**GORDON'S SCHOOL**

**BEHAVIOUR POLICY**

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The core principle that guides everything we do is **Putting Students First.**

## Section 1: The School's approach to discipline

This Policy is intended to cover the use of rewards and sanctions to engender high levels of discipline in all aspects of students' lives. It should be read in conjunction with the following policies;

- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Drugs Policy
- Safe Use of Technology Policy
- SEND policy

In accordance with statutory regulation which requires a statement to this effect, the School confirms that corporal punishment is not used.

This Policy is to be understood in conjunction with the School Rules as set out in the Day & Residential Boarding handbook.

### A. Aim

The aim of all discipline is self-discipline.

Specific outcomes for the School to develop and sustain self-discipline within the community include:

- A safe environment for students to live and learn;
- an orderly, calm and purposeful atmosphere;
- high standards and expectations;
- the promotion of good behaviour;
- good relationships based on respect for other people and property and on courtesy, integrity, diligence, enthusiasm and resilience.

### B. Roles and Means

The following guidance found in the Day & Residential Boarding handbook underpins the expectations of behaviour;

i. We strive for every Gordon's student to...

1. Be courteous: show politeness and think of others before themselves
2. Have integrity: be honest, keep their promises and do the right things, whether or not anyone is watching
3. Be diligent: always work to the best possible standard, taking care in even smallest details

4. Be enthusiastic: approach everything with a positive attitude and enjoy what they do
5. Be resilient: keep going, even when it is difficult. Recover when things go wrong.

ii. The Parents:

One of the reasons that many parents choose Gordon's School for their children is because they want them to grow up in an atmosphere conducive to learning where high standards of behaviour are expected and prevail. Should measures to apply disciplinary sanctions have to be taken in respect of a student, it is vital that the parents of that child support the School in its actions so that the message received by the student is consistent between school and home.

Where there is no such, or inadequate, support from parents, not only can this give unsettling and confusing mixed messages to the child and reduce the chances of improvement, but it could also jeopardise the validity of the Home Agreement parents have signed with the School.

iii. The School

The School's approach to discipline should:

1. be constructive and purposeful;
2. be clearly defined and understood within a graduated framework;
3. be reflective rather than punitive whenever possible;
4. balance freedom and responsibility;
5. be part of, not in conflict with, pastoral care;
6. be supported by, and reflected in, the expectations upheld day to day by the School;
7. be practised by all students, not just by a few individuals;
8. involve parents whenever necessary;
9. be systematic and consistent, but also flexible;
10. combine sensitively both rewards and sanctions;
11. be fair and, where possible, help students and parents to appreciate the fairness.

## C. Discipline Procedures

The purpose of both rewards and sanctions is to promote a high level of discipline and behaviour. A graduated structure of formal rewards and sanctions to complement less formal measures is necessary (see Appendix 1). The purpose of a reward is to recognise worthy achievement or effort, to motivate and encourage. The purpose of a sanction is to correct, to deter or, on occasion, to protect. The imposition of a sanction should never be an act of retribution.

## D. Principles of Application

It is important, in order that discipline is fair and meaningful, for there to be systematic and consistent use of rewards and sanctions throughout the School. It is equally important, however, for the same reasons that there is sufficient flexibility in the application of disciplinary procedures to allow differing circumstances, such as disabilities and particular learning needs, to be taken into account in individual cases. A balance needs to be struck between the need for consistency on the one hand and for flexibility on the other.

A direct equation cannot automatically be made between a given offence and a particular sanction, although there needs to be a generally accepted view of the kind of misbehaviour that is likely to result in a certain type of sanction.

It should be understood that, as one of the main purposes of any sanction is to correct behaviour, students are expected to learn from their mistakes (and from any sanctions imposed), and not to repeat them. Persistent misbehaviour, even of a kind that may, initially, and as a one-off, be relatively low level, can quickly become serious, if only as a mark of disobedience, and a student can in consequence quickly escalate through the graduated sanctions. There will be occasions therefore when a given

misdemeanour in one instance can lead to a particular sanction, and ostensibly the same misdemeanour in another instance can lead to a more severe sanction.

That a misdemeanour in one set of circumstances might fairly lead to one course of action while ostensibly the same misdemeanour in another set of circumstances might fairly lead to a different course of action can be a point which both students and parents at times struggle to see as equitable. This difficulty can be made worse by the fact that the School, bound by confidentiality, is unlikely to be able to explain to a student or parent querying the justice of measures taken in their regard either what, or even that, action has been taken in respect of another student who they believe also might have offended and who they therefore believe should be treated in a given way.

The latter difficulty notwithstanding, the best way to ensure both consistency and flexibility is for staff to liaise, as necessary, with relevant parties and for parents to contact the appropriate member of staff at the appropriate stage/level.

### E. Informal Rewards and Sanctions

These are frequently used as a natural and integrated part of a teacher's interaction with students: words of encouragement, smiles of approval and other approbatory demonstrations go hand in hand with the authoritative stance, the stern look, the cautionary gesture, the 'quiet word' and the firm rebuke.

A particularly effective way of recognising a student's good performance or conduct is not only for the teacher concerned to congratulate the student personally but also to mention this to a relevant member of staff (Head of House, Tutor, Head of Department, etc.) who can then also congratulate the student. This creates a positive climate in which students feel their efforts are known and appreciated. Verbal and written feedback and praise are given for good work and examples of students' work is displayed in classrooms and around the School.

Such referral and feedback also work well as a semi-formal sanction in the case of poor effort or conduct, whereby students realise that 'being unsatisfactory' is noticed and taken seriously by more than just the teacher initially concerned.

## Section 2: Rewards

### A. Classroom Behaviour Management Protocol

Rewards protocols are posted in classrooms, in the Student Handbook and in teachers' planners. These must be adhered to as much as possible. Students respond well to consistency and transparency.

### B. Honours Programme:

The Gordon's Honours Programme seeks to promote and capture good character and moral virtues, rewarding service and personal leadership through the voluntary involvement of students in going the extra mile, giving more than is expected in a diverse range of activities in and outside the school. Full details can be found on the school website.

In Key Stage 5, the Honours Programme awards are achieved through service and participation hours accumulated.

### C. Monitoring and Auditing Rewards/Sanctions

Rewards are recorded on Bromcom and monitored every half term by the Deputy Head (Pastoral). These are then included in the Pastoral Report for auditing by the Governors' Curriculum and Pastoral Committee each term.

Sanctions are recorded on Bromcom and monitored every half term by the Assistant Head Pastoral in half termly Behaviour reports.

## Section 3: Sanctions

A member of staff who applies a disciplinary action should record this on Bromcom. The guidelines in this policy are to assist staff to decide on appropriate sanctions. It is not necessary to go through all the stages of the Behaviour Management Protocols nor is it necessary to proceed to the next one. The Indicative Table of Sanctions below give some examples of when a particular sanction could be used but staff should exercise their professional judgement when making these decisions.

If staff are unsure of what the appropriate course of action should be, they should contact the relevant Head of House, Assistant Head (Pastoral) or Deputy Head (Pastoral) for advice.

The following sanctions are specifically prohibited

- Corporal punishment
- Class detentions
- Deprivation of food or drink
- The imposition of fines

**If a serious incident occurs, either in the classroom or around school, students should be sent directly to Deputy Head (Pastoral).** Full details should be recorded as soon as possible after the event on Bromcom and referred to the Deputy Head (Pastoral) and Assistant Head (Pastoral).

### A. Classroom Behaviour Management Protocol

Sanctions protocols are posted in classrooms, in the Student Handbook and in teachers' planners. These must be adhered to as much as possible. Students respond well to consistency and transparency.

### B. Responding to incidents

The following serves to guide staff and students on what constitutes low, mid and high-level offences, to be read with the caveats above in Section 3. The list is not definitive and the Deputy Head (Pastoral) will have the final say on what constitutes low, mid and high-level offences, and what the response should be.

These sanctions will be applied for any infringements that take place whilst a student is under the School's Duty of Care, on the way to and from school, and at any time outside of normal school hours if the incident impacts on the School or any persons connected with the School in any way.

### C. Students with Special Educational Needs and/or disability (SEND) and other vulnerable students

In all decision-making, the school strives to ensure that pupils are treated fairly and equitably. We recognise that factors such as SEND, disability, race, religion, culture, and other vulnerabilities can affect a pupil's experiences and behaviour. Our practice reflects the requirements of relevant equality and education legislation, including the Equality Act 2010 and the Children and Families Act 2014.

Where behavioural concerns arise, we will consider whether a pupil's SEND has played a role and whether adjustments to any disciplinary response are required to ensure fairness. The school also acknowledges the responsibilities faced by young carers and will make reasonable accommodations, such as adjusting punctuality expectations, when appropriate.

### D. Bromcom Behaviour Log

The Behaviour Log on Bromcom should be used in the following circumstances where indicated.

Staff completing the log entry should include all the information required by the drop-down menus, and all relevant, factual information about the incident. This should not include subjective views, opinion or emotion.

The log must be referred to the Assistant Head (Pastoral) when it can't be resolved immediately by the member of staff dealing with the incident, who will assess the incident and then either deal directly with it, or refer on to an appropriate person, for example Head of Department, Head of House, Deputy Head or Head Teacher.

## E. Escalation of Sanctions

The school reserves the right to escalate a sanction if a student exhibits repeated misbehaviour without signs of improvement or if a student, either directly or through their parents, refuses to comply with a given sanction. Typically, escalation will follow the established protocol, moving to the next level of consequence e.g. internal exclusion to external exclusion. Students with multiple pending sanctions may have them escalated and consolidated to ensure timely completion e.g. several pending School detentions may be served in an internal exclusion.

## F. Right to Appeal

The School reserves the right to impose sanctions as necessary. There is no formal process for a student or parent to appeal a sanction before it is enforced. In the event that parents are dissatisfied with the outcome, they may escalate their concerns through the established complaints procedure.

The School recognises that Residential Boarders are at risk of discrimination when exhibiting certain behaviours outside of normal school hours. As with safeguarding, behaviour needs to be regarded as contextualised, and therefore the sanctions for offences outside of school hours need to have reasonable adjustments applied to the sanction as the following indicative table of responses demonstrates.

**Important to note:** the following indicative table is for guidance only and serves to manage expectations. The **Principles of Application** in **Section 1D** above need to be read in conjunction with this table.

For clarification, School Hours are between 7.45am and 7.30pm Monday to Friday and between 8.00am and 12.00pm (or at the end of the Saturday morning activity, whichever is the later) on a Saturday. All other times are regarded as Residential Boarding hours.

**Indicative Table of Sanctions – SCHOOL DAY**

| **Low-level Offences** | **Sanction (School hours)** | **Bromcom** |
|---|---|---|
| Pushing in a queue<br>Talking on way into Chapel or Assembly | Verbal Reprimand for first offence, detention for repeat | **X** |
| Failure to bring correct equipment to lesson<br>Late to lesson<br>Failing to sign in/out when leaving school site | Verbal Reprimand for first offence, detention for repeat | **X** |
| Uniform infringements / wearing inappropriate makeup | Lunchtime detention, School detention for repeat | **Y** |
| **Repeated instances of behaviour listed above**<br>Failure to adhere to House rules<br>Chewing gum (which is banned)<br>Incidents of anti-social behaviour | Lunchtime or<br>School Detention, or<br>House Gating Card, or<br>Supervised Private Study for 6th Form | **Y** |
| Unacceptable hair (cut/colour) | **Refer to Assistant Head (Pastoral) for**<br>Y7-11 Students House Gating at break times and<br>No school representation in sport or trips off-site<br>Sixth Form Students Verbal Reprimand or Community Payback if repeat offence | **Y** |
| Low-level disruption (talking, disrupting teacher or students) | See Classroom Sanctions Protocol | **Y** |
| Failure to complete prep | Lunchtime detention | **Y** |
| Insufficient work completed in lesson | Referral to HoD | **X** |
| **Mid-level Offences** | **Action** | Bromcom |
| Reaching Level 4 of the Behaviour Management Protocol (See Appendix 1) | Send to School Office for the remainder of the period, and | **Y** |

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|---|---|---|
| | Automatic 1-day Internal Exclusion the following day | |
| Continued instances of unacceptable behaviour | Report Card issued by HoH | **Y** |
| Leaving site without permission<br>Poor behaviour in House/prep | House Gating Card, or school detention or Internal exclusion | **Y** |
| Unkind words, text, images or behaviour directed at or about another student (this refers to single incidents, and not repeated incidents over time) | **Refer to Assistant Head (Pastoral) for**<br>School Detention, or<br>Fixed-Term Internal Exclusion | **Y** |
| Failure to attend detention | Escalation from lunchtime to school detention or from school detention to automatic 1 day Internal Exclusion the following day | **Y** |
| **High-level Offences** | **Action** | **Bromcom** |
| **Continued** unacceptable behaviour in class, or<br>Poor behaviour around school not rectified above | **Refer to Assistant Head (Pastoral) for**<br>School Detention, or<br>Fixed-Term Internal Exclusion, or<br>Removal from specific lessons for a period of time, or<br>**Refer to Head for**<br>Fixed-Term External Exclusion | **Y** |
| Refusal – refusing to follow a reasonable request or instruction from a member of staff. This would include refusing to hand over an electronic device. | **Refer to Assistant Head (Pastoral) for**<br>Fixed-Term Internal Exclusion<br><br>**Refer to Head for**<br>Fixed-Term External Exclusion | **Y** |
| Bullying, including verbal, physical, emotional and cyber-bullying,(this refers to repeated offences over time) | **Refer to Assistant Head (Pastoral) for**<br>Fixed-Term Internal Exclusion, or<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion | **Y** |
| Rudeness – verbal, gesticulated or written (including use of digital text or images) displays of rudeness, unkindness or inappropriate behaviour directed at or about a member of staff | **Refer to Assistant Head (Pastoral) for**<br>Fixed-Term Internal Exclusion, or<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion | **Y** |
| Truancy/Missed lesson | **Refer to Assistant Head (Pastoral) for**<br>School Detention or Fixed-Term Internal Exclusion | **Y** |
| Aggression – physical or verbal aggression towards a member of staff or other student | **Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion | **Y** |

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| Aggression – physical aggression directed towards property, whether or not this results in damage to the property | | |
| Sending of indecent, offensive, or inappropriate text, images or other material by electronic means to a member of staff or other student | **Refer to Assistant Head (Pastoral) for**<br>Confiscation of device, or<br>Fixed-Term Internal Exclusion, or<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion | **Y** |
| Theft | **Refer to Assistant Head (Pastoral) for**<br>Fixed-Term Internal Exclusion, or Refer to Head, for<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion | **Y** |
| Possession or use of alcohol, tobacco, or vaping materials **on** site | Confiscation of items, and<br>**Refer to Assistant Head (Pastoral) for**<br>Fixed-Term Internal Exclusion, or<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion | **Y** |
| Possession or use of alcohol, tobacco, or vaping materials **off** site | Confiscation of items, and<br>**Refer to Assistant Head (Pastoral) for**<br>Fixed-Term Internal Exclusion, or<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion | **Y** |
| Possession or use of drugs or other psychoactive substances **at any time** | Confiscation of items, and<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion<br>**NB The police will always be informed in such instances** | **Y** |
| Possession of a knife or any implement which is deemed a risk to others or to self | Confiscation of items, and<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion<br>**NB The police will always be informed in such instances** | **Y** |
| Supplying or intention to supply alcohol, tobacco or vaping materials | Confiscation of items, and<br>**Refer to Assistant Head (Pastoral) for**<br>Fixed-Term Internal Exclusion, or<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion | **Y** |
| Supplying or intention to supply drugs or other new psychoactive substances | Confiscation of items, and<br>**Refer to Head for**<br>Fixed-Term External Exclusion, or<br>Permanent Exclusion<br>**NB The police will always be informed in such instances** | **Y** |

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| Inappropriate sexual behaviour or harassment | **Refer to Head, for** Fixed-Term Internal/ External Exclusion, or Permanent Exclusion | **Y** |
| Any illegal conduct or activity, or any behaviour deemed sufficiently serious or unacceptable by the School's SLT, **including any of the above *in extremis*** | **Refer to Head, for** Fixed-Term External Exclusion, or Permanent Exclusion | **Y** |

| **Indicative Table of Sanctions – RESIDENTIAL BOARDING HOURS** | |
|---|---|
| **Incident Type** | **Sanction** |
| Pushing in a queue | Verbal reprimand |
| Lost property or belongings not tidied away in the Boarding House | Lost property 'BIN' for student collection<br>Escalation to community service on third time |
| Talking or disturbance after lights out | Verbal reprimand, Gating (Year7), Loss of phone the following evening (Senior House) |
| Mufti infringements/wearing makeup | Verbal reprimand, Gating (Year7)<br>Loss of phone the following evening (Senior House) |
| Late roll call | House chores Or Time studying in the library |
| Chewing gum | Verbal reprimand, Gating (Year7)<br>Loss of phone the following evening (Senior House)<br>Additional house duties |
| Anti-social behaviour | Verbal reprimand, Gating (Year7)<br>Loss of phone the following evening (Senior House)<br>Additional house duties or External exclusion |
| Ordering take-aways on unspecified days | Verbal reprimand, Gating (Year7)<br>Loss of phone the following evening (Senior House)<br>Additional house duties |
| Play-fighting | Verbal reprimand, Gating (Year7)<br>Loss of phone the following evening (Senior House)<br>Additional house duties |
| Untidy dorms | Verbal reprimand, Gating (Year7)<br>Loss of phone the following evening (Senior House)<br>Additional house duties |
| Failure to attend meals | Verbal reprimand, Gating (Year7)<br>Loss of phone the following evening (Senior House)<br>Additional house duties |
| Failing prefect duties | Verbal reprimand, Gating (Year7)<br>Loss of phone the following evening (Senior House)<br>Additional house duties |
| **Repeated instances (3+) of behaviour listed above require escalation to Medium Level** | |
| **Mid-level Offences** | |
| Continued instances (3) of unacceptable Low Level behaviour | House Gating Card, or<br>Loss of privileges (phone), or<br>Additional chores or<br>Referral to Assistant Head Pastoral for Internal or External exclusion |
| Leaving site without permission or signing out | Gating |
| Unkind words, text, images or behaviour directed at or about another student | House Gating Card, or Isolation in House or Internal or External exclusion |
| Misuse of IT including phones<br>Which includes taking any IT into dorms and the use of VPN (Yrs7-11) | 1. 1 week ban of any non-essential IT including use of tablet in free time.<br>2. 3 week ban of any non-essential IT including use of tablet in free time. |

| | |
|---|---|
| | 3. ½ term ban of any non-essential IT including use of tablet in free time.<br>4. 1 term ban of any non-essential IT including use of tablet in free time or<br>Internal or External exclusion |
| Out of Bounds/In another student's dorm/room | Ban from the house or Internal or External exclusion<br>or fixed term exclusion from boarding. |
| **High-level Offences** | |
| Continued incidents (5) of poor Low level behaviour in house or around school not rectified above | Isolation in House, or Fixed-Period Exclusion from Boarding |
| Refusal | Isolation in House, or Fixed-Term External Exclusion from boarding |
| Bullying | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Rudeness – verbal, gesticulated or written (including use of digital text or images) displays of rudeness, unkindness or inappropriate behaviour directed at or about a member of staff | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Aggression – physical or verbal aggression towards a member of staff, a student, or property | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Misuse of ICT | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Theft | Isolation in House or Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Possession or use of alcohol, tobacco, or vaping materials **on** site | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Possession or use of alcohol, tobacco, or vaping materials **off** site | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Possession or use of drugs or other psychoactive substances | Fixed-Term External Exclusion, or Permanent Exclusion |
| Possession of a knife or any implement which is deemed a risk to others or to self | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Supplying or intention to supply alcohol, tobacco or vaping materials | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |
| Supplying or intention to supply drugs or other new psychoactive substances | Fixed-Term External Exclusion or Permanent Exclusion |
| Any illegal conduct or activity, or any behaviour deemed sufficiently serious or unacceptable by the School's SLT, **including any of the above *in extremis*** | Internal / External Exclusion from Boarding and/or school or Permanent Exclusion |

## G. Detentions

Students may be given a detention for not handing in prep at the correct time to be served that same day for periods 1 and 2, or the following day for Periods 3 to 6, at lunchtime. Failure to attend the detention without providing a valid reason **in advance** will require the student to attend a School Detention for each one missed.

Students serving a School Detention (for either missing a Lunchtime Detention or for any other offence for which a detention is considered by senior staff as an appropriate sanction, will spend 60 minutes of their recreation time in an allocated space with a senior member of staff. This will normally be on a Friday between 4.00 - 5.00pm for KS5 and 4.45 - 5.45pm for KS3&4, except prior to an Exeat or holiday when it will be on a Thursday. Silent reflection will be undertaken.

Students and their parents (or Houseparents in the case of Residential Boarders) will be notified of a detention via email.

Students serving a detention will go into late tea at 5.45pm.

Students must be in school uniform.

## H. Gating Cards

Heads of House and Houseparents may issue a House Gating Card for pastoral misdemeanours. Students will be required to report to a member of staff at regular intervals.

## I. Confiscations

Any item confiscated from a student at any time must be handed to either their Head of House or the Deputy Head (Pastoral) at the earliest opportunity. The item will be returned at an appropriate time to either the student directly or passed to their parents, unless it was illegally held in which case it will be passed to the police, or disposed of witnessed by a second member of staff.

## J. Auditing & Monitoring Sanctions

i. In-house Sanctions

All in-house sanctions (which include House Gating, House Detentions, confiscations, reprimands etc) must be recorded by the Head of House. This record is then monitored and audited termly by the Deputy Head Pastoral.

ii. School Sanctions

All school sanctions are recorded on Bromcom. These are monitored by the Deputy Head (Pastoral) and audited by the Governors' Curriculum and Pastoral Committee termly via the Pastoral Report.

## K. Communication

Other than for verbal reprimands, communication to other staff and parents is through Bromcom, emails home and letters home.

While a written record is always necessary in all of these circumstances, there may also be telephone and face-to-face conversations when deemed necessary and when appropriate.

## L. Prefects and Students

No students are permitted to issue sanctions in any circumstances.

## Section 4: External Exclusions

### A Introduction

i. In accordance with the Education Act 2011, any decision taken to exclude a student either permanently or for a fixed period must be lawful, reasonable and fair, and on disciplinary grounds only.

ii. Only the Headteacher can externally exclude a student. Parents must be notified prior to a decision being made and the student must be seen by the Headteacher in person before the exclusion can take place.

iii. Upon the student's return, the student and a parent will meet with the Deputy Head (Pastoral) for a re-integration meeting before the student is allowed back to lessons, although this is no longer a statutory requirement.

### B Fixed-period and Permanent Exclusions from School

i. A student may be excluded for one or more fixed periods up to a maximum of 45 days in a single year.

ii. Once a fixed period of exclusion has been decided, the period cannot be extended. In the event that further evidence comes to light to alter the severity of the incident, a new fixed-period exclusion or permanent exclusion can be issued.

iii. A student may be excluded either permanently or for a fixed period for any behaviour reasonably deemed serious enough, including, though not exclusively, any of the example offences in Section 3.

iv. A decision to exclude a pupil permanently should only be taken accordance with the DfE guidance 'Behaviour and Discipline in Schools (2011)':

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

v. Where behaviour outside of school is a concern, the School may still consider this grounds for an external exclusion in accordance with the DfE guidance 'Behaviour and Discipline in Schools (2011)'.

vi. Any decision to exclude will be based on the balance of probabilities as a standard proof whereby the Headteacher is satisfied, on the evidence available, that the occurrence of the event was more likely than not.

vii. Any decision to exclude a student may be taken irrespective of any external agency investigation, including any criminal investigation or court proceedings, pending or otherwise. Failure to prove whether or not a crime has been committed is not grounds to rescind a decision to exclude.

viii. The School will ensure as far as possible that students are given the opportunity to present their case if they wish to do so before the decision to exclude is made.

ix. The School will consider any contributing factors such as bullying, bereavement, mental health issues, disabilities, special educational needs or other academic needs.

### C Fixed-period and Permanent Exclusions from Boarding

i. A student may be excluded from boarding permanently or for a fixed-period following an assessment of the student's suitability to board.

ii. A student may be excluded from boarding permanently or for a fixed-period in response to behaviour offences at the discretion of the Head. See separate Suitability for Boarding Policy.

iii. If a student is excluded from boarding, either for a fixed-period or permanently, this does not constitute an exclusion from the School.

**D Duty to Inform**

i. Parents will be notified in writing of any decision to exclude, providing the following information;
    a. The reasons for the exclusion.
    b. The period of a fixed period exclusion, or the fact that it is permanent.
    c. The parent's right to make representations about the exclusion to the Governing Body and the process for this.

ii. Where the student is of compulsory school age, the School will confirm to the parents that for the first 5 days (or until the start of alternative provision, whichever is the sooner) of an exclusion, the student must not be present in public places.

iii. Where cumulative exclusions in any one year amount to more than 5 days, the School must arrange suitable alternative provision. The School will provide the name, address and start date of this provision. In the case of a permanent exclusion, the Local Authority will arrange this provision.

iv. The School will inform the Chair of Governors of any decision to exclude a student.

**This Policy is reviewed annually and the School's SLT reserves the right to make changes for clarification and ease of application purposes where necessary.**

**Ms H Carruthers**
**Deputy Head (Pastoral)**
**August 2026**

**Appendix 1: Behaviour Management Protocol**

