



Policy Summary

At Finchley Catholic High School we have high expectations of our students. We believe they should feel safe, happy at school, to work and play at school free from any adverse effects caused by the behaviour or attitudes of others in order to reach those expectations. We will never tolerate behaviour which makes other students unhappy, or prevents them from learning; this zero tolerance of any form of disruptive or disrespectful behaviour applies to the whole day in school, the journey to and from school, and to all school trips. It is fundamental to our values that all members of the school community -including students, staff, governors and parents- should behave with due respect for each other, for each other's property, and for the school's good reputation. We actively seek and expect the support of parents in this endeavour, which is why insist that parents make a commitment to the school from the outset. We expect verbal and active support of parents and a genuine commitment not to undermine us when our policy is being applied to their sons. Our aim is that all students realise their full potential and complete their secondary education with us successfully. However, serious cases of misbehaviour will inevitably lead to severe penalties, which may include permanent exclusion from school.

The Behaviour, Discipline and Exclusions Policy is designed to reflect our Catholic ethos, support the school's Mission statement and Community Code. Students will be encouraged to develop:

- High aspirations and ambition for their work and behaviour in school
- Respect for others; their feelings, opinions, cultures in keeping with the ethos of our school
- Respect for themselves; pride in their own achievement and that of others within the school, high standards of dress and behaviour and the desire to produce their best work at all times.
- Respect for the environment; the school, their own and other people's property, and the community in which we live.

This policy should be read in conjunction with the Anti-bullying Policy, the Home-School Agreement, the Community Code and the 6th Form Handbook.

Aims

It is expected that good standards of behaviour will be encouraged through the consistent application of our Community Code supported by a balanced, clear framework of rewards and sanctions, within a constructive school ethos. Our Community Code, which appears in every classroom, on Classcharts and in the Year 7 students' planners, states that:

- We should show kindness for others in all that we do regardless of their colour, religious belief, race, gender or sexuality
- We should be properly prepared for our daily work, do our best and make full use of our talents
- We should help the work of others by our actions
- We should care for our environment
- We should help to create a caring and trusting school atmosphere

Acceptable and Unacceptable Behaviour

Finchley Catholic High School defines acceptable behaviour as that which promotes care, respect, courtesy, co-operation and consideration from all students in terms of their relationships with other students, staff and with visitors or other persons within/outside our school premises.

We regularly remind students of the positive behaviours expected of them, but so as there is no confusion we also on occasion also highlight examples of unacceptable behaviour that they should avoid. These include:

- disrupting the learning of others
- showing a general disregard for the school rules and regulations
- theft of personal or school property
- bullying, intimidation or harassment
- threatening language or behaviour
- violence
- name calling and verbal abuse, including racist, sexist and homophobic abuse
- poor attendance and punctuality
- misuse of social media
- anti-social behaviour and disrespect for local community
- bringing banned items into school

Searching Students

Below is guidance issued by the Department for Education in January 2018 entitled 'Searching, Screening and Confiscation' which is applicable for all schools in England, and which we follow here at Finchley Catholic High School:

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent *, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- 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: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. NB ***This includes mobile phones at FCHS.***

*The ability to give consent may be influenced by the child's age or other factors

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

As part of searching students, we can require students to undergo screening via a metal detector wand. This again forms part of the guidance used by the Department for Education. Parents will understand that this process will be undertaken on a needs basis, as part of our ongoing efforts to secure the health, safety and wellbeing of all members of our community.

Mobile Phones

- Our school rules make clear that **mobile phones are forbidden** in school, for students in years 7 to 11. We rightly expect our parents to support us in upholding this rule which is very clear and known to all.
- Should a student breach this rule, and bring a phone into school, it will be confiscated and only returned to a parent/carer after 24 hours.
- If we suspect that a student has brought a phone into school and used it inappropriately, we will confiscate the phone and examine data and files on the device. In doing so, we are following very clear guidance issued by the Department for Education in January 2018 'Searching, Screening and Confiscation;' reference paragraph 15, which is copied below for parents'/carers' benefit.

Statutory guidance for dealing with electronic devices

“Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone if it has been seized in a lawful ‘without consent’ search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.”

Student Behaviour outside School

Our school’s reputation depends on the behaviour of everyone in our community. At Finchley Catholic High School, we expect all students to meet our expectations in terms of behaviour at all times. Whilst in uniform, acting as an ambassador or on school business, in the vicinity of the school, or on a journey to or from school, student behaviour is subject to this Behaviour Policy. Particularly important is the way in which our students conduct themselves on buses and trains, being courteous towards and mindful of the needs of others. For behaviour outside of the school the Behaviour Policy will apply if there is a link between poor behaviour and maintaining the good behaviour and discipline among the student body as a whole.

In addition, if student behaviour outside school hours in any way serves to damage the reputation of the school community, then that action will be subject to the Behaviour Policy. As a school, we continually strive to re-inforce the expectations of our students outside of school.

Examples of positive behaviour that we encourage might include:

- giving up seats on public transport
- queuing in an orderly and respectful manner
- being aware of the noise levels produced
- clearing up any litter that may have been produced
- being polite when speaking to others

GENERAL STAFF EXPECTATIONS:

Staff will be expected to draw on the following principles of good practice:

- Setting good habits early in order to help students establish regular, punctual attendance and good behaviour from the start, involving parents in the process.
- Intervening early with prompt appropriate action in line with school policy and procedures.

- Focus on addressing incidents of low level disruption.
- Rewarding achievement through positive recognition of students, classes or year groups achievements through the reward system of merits, certificates and prizes, and through commendations to the Headteacher, mentions in Assembly and awards at Presentation Evenings.
- Supporting behaviour management through a consistent approach to maintaining high standards of behaviour and discipline.

SPECIFIC STAFF ROLES:

Class Teacher:

Behaviour in the lesson is the responsibility of the teacher taking the lesson and teachers should make every effort to solve any discipline problems themselves as they arise. They are expected to deal with incidents, including the following in the first instance:

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|---|---------------------|
| - Attendance and punctuality to lessons | - Chewing in class |
| - Equipment | - Poor manners |
| - Organisation of work | - Non-uniform items |
| - Monitoring of effort and achievement | - Litter |
| - No homework | - Bad language. |

These incidents should be addressed through verbal warnings and the sanction system. Where unacceptable behaviour arises in class, it may be necessary to complete a written report of the incident for the form tutor or a more senior colleague.

If a problem cannot be resolved directly by the classroom teacher, then there are two options available:

- Use of the 'Curriculum on-call' system
- Use of the 'Discipline Book' system

The Curriculum On-Call system exists to ensure a strong link between behaviour management and the curriculum area. Departments are responsible for resolving disciplinary issues 'in house' in the first instance. It will involve the withdrawal of a student to another designated member of the department for a set period.

The option of the withdrawal of a student via the Discipline Book typically occurs when there has been a serious incident or where there is persistent disruption to the learning of others. While the decision to use the discipline book must not be taken lightly, staff must be reassured that the systems are in place to be used when necessary and they should not hesitate to ask for guidance and assistance from more experienced colleagues.

Even the most experienced teachers can need help and advice. It is not a sign of failure to have disciplinary problems, but it is a mistake to pretend all is well, when in fact it is not. It is acknowledged that newer inexperienced colleagues may well need more support and guidance in implementing the school's disciplinary system in the first instance. Training and guidance is available throughout the year.

Issues of concern should be passed to the Curriculum Leader in the first instance, and then to the Form Tutor/ Pastoral Leader if appropriate.

Curriculum Leader (CAL):

The Curriculum Leader (CAL) will support teachers in their departments in dealing with incidents and resolving issues. If the teacher's actions are proving unsuccessful, then the Curriculum Leader should intervene and advise the member of staff to make use of the curriculum on-call rota and contact home when deemed appropriate*. There may well be a need for the CAL to contact home if there is a pattern of poor behaviour in a lesson. In addition, it may be necessary for the CAL to direct members of the department to attend appropriate CPD where there are class management concerns.

If the CAL cannot solve the problem or feels that there are deeper underlying concerns, the issue should be referred to the Form Tutor/Pastoral leader or SLT link when appropriate

*It may be that the CAL needs to check with the FT/PL before contact is made with home.

Form Tutor (FT)

Form Tutors are the first point of contact for their tutees. As such, they are expected to share the management of students by checking day to day progress or working with the student, following up concerns and establishing contact with home as necessary. As well as maintaining accurate registers and helping to monitor attendance and punctuality, they keep a running record of behaviour concerns and refer incidents to the Pastoral Leader as necessary. In addition, as part of a rota, Form Tutors may be asked to supervise the daily 20 min detention given to students in their year group who have gained a sanction on that day.

Pastoral Leader (PL):

The Pastoral Leader is uniquely placed to have an overview of the students' progress, past behaviour and attitude patterns. The Pastoral Leader should become involved after the Curriculum Leader and Form Tutor have tried to deal with a student's problem. Their action will vary in scope, but may well involve contacting home, issuing various reports, drawing up a Pastoral Support Plan (PSP) and updating the running record of students with behavioural concerns. PLs will also advise on punishments to be issued as a result of Discipline Book call-outs and liaise directly with the SLT link on this matter.

Senior Leadership Team link (SLT link):

Each year group has a link member of SLT who plays a lead role in behaviour management and disciplinary matters. In addition, an incident should be referred to a senior member of staff if it cannot be resolved by anyone else in the system. The SLT link plays a crucial role in the School's disciplinary system in offering support to both CALs and PLs and intervening in the more serious and persistent breaches in the behaviour code. They will also be expected to arrange and manage re-integration meetings which occur after a fixed term exclusion has been issued. Senior staff also operate the Discipline Book, and will make the initial decision as to whether to remove students from lessons if necessary. However, in such instances, it is expected that the subject teacher will follow up on the student's behaviour and complete an Incident Report.

Headteacher (HT):

The Headteacher should be informed of any serious incidents/investigations that occur. This information will typically come via the SLT link. The HT will make the final decision on whether to issue a fixed term exclusion, the duration of that exclusion or whether to recommend to the Governing Body a permanent exclusion.

Parents:

A significant strength of Finchley Catholic High School is the quality of the working relationship which exists between home and school. We expect parents to support good attendance and behaviour through the Home-School Agreement, consultations, and meetings. Parents are expected to reinforce the Behaviour Policy and contact the school with any concerns. To assist with this, all parents are given logon details for Classcharts so that they can monitor the behaviour of their son/daughter. Where the school has concerns about a student's behaviour parents can be called into the school to discuss the matter.

Parents will always be expected to attend re-integration meetings after a fixed term exclusion has been issued. Indeed, a student cannot be re-integrated back into the school until a parental meeting has taken place and the school is confident that there will not be a repetition of the offence committed.

Behaviour outside the classroom

It is everyone's responsibility to ensure students behave well at all times. All members of staff should deal with issues they come across, referring students to appropriate colleagues if necessary. Intervention by staff may be related to matters of a behavioural nature, but could also be linked to the standard of uniform. Continual reminders to students regarding the standard of their uniform is the responsibility of all staff. There is an expectation that Form tutors should check uniform, including footwear and haircuts on a daily basis and report any concerns to the PL or SLT link

This responsibility over managing student behaviour extends to staff when they undertake pre-school/break/lunch and after school supervision duties, or when they accompany pupils on official visits or activities.

As standard practice, students are expected to line up outside the classroom before a lesson. Staff should bring the students into the class, positioning themselves in the doorway to ensure effective management. Students must be dismissed formally by the teacher at the end of the lesson. Teachers must position themselves in the doorway of their room to dismiss students in an orderly manner, and to supervise them away from the classroom to their next lesson. This is particularly important in terms of reinforcing appropriate behaviour in the corridors, ensuring the one-way system is observed and emphasising the importance of punctuality to lessons. In the lessons preceding break and lunch (period 2 and 4) teachers should remind the students that they are not to run to the canteen. They should be asked to line up behind their chairs and dismissed row by row, ideally, in no more than groups of six.

REWARDS & SANCTIONS

REWARDS

Finchley Catholic High School aims to promote high standards of behaviour, uniform, self-discipline and work through positive encouragement praise and reward. We consider it important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, positive behaviour and adherence to the school's expectations and code of conduct. The attention of our school should not be limited to those whose academic work is outstanding or those whose behaviour is consistently poor. It is the stated desire of this school that every student who attends here, has his/her achievements celebrated. No student should leave Finchley Catholic High School without evidence of their achievements being recognised in some way through a Record of Achievement

Clearly, it is important to develop and maintain consistency in the application of the reward system.

Aim:

- A shared understanding by all staff about how senior staff support the school in leading and managing behaviour.
- To develop a consistent framework of rewards, which are valued, known, understood and agreed by all
- To develop a variety of ways of celebrating achievement that are built into the routines of the school
- To create a dynamic learning environment both within and beyond the classroom that encourages positive behaviour
- To support the school's expectations of behaviour and the Community Code.

Implementation

Key Stage 3 & 4:

Pupils will be rewarded for exceptional effort, exceptionally good work, and outstanding contribution to school life through the House Point system. House points are collated from Classcharts/SIMS and are counted on a weekly basis.

Points are awarded for:

- Effort
- Attainment
- Positive behaviour for learning in class and at home

Points are also awarded for involvement in non-academic contributions to school life

This may include:

- Music/drama productions, sporting events
- Charity events/fundraising, supporting Fair Trade
- Acting as an ambassador for our school at public events
- Discipleship merits- issued for students who perform individual acts of kindness, and show a true Christian spirit.

Prizes (created in consultation with local businesses) and Certificates of Headteacher's Commendation will be awarded to the pupils who have collected the highest number of House Points. In addition, pupils may receive Good News Home cards for outstanding effort and or attainment from either a pastoral or subject based route on a half-termly basis. The Jack Petchey Award will be awarded on a termly basis to a nominated student based on peer voting and will be overseen by the School Council. Pupil achievement will be celebrated at the annual Presentation Evening.

In addition, students will be rewarded through:

- general praise and encouragement in lessons, which should be used as much as possible
- Individual recognition and praise from a member of the Senior Leadership Team/Head of Year
- Recognition of achievement/effort/attainment in assemblies or in form time.
- Celebration of student achievement through display work.

Key Stage 5

Students are rewarded for exceptional effort, exceptional academic performance and contribution to school life. Achievement is celebrated at the annual Senior Presentation Evening.

SANCTIONS

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour, linked to the expectations of the school. The framework adopted attempts to make a clear distinction between serious and minor infringements of the School rules based on student choices of behaviour. Thus it is inappropriate to punish whole groups of students for the misdemeanours of a few or to impose a sanction which is designed to humiliate a pupil or group of pupils. There will, however, be occasions when the actions of a few may well impact on the majority. An investigation into a serious breach of the school rules, for example, may well necessitate a whole group being questioned. Naturally this is not ideal, but, at times, unavoidable in given circumstances.

The sanction system aims to provide the following:

- A shared understanding by all staff about how senior staff supports the school in leading and managing behaviour.
- A common understanding across all staff of what constitutes poor behaviour
- A well-documented and clear system readily understood by parents
- A clear procedure understood by all staff and pupils and applied consistently
- Assist staff in being confident in de-escalation procedures
- Support for the school's expectations as defined in the Community Code.

Implementation:

Where sanctions become necessary, typically the first line is a verbal warning to the student(s), followed by an individual staff sanction on Class Charts if needed. There will be occasions when a warning is not necessary, and a member of staff may well proceed directly to issuing a sanction. Once a sanction is issued it may be followed by referral to CALs or to Form Tutor/Pastoral Leader.

Sanction Types:

Key Stage 3 and 4

- If pupils are given a sanction then they can expect to be kept behind for 20 mins on that day without notice
- The school will usually give parents 24 hours notice if a longer detention is to be imposed. However, we reserve the right to keep students for up to an hour after school, without notification, should we deem the circumstances appropriate.
- A Wednesday detention of 1hr is usually linked to accumulation of 3 or more sanctions from staff on Classcharts
- Headteacher's detention takes place on a Friday afternoon and occurs when a student has 4 or more sanctions in the previous week. This lasts for 1 or 1.5 hours and is supervised by a member of the SLT
- Saturday morning detentions are issued for students who either accumulate too many Friday detentions, gain excessive sanctions in a week or who are guilty of a serious breach of the school rules that falls short of the criteria for a fixed term exclusion. These detentions are held at regular intervals throughout the school year. They last from 8.30-10.30 and are hosted by the Headteacher
- Removal of student from class via 'Curriculum On Call' system – would result in a sanction determined by teacher and CAL and contact with home would be made
- Removal from class by via Discipline Book – usually incurs a Saturday detention
- Internal Exclusion Room (IER)- students are withdrawn to the IER for serious breaches of the school rules and while investigations into serious incidents are taking place
- Fixed term exclusion – to be determined by the Headteacher
- Permanent exclusion – this is the decision of the Headteacher and is ratified or not by the Governors. In addition, we will use the following methods to complement the above:
 - Staged Daily/Weekly Report
 - Meetings with parents
 - Pastoral Support Plan
 - Governors Disciplinary Panel
 - Lunchtime inclusion

EXCLUSIONS

Aims and objectives of school policy on exclusions:

- To ensure that every young person is respected and that their needs are properly addressed.
- To ensure that the parents/carers of a young person with behavioural difficulties are fully informed about the challenges the school is facing in relation to their child.
- To ensure that, where appropriate, the problems of a young person with behavioural difficulties are addressed at an early stage and if necessary external help sought for both the young person and the family.
- To provide a safe, nurturing environment where every student can flourish whilst feeling valued. To this end we will aim to eradicate as far as possible all forms of bullying. (see anti-bullying policy)
- To involve parents in a supportive way and as fully as possible at all times
- To ensure that a pupil is excluded only when there is no other appropriate sanction.

Moral and values framework

As a Catholic and Christian based community, we should strive to show the kindness, compassion, understanding, forgiveness and generosity of spirit to our fellow Human Beings that would make us worthy followers of Our Lord Jesus Christ. It is therefore imperative that students' views are respected and where appropriate, listened to and taken into account before any decision about sanctions are made.

Headteacher's power to exclude

Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.

The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice

Criteria for exclusions

Before determining a response to unacceptable behaviour, there are a number of issues to consider, including the serious consequences of exclusion for pupils, their families and the difficulties of re-integration. Other factors to be considered:

- whether there are suitable alternatives to exclusion
- the nature of the incident and its effects on the rest of the school community
- the safety of the school community.

In general, a decision to exclude a pupil will be taken when there has been a serious breach of the school's behaviour policy or if it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Each incident will be dealt with in relation to the unique considerations it presents.

Serious breaches to the Behavioural Policy include:

- Possession of weapon/Use of weapon/Threat to use weapon
- Serious and persistent disruption of the education of others
- Possession of or procurement of pornographic images or materials deemed unsuitable by the school.
- Extortion
- Fire raising
- Physical assault on another pupil
- Sexual assault
- Verbal/Physical abuse of staff
- Letting off fireworks/possession of fireworks
- Dealing in drugs/Using drugs/Possession of drugs (including alcohol)
- Violation of School Uniform/Haircut code
- Bullying/Racist/Homophobic Abuse
- Damage to property
- Theft
- Graffiti/Vandalism
- Defiance/Refusal to follow instructions
- Serious misuse of social media

Students should understand that incidents which occur outside school, during lunchtime and on the way to/from school, but which have repercussions for the school, are also included.

Tariffs

In the first instance a fixed term exclusion will be imposed for most transgressions. For serious infringements of the School rules or repeated lesser offences a permanent exclusion may be imposed at the discretion of the Head teacher. The Headteacher will make all decisions regarding length of exclusions and to ensure consistency in the decision making process, will always do so after consultation with members of the SLT.

In the case of the following transgressions, however, it needs to be clear that a permanent exclusion is highly likely to follow:

- Supplying illegal drugs
- Theft
- Bullying
- Possession of an offensive weapon
- Sexual assault
- Violent conduct
- Repeated violation of the School rules

Permanent exclusions- further guidance

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

- **in response to a serious breach, or persistent breaches, of the school's behaviour policy;**
- and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

The governing body's duty to consider an exclusion

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of exclusion if:

- The exclusion is permanent
- It is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, the governing body must consider the reinstatement of an excluded pupil within 50 school days of receiving notice of an exclusion if a pupil would be excluded from school for more than 5 school days, but not more than 15, in a school term.

Where an exclusion would result in a pupil missing a public examination or national curriculum test there is a further requirement for a governing body, so far as is reasonably practicable, to consider the exclusion before the date of the examination or test. If this is not practicable, the Chair of Governors may consider the exclusion independently and decide whether or not to reinstate the pupil. These are the only circumstances in which the chair can review an exclusion decision alone. In such cases parents still have the right to make representations to the governing body and must be made aware of this right.

The following parties must be invited to a meeting of the governing board and allowed to make representations:

- parents (and, where requested, a representative or friend)
- the Headteacher
- a representative of the local authority

Procedures for Exclusions (Fixed and Permanent)

- Every effort must be made to ensure that parents are informed of the exclusion, whether fixed or permanent, without delay i.e. on the day the decision is taken.

- In general, pupils will remain in school on the day that an exclusion decision has taken place and the exclusion will begin on the following day. Whilst they remain in school students who are due to be excluded, will be sent to the Internal Exclusion room(IER)
- On occasion, a decision may be taken to send a pupil home on the day that the incident leading to exclusion takes place. In such circumstances, parents will be invited to collect the pupil from school. If there are any welfare concerns relating to a pupil and how they might respond to an exclusion then parents will be required to collect the pupil in question. Members of staff involved in the exclusion decision must refer to the 'wellbeing' register on SIMs and consult with relevant members of staff in coming to their decision.
- They must be told the length of the exclusion and the reasons for it. This will be done in writing, in as supportive and helpful a way as possible and will include a statement about their right of appeal if the exclusion is for more than five days.
- Where appropriate, warnings, and all other possible attempts to prevent exclusion, will have been made.
- With respect to permanent exclusions, the Chair of Governors will also be informed without delay.
- In the case of a permanent exclusion or exclusion of more than five days, parents will be told of their right to make representation to the Governing Body
- The Governing Body will have appointed a committee to hear such representations. A meeting will be arranged within 6 to 15 school days of the exclusion. Such meetings will be as informal as possible and will take place at a time and place convenient to the parents. The child may also be invited and his views recorded.
- The Governing Body has the right to overrule an exclusion and reinstate the pupil.
- In all types of exclusions students will have access to schoolwork while at home.
- In the event of a permanent exclusion being upheld the parents will be informed immediately and contacted by the Exclusions officer at the local Authority to discuss next steps

Re-integration meetings

Before return from exclusion the student and where deemed necessary his parent or carer will have a re-integration meeting with a member of the SLT and the Pastoral Leader.

Discussion will take place:

- about the incident which led to exclusion
- about strategies to avoid a repeat in the future

There will be reminders given about school expectations in terms of work and behaviour and these will need to be agreed at the meeting. The student and parents will be given an opportunity to let the school know of any difficulties in meeting the expectations laid out and also asked how the school may support them in the future. Consequently, students' may be placed 'on report' or a Pastoral Support Plan (PSP) as a means of monitoring the re-integration

Factors to consider before exclusion

Exclusion should be used in accordance with the principles set out above and after due consideration of the factors given below:

- the pupil's previous record at the school
- the impact on other students and the school's ethos and expectations
- any particular circumstances unique to the pupil which might sensibly be taken into account in connection with the behaviour
- Have other possible strategies within the school been tried which might prevent unacceptable behaviour
- the degree of severity of the behaviour, the frequency of its occurrence and the likelihood of it recurring

For further DoE guidance on exclusions please refer to:

'Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017)'