 LEVELS OF DISRESPECT		
D7	Permanent Exclusion	HEADTEACHER
D6	Fixed Term Suspension	HEAD/DEP HEAD
D5	Internal Isolation	DEPUTY HEAD
D4	After School Detention	ASSISTANT HEADS
D3	Lunchtime detention w/phase leader	PHASE LEADERS
D2	Lunchtime detention w/class teacher	CLASS TEACHER
D1	Official Verbal Warning	CLASS TEACHER


Detentions

Detentions are the main type of sanction at Ralph Sadleir. Detention duration is listed below and are issued in accordance with, but not restricted to, the reasons below.

Detention - 30 minutes Lunchtime with Class Teacher

D1

Official Verbal Warning



D2

30 m Lunchtime detention w/class teacher

Lateness to lessons

Low-level disruption

Calling Out

Off-task Chatter

Talking over a teacher

Distracting others

Unkindness or bickering

Rudeness

Refusal to follow instructions

Shouting

Refusal to work

Talking during line-up

Throwing an object

Leaving seat without permission

Eating in class including chewing gum

Damaging property or equipment

Swinging on chair or turning around in seat

Failing to sit up straight and paying attention

Head on the desk

Anything that slows down the learning


Talking in assembly

Arriving to school late - more than 3 times a term

Detention - 60 minutes Lunchtime with Phase Leader

D3

60m Lunchtime detention w/phase leader



Fighting or Violent behaviour or physical aggression towards other students

Abusive or offensive language (incl. swearing)

Any form of behaviour to another student that puts at risk the health, safety and welfare of that individual

Highly disruptive behaviour

Non adherence of school uniform rules

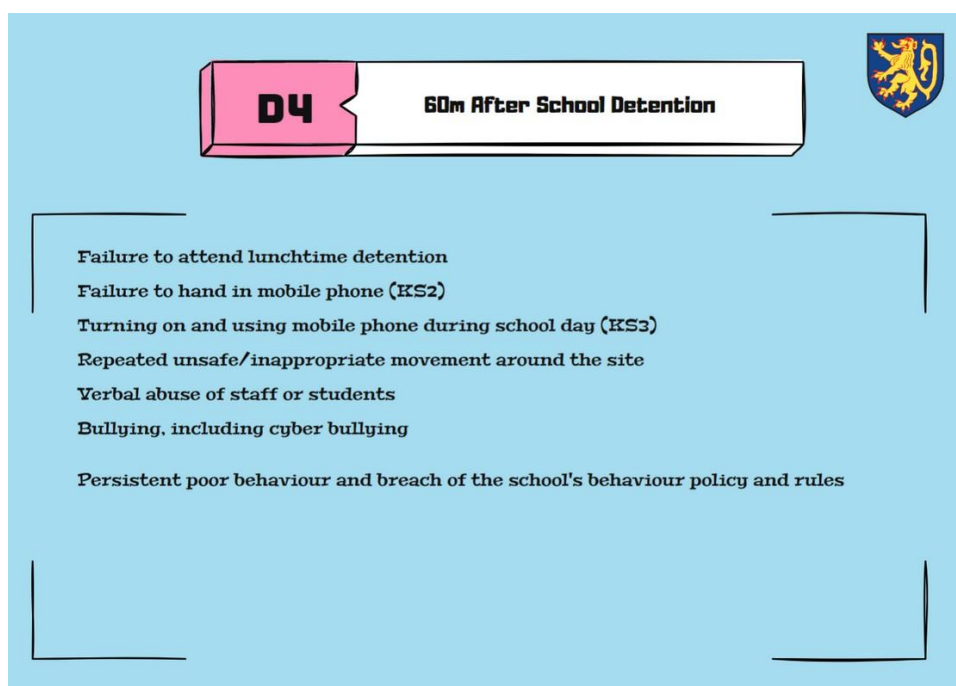
Truanting lessons

Throwing an object with the intent to hurt

Walking away from a member of staff

Refusing to follow instructions

Detention - 60 minutes after school with Senior Leadership Team



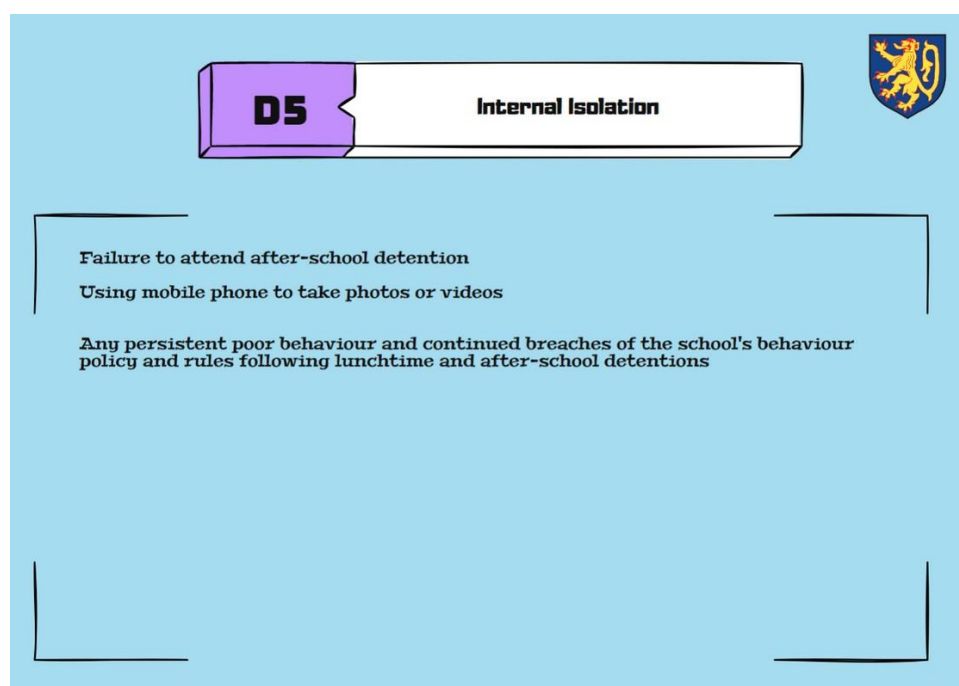
The infographic features a light blue background. At the top center, there is a pink rectangular box with the text 'D4' in white, followed by a white rectangular box with the text '60m After School Detention' in black. To the right of these boxes is a small crest featuring a yellow lion on a blue shield. Below the title boxes, a list of behaviors is enclosed in a thin black rectangular frame. The list includes: 'Failure to attend lunchtime detention', 'Failure to hand in mobile phone (KS2)', 'Turning on and using mobile phone during school day (KS3)', 'Repeated unsafe/inappropriate movement around the site', 'Verbal abuse of staff or students', 'Bullying, including cyber bullying', and 'Persistent poor behaviour and breach of the school's behaviour policy and rules'.

D4 60m After School Detention

- Failure to attend lunchtime detention
- Failure to hand in mobile phone (KS2)
- Turning on and using mobile phone during school day (KS3)
- Repeated unsafe/inappropriate movement around the site
- Verbal abuse of staff or students
- Bullying, including cyber bullying
- Persistent poor behaviour and breach of the school's behaviour policy and rules

Internal Isolation

Internal isolations are used as an alternative or step before a formal fixed-term suspension where a student has broken the school behaviour code of conduct. The decision to use an internal exclusion is at the discretion of the school.



The infographic features a light blue background. At the top center, there is a purple rectangular box with the text 'D5' in white, followed by a white rectangular box with the text 'Internal Isolation' in black. To the right of these boxes is a small crest featuring a yellow lion on a blue shield. Below the title boxes, a list of behaviors is enclosed in a thin black rectangular frame. The list includes: 'Failure to attend after-school detention', 'Using mobile phone to take photos or videos', and 'Any persistent poor behaviour and continued breaches of the school's behaviour policy and rules following lunchtime and after-school detentions'.

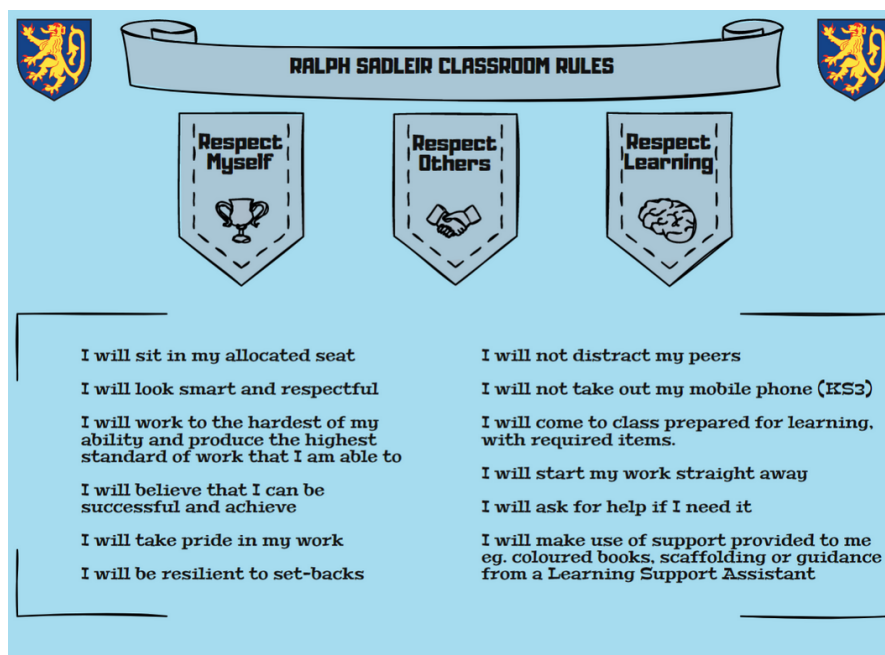
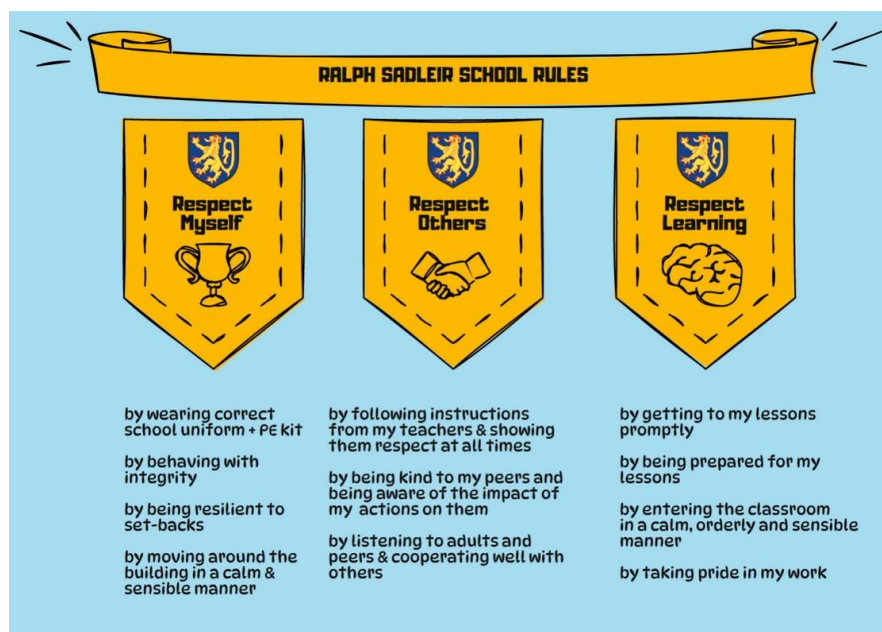
D5 Internal Isolation

- Failure to attend after-school detention
- Using mobile phone to take photos or videos
- Any persistent poor behaviour and continued breaches of the school's behaviour policy and rules following lunchtime and after-school detentions

The school will make **reasonable adjustments** for the thresholds outlined above for accumulating behaviour referral points as we recognise students' needs are very

different and may be due to an underlying or diagnosed special educational need / disability relating to learning, communication, interaction or social, emotional and health needs. In these cases, the school's SENDCO will be involved throughout in trying to ensure the student's needs are being met whilst still adhering to the high standards that the school sets. This process of reasonable adjustment is 'fluid' and will be ever-changing depending on the level of student need and in collaboration with all relevant stakeholders.

Ralph Sadleir School and Class Rules



4.2 At Ralph Sadleir we recognise the importance of providing a learning environment which is both engaging and conducive to learning. It is our firm belief that all students deserve disruption-free learning in their classes, to ensure that all subject content can be delivered in the most effective methods

by our teaching staff and that students are encouraged to have ambitious academic aspirations of themselves.

Students who fail to meet clear, consistent and reasonable classroom expectations will be issued with appropriate consequences as per the list after a warning, D1 and D2, the 'on-call' system may be used where appropriate for a senior member of staff may either remove the child to a nominated isolation area, or will deliver/support a restorative conversation resulting in the pupil regulating their behaviour and returning to their classroom.

In any whole-school based behaviour system it is important for all stakeholders to recognise the importance of making **reasonable adjustments** for students who may be unable to comply with the rules and expectations set out above for very legitimate reasons. The school would seek to make reasonable adjustments for students who have a clear, diagnosed and underlying special educational need / disability as well as students who have identified additional needs, which require SEND / pastoral support, which makes reaching the expected standard of behaviour consistently challenging.

Bullying

- 4.3 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. Bullying will not be tolerated at the school. Students who feel they are being bullied either in or outside the school can report it to any member of staff. This also applies to parents/carers who are encouraged to report any incidents of bullying to the school where a thorough investigation will take place. Any student seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the behaviour and anti-bullying policy at the school.

Social Media

- 4.4 This applies to all forms of social media and the use of social media for both school purposes and personal use that may affect the school, students or staff in any way. All staff are aware of the dangers of social media and students; parents/carers can report any concerns they have to any member of staff who will pass it onto a Phase Leader or senior member of staff at the school.

Instances of prohibited use are listed below (this is not an exhaustive list) and will lead to appropriate student sanctions:

- 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 students or third parties
- false or misleading statements
- use that impersonates staff, other students or third parties
- expressing opinions on the school behalf

➤ using school logos or trademarks

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within the school is in place.

The school has a responsible use of social media policy and any breach of that policy on the use of social media will result in disciplinary sanctions.

Use of reasonable force

4.5 The school will follow the Department of Education advice 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>).

Members of staff at the school have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. The use of reasonable force will only be used when absolutely necessary and as a last resort.

Where the use of force has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (an annex to the Behaviour Plan) and share this with the parents/carers.

Rewards

5.1 At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. At Ralph Sadleir we have a very clear rewards system run through our Trackit Lights and Bromcom management information systems. Students can be awarded positive points for a number of different reasons:

- ✓ *acting with integrity (a positive role model for others)*
- ✓ *speaking with compassion (random and planned acts of kindness to another individual, politeness, courtesy and good manners)*
- ✓ *working with courage (excellent classwork, homework of a consistently high standard, high attainment)*
- ✓ *positive progress*
- ✓ *excellent attitude to learning*
- ✓ *services to the school community*
- ✓ *services to the wider community*
- ✓ *full and outstanding participation in school-based events*
- ✓ *continuous improvement across all aspects of the school*

Each of these rewards carries one achievement point and all school staff can award these to any student throughout the course of the school day. Accumulation of positive points will result in students being rewarded certificates, letters home, special lunches/rewards trips and nominal prizes each term. We are a school committed to rewarding at all levels as a means of celebrating achievement across the entire community. All reward systems

will be kept under review to ensure that no group of students is significantly under-represented or disadvantaged by the reward criteria.

Suspensions

6.1 At Ralph Sadleir we believe that learning is the most important reason for being at school and that every child deserves disruption-free learning. In order to support this ethos, it may be necessary to consider suspension in circumstances outlined above, which are in line with DfE guidance, or in situations where escalation of sanctions are required to address consistently disruptive or unsafe behaviour.

Sections

- 1 Guidance framework
- 2 Links to other policies
- 3 Principles
- 4 The decision to suspend
- 5 Fixed-term suspension
- 6 Permanent exclusion
- 7 Investigation
- 8 The Headteacher's Decision
- 9 Notification
- 10 The trustees' role and the Appeal Process
- 11 Informing parents / carers
- 12 Behaviour Outside the school Gates

1 Guidance framework

The school Exclusion Policy is written in line with the following areas of guidance:

- Suspension and permanent exclusions – DfE Guidance
- Ralph Sadleir Behaviour Policy
- 2010 Equalities Act
- SEND Code of Practice: 0 to 25

2 Links to other policies

This policy should be read in conjunction with the Safeguarding Policy and child-on-child abuse policy.

3 Principles

3.1 The school is a learning institution which aims to provide positive life chances for all of its students. We view suspension as a last resort when all other possible methods of managing student behaviour have been exhausted and all reasonable adjustments made. The decision to suspend is never taken lightly and careful consideration is taken of all the facts and the surrounding circumstances before reaching a decision to suspend. The only person able to suspend is the Headteacher or in the absence of the Headteacher, the next

most senior member of staff on site.

3.2 We recognise the detrimental impact on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from fixed-term or permanent exclusion of a student and will try hard to avoid this

3.3 Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate

3.4 We take account of the Equality Act and our duty not to discriminate against students for any reason

3.5 We also take account of our statutory duties in relation to SEND and the reasonable adjustments the school makes to ensure all students' needs are met to the best of the school's ability

3.6 We aim to ensure parents and carers are kept up to date and suitably informed at all times

4 The decision to suspend

4.1 The decision to suspend is made solely by the Headteacher, or in the absence of the Headteacher, the next most senior member of staff on site.

4.2 There are five circumstances where a student may be required to leave the school site with the authorisation of the Headteacher / Deputy Headteacher:

- (a) where a decision has been made to suspend
- (b) where a student has committed a serious criminal offence outside the jurisdiction of the school and it is determined by the Headteacher or Deputy Headteacher that it is in the interests of the community for the student to be educated off-site while investigations take place. (This is not necessarily an exclusion although fixed term suspension may be deemed appropriate by the Headteacher in such circumstances)
- (c) where, for medical reasons (such as contagion, risk to an unborn child), the presence of a student represents a serious risk to the health or safety of other students or staff. This not an suspension
- (d) if a student is given permission by the Headteacher or Deputy Headteacher to leave the premises briefly to remedy a breach of the school rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not a suspension but an authorised absence
- (e) where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an suspension but an unauthorised absence in the first instance, which could lead to suspension following a full investigation

4.3 The decision to suspend a student is not taken lightly and the Headteacher or Deputy Headteacher will:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegations
- allow and encourage the student to give their version of events (with appropriate support to do so when needed)
- keep a written record of the actions taken including the signed statements of witnesses
- be confident that the procedures detailed later in this policy have been carried out
- ensure SEND expert advice has been taken into account, with appropriate and reasonable adjustment made if deemed appropriate
- ensure that parents/carers have been kept informed throughout the process and consulted where appropriate

4.4 The standard of proof applied when deciding to suspend is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be

4.5 Suspension will not be used as a consequence for the following:

- minor incidents such as a failure to complete homework
- poor academic performance
- breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules
- as a punishment for the behaviour of a parent / carer

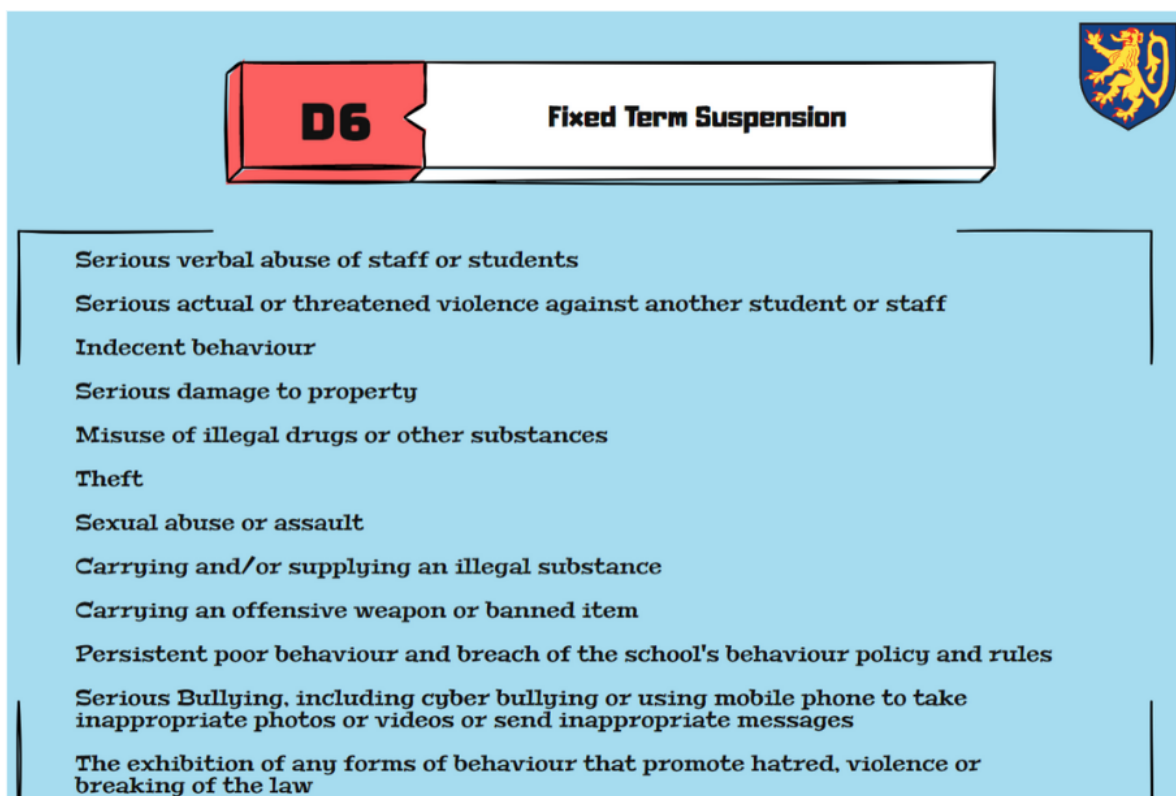
4.6 Once the decision has been made to suspend, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided (remotely).

5 Fixed-term Suspension (Level 1: Fewer than 15 school days in any term / Level 2: 15 school days or more during term)

5.1 The decision to suspend a student for a fixed term may be taken in response to breaches of the school behaviour for learning policy

5.2 Examples of behaviour that may lead to a fixed-term suspension include the

following:



D6 **Fixed Term Suspension**

- Serious verbal abuse of staff or students
- Serious actual or threatened violence against another student or staff
- Indecent behaviour
- Serious damage to property
- Misuse of illegal drugs or other substances
- Theft
- Sexual abuse or assault
- Carrying and/or supplying an illegal substance
- Carrying an offensive weapon or banned item
- Persistent poor behaviour and breach of the school's behaviour policy and rules
- Serious Bullying, including cyber bullying or using mobile phone to take inappropriate photos or videos or send inappropriate messages
- The exhibition of any forms of behaviour that promote hatred, violence or breaking of the law

*A weapon is defined as any item made or adapted for causing injury

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher or Deputy Headteacher judges that suspension is an appropriate sanction. Where a student is suspected of carrying an offensive weapon, or misusing / carrying / supplying an illegal substance, or being part of a group involved in such activity but the evidence is not sufficient, they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of suspension. Suspension will always be applied for the shortest time deemed possible as the school recognise the impact missed days has on the long-term educational progress of the student/s involved.

5.3 The Headteacher may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year

5.4 During a fixed-term suspension of 5 or fewer days, work will be set by the school for the student to complete at home. This work should be returned at the end of the suspension.

5.5 For an suspension of longer than 5 days, the school will arrange full-time alternative educational provision from the sixth day of suspension

5.6 Before the end of any fixed-term suspension, parents / carers will be invited to attend a reintegration meeting at the school with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The school will consider all further

support if needed to help the student, including referral to the behavioural/pastoral support team within the school for a behaviour support programme / positive intervention or to external agencies if appropriate

5.7 During the first five days of any suspension, the parents of a suspended student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.¹

5.8 Repeated use of fixed-term suspension for children with an EHCP (and potentially those on SEN Support, especially those undergoing statutory assessment and likely to get an EHCP), could be considered ineffective or failing to meet a child's needs. The school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues and specialists such as an educational psychologist, speech and language therapist etc.

6 Permanent Exclusion

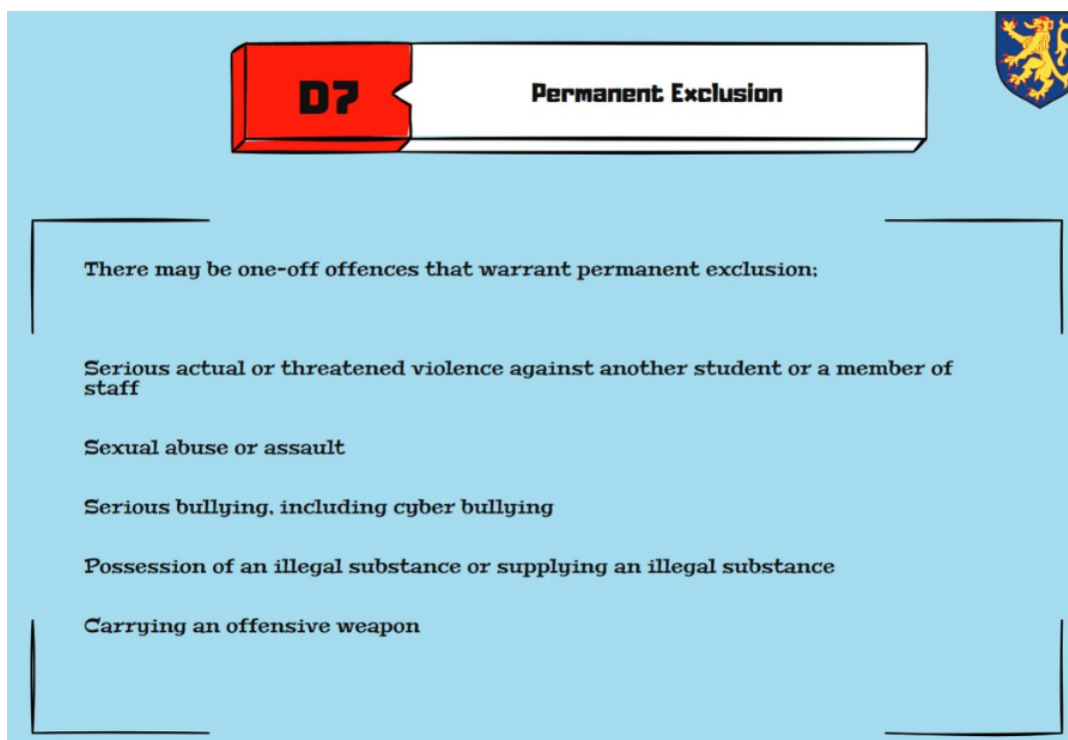
6.1 Permanent exclusion is an extremely rare sanction at the school and always avoided wherever possible. The decision to permanently exclude is taken only:

- (a) in response to serious breaches to the school behaviour for learning policy
- (b) if allowing the student to remain would seriously harm the education or welfare of that student or others at the school

6.2 A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the school have exhausted all available strategies for dealing with the student and is a last resort

6.3 There may be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

¹ From September 2023, the Headteacher has the ability to cancel an exclusion before the governing board has met to consider whether the pupil should be reinstated. This practice is sometimes known as withdrawing or rescinding an exclusion. If this occurs, the parent/carers, the governing board and the local authority, must be notified and, if relevant, the social worker and VSH.



This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

- 6.4 The school operates a zero-tolerance approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies and in the student planner
- 6.5 Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance or banned item on site will be permanently excluded. A student found in possession of these items on site also runs the risk of permanent exclusion
- 6.6 The Headteacher will meet with the parent/s and student before reaching a decision to permanently exclude a student from the school

7 Investigation

- 7.1 Any investigation of the incident will be carried out in accordance with DFE guidance. The student at risk of exclusion will be given the opportunity to have his / her say wherever possible
- 7.2 Each case will be judged on the facts and the context taking into account:
- The degree of severity of the offence
 - The likelihood of recurrence
 - The student's previous behavioural record
 - Contributory factors (eg: recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment)
 - Support provided

- The wider Behaviour Policy, SEND Policy and Equality Law obligations

8 Headteacher's Decision

The decision to exclude will be made after a review of the evidence available (including that gathered during any investigation) and will be on the balance of probabilities – i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breach of the school's behaviour policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

9 Notification

Once a decision to exclude has been made, parents will be contacted at the earliest opportunity by telephone, if possible. See section 6.8 for more information

10 The Trustees' role and the Appeal Process

- 10.1 The school has a board of trustees (BOT) which has responsibility for reviewing decisions in relation to fixed-term suspensions or permanent exclusions.
- 10.2 The Trustees will automatically review any suspension which results in a student being suspended for more than 15 school days in any term, or any permanent exclusion
- 10.3 The Board of Trustees will automatically review all fixed-term suspensions and exclusions of children with EHCPs where this is the second or subsequent suspension for that child during their time in the school (not just in a given academic year).
- 10.4 Parents / carers have the right to appeal the decision to suspend or permanently exclude their child.

Level 1 suspension (less than 15 days)

A parent / carer may request that the Trustees review the process within 50 school days of receiving notice of the suspension. The request should be made in writing and should set out the question(s) which they wish the Trustees to consider. The trustees will respond in writing within 15 school days.

The Trustees will automatically review all fixed-term suspension of children with EHCPs where this is the second or subsequent suspension for that child during their time in the school (not just in a given academic year).

Level 2 Suspension (more than 15 days fixed-term or where the suspension would result in a student missing a public examination or national curriculum test)

Headteacher meets with parents/carers to discuss suspension. The Trustees meets to review the suspension within 15 days of receiving notice of the exclusion.

Level 3 exclusion (permanent)

The investigating officer presents their findings to the Headteacher in regard to the alleged incident that has taken place. The Headteacher meets with parents/carers to discuss having completed the process fully and having consulted with others including the SEND expert if appropriate. If the decision is made to permanently exclude the student, parents/carers will be informed by the Headteacher both verbally and in writing

Following the Headteacher's decision to permanently exclude, a Trustee panel meets to review the decision within 15 school days of receiving notice of the exclusion.

- 10.6 If the Trustees uphold the Headteacher's decision to permanently exclude, parents/carers may appeal to an Independent Review Panel.
- 10.7 An Independent Review Panel will consist of 3 trustees who are free from conflicting interests relating to the pupil.
- 10.8 The Independent Review Panel can either uphold the decision to exclude the student or recommend that the school reconsiders the matter. They cannot, however, direct the reinstatement of the student
- 10.9 Parents/carers have a legal right to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination)

11 Informing parents / carers

- 11.1 Following any decision to exclude, the Headteacher must inform parents/carers, putting the decision to exclude in writing and stating the date the exclusion takes effect. The letter must also explain:
 - why the Headteacher decided to exclude the student
 - the arrangements for enabling the student to continue his/her education including setting and the pupil's work.
 - the parent's right to see and have a copy of their child's record
 - the parent's responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
 - if the suspension is for a fixed period, the length of the suspension and the date and the time the student should return to the school.
 - the arrangements for a parent reintegration meeting at the end of the suspension to discuss the process of reintegration.
 - for Level 2 and Level 3 fixed-term suspensions/exclusions, the parent's right to appeal to the Independent Appeals Panel and the appropriate timescales and mechanism for that to happen as well as the fact that the trustees will meet to review the decision.²

² Appeal meetings and IRPs can be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by parents/carers. Meetings held via the use of remote access should not be a default option and face-to-face meetings should always be encouraged.

- for Level 1 suspensions, that if parents are concerned about the way in which the suspension was managed, they may write to the Trustees to ask it to review the process. The panel cannot overturn the decision to exclude but may put a note on file.

12 Behaviour outside the school gates

12.1 Our suspension, exclusion and behaviour policy covers behaviour not only within the school but outside the school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- taking part in any school-organised or school-related activity
- travelling to or from the school
- wearing our school uniform, or in some other way identifiable as a Ralph Sadleir student
- or for behaviour which at any time:
 - could have repercussions for the running of the school, or -
 - poses a threat to another student or member of the public, or
 - could adversely affect the reputation of the school

12.2 Even where the conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another student, or member of the public or could adversely affect the reputation of the school.

This policy has been written in accordance with the updated guidance from the DfE on Suspension and permanent exclusion from maintained schools, school and pupil referral units in England, including pupil movement - guidance 2022

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

Appendix A

Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Rationale Ralph Sadleir School is fully inclusive and recognises that additional needs, in some cases, are classified as a disability. We want all students to have the best possible chance to reach their potential in our School. To ensure discrimination does not take place, specific policies and practices may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to adjustments

Stage 1 – Meeting with parents/carers, the student, phase leader and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Headteacher may also be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and phase leader will create a specific behaviour approach for the student. Any formalised adjustments or strategies to support a pupil's behaviour should be in line with the behaviour policy, but designed to support pupils in a proactive way. Any documentation relating to these formalised adjustments must also be made readily available to staff. If deemed necessary, the SENDCo and phase leader may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice can include: an Educational Psychologist; Speech and Language Therapist; Autism outreach worker; Behaviour specialist. This may occur if the student is not already involved with these professionals.

Stage 4 - A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6- 12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the Student's Learning Plan and shared with key staff.

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Exit Card	Pre-warning given
Attendance to homework club	Access to a key member of staff for support.
Seating Plan adjustment	Use of a fidget toy/anxiety bracelets/rings.

Short and repeated instructions	Supervised Behaviour report
Use of a visual checklist on student expectations	Chunked tasks
	Zones of Regulation support
	Private notification of warnings, including post it notes on desks
	Behaviour Action Plan

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need and is non-exhaustive.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the Plan at the next Annual Review meeting.