



# St Joseph's College

## Behaviour & Suspension

### Policy

**Date Reviewed – Autumn 1<sup>st</sup> Half-Term 2025**

**Next Review – Autumn 1<sup>st</sup> Half-Term 2026**

**Policy Author – Mr D Nelson (Associate Assistant Headteacher)**

**Chair of Governor's signature: Mr S Horsman**

*To inspire the minds of all generations through education, with fearless faith.  
As a united community we demonstrate our Lasallian values of faith, service, and respect.*

**Mission Statement**

## Contents

Introduction .....	4
1. Purpose .....	4
2. Behaviour Principles .....	4
3. Aims and Objectives .....	5
4. Rights .....	5
5. Conduct in Lessons and Academic Reintegration (AR).....	5
6. Conduct in School generally .....	6
7. Off-site educational visits and school trips .....	6
8. Mobile Communication Devices (Phones/ Tablets) .....	7
9. Smoking/ Vaping.....	7
10. Search and Confiscation .....	8
11. Confiscation.....	9
12. Lines in the Sand .....	9
13. Behaviour in Corridors and around the Site .....	9
14. The Journey to and from home .....	9
15. Behaviour Management Flowchart .....	10
16. What happens next? .....	12
17. St Joseph College’s Detention System.....	13
18. Study Support System .....	13
19. St. Joseph’s College Rewards .....	14
20. Attendance .....	15
21. Uniform.....	15
22. Uniform expectations that apply to all students .....	16
22.1 Jewellery (Years 7-11) .....	16
22.2 Hair.....	16
22.3 PE Uniform .....	16
23. Suspensions.....	16
Section 1 – Guidance Framework.....	16
Section 2 – Additional Policies to be considered .....	16
Section 3 – Principles.....	16
Section 4 – The Decision to Suspend.....	17
Section 5 - Fixed-term suspension .....	18
Section 6 – Permanent Exclusion (Level 3) .....	19
Section 7 – Governors Behaviour Committee.....	20

Level 1 Suspension (Less than 15 days).....	20
Level 2 Suspensions (More than 15 days Fixed Term) .....	21
Level 3 Exclusion (Permanent).....	21
Section 8 – Informing Parents / Carers.....	21
Section 9 – Behaviour Outside the school gates .....	22
Appendix 1: Harmful Sexual Behaviour Supplement .....	23
Definition of sexual abuse .....	23
Harmful sexual behaviour .....	23
How we seek to minimise the risk of harmful sexual behaviour .....	24
Our response to an incident / allegation .....	25
Guiding principles .....	26
Investigation outcomes.....	27
Review.....	28

*“No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and students will have disruption free classrooms in which they can learn.”*

## **Introduction**

On a lesson-by-lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for a period of one working day so that the learning of others is not disrupted.

Parents/ carers are encouraged and helped to support their children’s education, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

### **1. Purpose**

- To ensure that all students, parents/carers, staff and governors are aware of the high expectations of St Joseph’s College in terms of Behaviour for Learning;
- To promote good behaviour through good conduct, self-discipline and respect;
- To create a safe learning environment that is free from bullying and in which all students are empowered to keep themselves safe;
- To ensure that all teaching and support staff are able to teach and inspire all of the students in our care
- To encourage enthusiasm for all aspects of learning, creativity and academic success;
- To embrace difference, encourage tolerance and challenge prejudice;
- To ensure students know more, remember more and do more;
- To prepare students to become responsible adults through living the SJC 5 Respects.

### **2. Behaviour Principles**

St. Joseph’s College believe that high standards of behaviour lie at the heart of a successful school that enables:

- All of its students to make the best possible progress in all aspects of their school life and work;
- all staff to be able to teach and promote good learning without undue interruption or harassment.

All children and staff have the right to feel safe at all times in the college. There should be mutual respect between staff and students and between each other.

All visitors to the college should feel safe and free from the effects of poor behaviour at all times and in all parts of the college.

St. Joseph's College is an inclusive college. All members of our community should be free from discrimination of any sort.

The college's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs (SEN) and all vulnerable students are detailed in the Safeguarding Policy and made known to all staff.

Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are also detailed in the Safeguarding and Equality Policy and regularly monitored for their effective implementation.

### **3. Aims and Objectives**

This policy sets the boundaries for the detailed operating procedures for a system that:

- rewards and reinforces the right behaviours;
- delivers clear and consistent consequences for the wrong behaviour;
- outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning;
- seeks to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning;
- supports and promotes anti-bullying, E-Safety, Equality and Special Educational Needs.

### **4. Rights**

No student has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and students will have disruption free classrooms in which they can learn.

On a lesson-by-lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be isolated from their peers for the remainder of the day until 3.30pm so that the learning of others is not disrupted.

### **5. Conduct in Lessons and Academic Reintegration (AR)**

- Teachers stand at the door and await student arrival.
- Students enter the classroom in an orderly manner when greeted by the teacher at the door.
- Students enter silently, place stationary and exercise book on the table.
- Sit silently completing the 5 A-Day (knowledge recall activity) whilst the register is taken.
- Class recites in unison the college prayer/affirmation.
- Students listen in silence whilst the member of staff leading the lesson speaks.
- Students answer questions without calling out.

- Students work to the very best of their ability without disrupting the learning of any other student.

If a student fails to meet any of these simple expectations the member of staff leading the lesson will discreetly issue the student with a warning and explain to the student why they have received that warning.

The second time during a lesson that a student fails to meet these expectations they will be sent to the Academic Reintegration (AR) room for a period of one working day (5 Periods) remaining until 3.30pm.

Failure or refusal to go to the AR room will result in a one-day Fixed Term suspension with the day in AR completed upon their re-admittance to the school. Failure to comply with the expectations of the AR room will result in a one-day Fixed Term suspension.

If a student is sent to AR, the member of staff who sent the student out will meet with the student at some point during the same day for a 'Restorative Conversation' where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. In order to support the restorative process, the conversation will take place in our school chapel which is adjacent to the AR room. To allow this to take place, students sent to academic reintegration will be required to remain in school until 3.30pm that day.

All students are expected to be punctual to lessons and form tutor periods. Being punctual is an important skill for life and something that we take seriously at St Joseph's College. If a student is late to school in the morning (after the 10-minute allowance), or they are late to lessons, they will be sent to the Academic Reintegration (AR) room for a period of one working day (5 Periods) remaining until 3.30pm. Students sent to AR for being late to lesson will spend 5 periods in AR inclusive of the period in which they were sent.

## **6. Conduct in School generally**

All students are expected to take responsibility for their actions and their choices at all times.

For a serious breach of our code of conduct a student will be Fixed Term suspended if they:

- Swear at a member of staff (even under their breath)
- Fail to follow a reasonable instruction issued by a member of staff
- Defy a member of staff by walking off when being spoken to/reprimanded
- Physically attack/cause harm to another student or a member of staff
- Are involved in conduct deemed to undermine the good order of school
- Are misogynist, racist, homophobic or sexist towards another individual
- Bring a banned or dangerous item on to school site

## **7. Off-site educational visits and school trips**

Participation in school trips and educational visits is a privilege that is contingent upon consistent safe, responsible, and respectful behaviour. The school reserves the right to withdraw a student from a trip at any time prior to departure if their conduct in school is deemed to pose a risk to their own safety, the safety of others, the College's reputation, or smooth running of the visit.

Behaviours that may lead to removal from a trip include, but are not limited to: persistent defiance, aggression, bullying, unsafe conduct, bringing the college into disrepute, or any **other** serious breach of the school's behaviour policy.

Where a student is withdrawn from a trip due to such concerns, this decision will be made at the school's discretion and in the best interests of all participants. In these circumstances, parents or carers will not be entitled to a refund of any payments already made towards the trip, as costs will have been committed in advance.

By consenting to their child's participation in a school trip, parents and carers acknowledge and accept the terms of this behaviour clause

## **8. Mobile Communication Devices (Phones/ Tablets)**

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived on the school premises students are allowed to use their phones/tablets responsibly, however, once the school day starts at 8.10 all phones and devices will need to be switched off and placed into their school bag or their zipped blazer pocket, together with any headphones.

- If a phone/tablet is seen during lesson time or around the school, it will be confiscated.
- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags or zipped blazer pocket during the school day.
- If a student refuses to hand their phone/headphones over, they will be sent to Academic Reintegration (where the phone will be confiscated) until 3.30pm for a period of 1 working day.
- Refusal to go to academic reintegration will result in a one-day Fixed Term suspension with the day in AR completed upon their re-admittance to the school

The consequence for using phones and other devices (earphones/ air pods) without permission is a confiscation of the item.

- 1. First offence – phone returned at the end of the day.**
- 2. Second offence – phone returned after 24 hours.**
- 3. Third offence – parents to collect after a week.**

## **9. Smoking/ Vaping**

No student will smoke/vape on the grounds of the school or when dressed in the uniform of our college. Sixth Form Students, the Smoke-free Workplace legislation of 2007 applies, whereby smoking

of any kind is forbidden on site and within five metres of the school entrances. If a student smokes/vapes or chooses to associate with smokers/vapers the consequences will be as outlined below:

- Smoking/associating with smokers will lead to a Fixed Term suspension
- Refusal to hand over smoking paraphernalia when asked by the Headteacher or member of the Senior Leadership team will lead to a five-day Fixed Term suspension
- All tobacco and related paraphernalia will be destroyed [*Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products*]

## **10. Search and Confiscation**

Members of the Senior Leadership Team and Pastoral Support Team can search a student for any item, if the student agrees. Only the Senior Leadership Team and authorised staff are able to utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item.

A search without consent should where possible, be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched.

There is a limited exception to this rule. An authorised member of staff can carry out a search of a student of the opposite sex and without a witness present, only when it is believed that 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. If a student fails to comply, the Police may be contacted.

Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips or in training settings.

The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.

Prohibited items include:

- Knives or weapons
- Alcohol, illegal drugs or other chemical substances that produce similar effects to alcohol or drugs
- Stolen items
- Tobacco, cigarettes and other smoking paraphernalia including vaping paraphernalia
- Fireworks
- Pornographic images/literature
- Discriminatory images/literature
- Images/literature appertaining to radicalisation or extremism

- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the student)

## **11. Confiscation**

Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance.

## **12. Lines in the Sand**

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our school. An indicative but non exhaustive list would include:

- Swearing at the Headteacher;
- Bringing recreational drugs into school;
- A weapon of any sort including pen knives and BB guns;
- Persistent bullying;
- Persistent disruption of lessons;
- A physical assault of a member of staff;
- Serious actual or threatened violence against a student or member of staff;
- Sexual misconduct; **(Please see Harmful Sexual Behaviour Policy in appendix one below)**
- Supply or possession of an illegal substance;
- Persistent refusal to follow reasonable instructions such that it negatively impacts the safe and/or effective functioning of the school

## **13. Behaviour in Corridors and around the Site**

During transitions between lessons (going from one lesson to another) students will act respectfully and appropriately, that means walking on the left and no running through the corridors or loitering in corridors or between buildings. Students arriving to lessons after the second bell will be deemed to be late and will go to Academic Reintegration for a period of 1 working day (5 lessons).

During social times students are expected to do the following:

1. To sit/stand with their friends before school, break, lunch and after school in the designated areas of the college;
2. Food is to be eaten in the designated areas only (the cafeteria or café).

## **14. The Journey to and from home**

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our college.

**Students are expected to:**

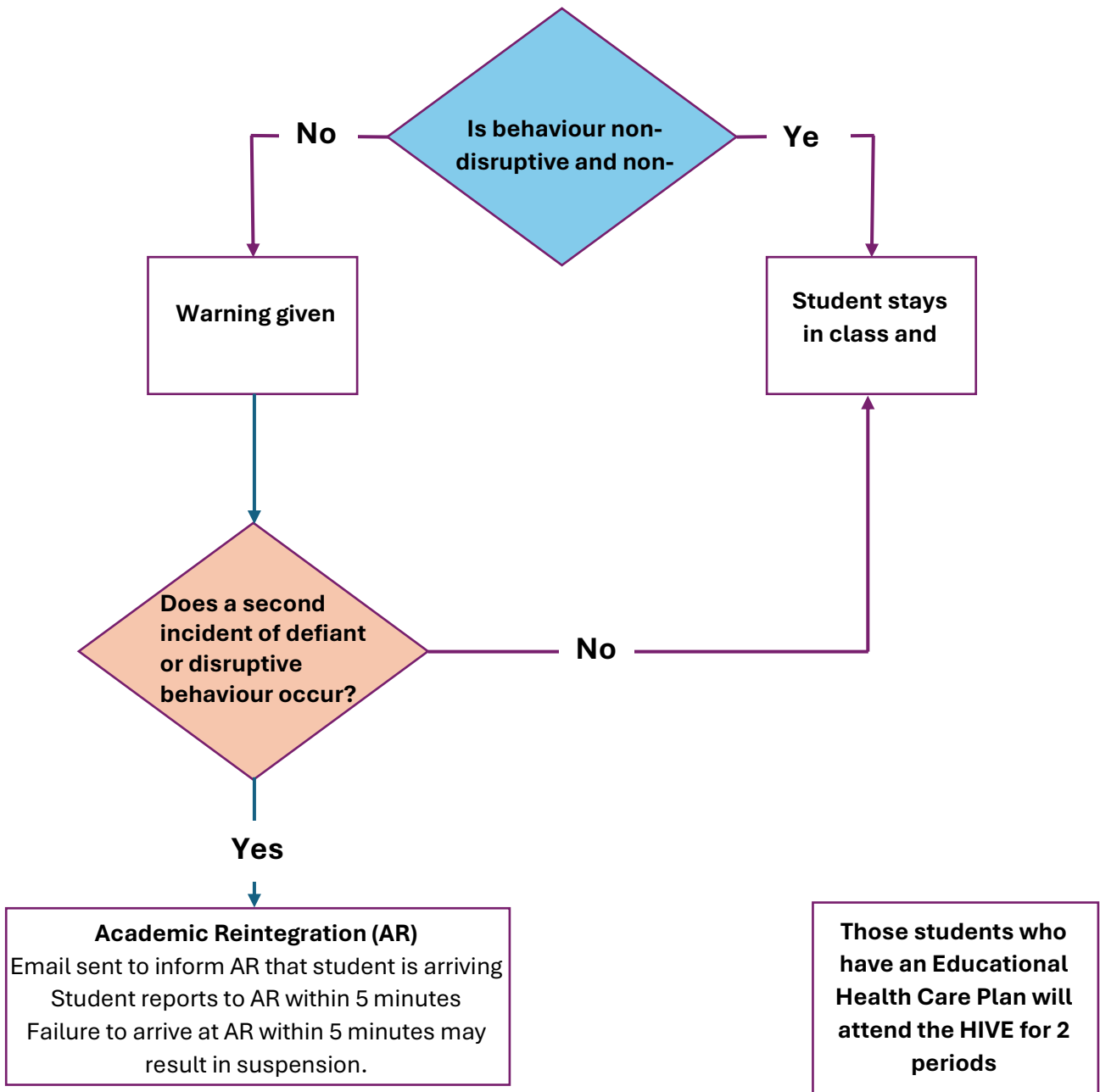
1. arrive at school and leave school in full uniform (students are not permitted to wear hoodies, hats/du-rags or sports tops - they will be confiscated);
2. use the traffic lights and zebra crossings where possible to cross the road safely;
3. take any litter home and dispose of it properly;
4. respect our neighbours and all local residents;
5. Refrain from loitering in the local area after school.

Students who do not comply with respectful and safe conduct on the journey to and from school will complete a period of community service.

Students who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the behaviour policy. However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Personal Learning Plan (Pupil Passport).

Staff can refer to the SEND register and Pupil Passports for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SENDCO.

## **15. Behaviour Management Flowchart**



## 16. What happens next?

There are a number of things that will happen once a student has been sent to AR. The following is a simplified version of the disruption free behaviour process:

1. The student arrives at Academic Reintegration (AR):
  - The student will hand their phone/tablet into the AR manager for the duration of their time there
  - The student completes a reflection sheet.
  - Once the reflection sheet is completed the student is then given additional work to complete.
  - Students will work hard, in silence and cause no disruption.
  - During their time in the AR the student is expected to engage in a restorative conversation with the teacher.
  - The student remains in AR until 3.30pm that day and returns the following day until the same period they were sent to AR (5 lessons).
  - If the student does not engage with any of the above expectations, they will be given a 1-day Fixed Term Suspension (FTE).
2. Parents will be contacted by text message to inform them their child has been placed in AR:
  - The Pastoral Team will email the teacher concerned to remind them to attend the restorative conversation and contact home.
  - The teacher will have a restorative conversation with the student.
3. If the student receives 3 referrals to Academic Reintegration, they may receive a 1-day suspension from the school.
4. If a student receives six referrals to Academic Reintegration (or 3 FTEs), they may be called into a meeting with the Assistant Headteacher or Headteacher.
  - Six-week report programme takes place (reviewed every two weeks for a maximum of six weeks). Support provided during this time could be mentoring, early help and certain lessons in the AR.
5. If the six-week report fails, then a further meeting with the Headteacher and Assistant Headteacher may take place.
  - Options discussed at this meeting include – permanent suspension, managed move, PSP (16 weeks) or a further 6 weeks on report.

### 15.1 Intervention Programme

For a student to be at risk of a report program, they will have:

- Been referred to AR three times

<b>3 incidents in the AR</b>	<b>Who/When?</b>
Student will be identified by the Pastoral Leaders and SLT through weekly reviews of the behaviour system.	Every Week
If a student has had three incidents in the AR, they will receive 1-day external suspension. Parents/carers will be notified by phone call and a letter. Students will then be on report to their Pastoral Leaders.	Pastoral team, weekly
<b>6 incidents in the AR</b>	<b>Who/When?</b>
If a student has received 6 Academic Reintegration referrals or 3 FTEs then they will receive a Headteacher's warning. Parents and students will sign an engagement contract on receiving the Headteacher's warning.  Next steps are discussed.  Report Plan set up (and reviewed every 2 weeks) for a maximum of 6 weeks. Aspects included in this could be mentoring, early help support/intervention, reduced timetable (some lessons spent in AR).	Headteacher/ Assistant Headteacher
<b>If a student continues to fail to respond:</b>	<b>Who/When?</b>
Options include:  Managed Move Permanent Exclusion The Advanced intervention becomes a Pastoral Support Plan (PSP) Permanent Exclusion reality outlined	Assistant Headteacher Inclusion Coordinator SENDCO Headteacher
<b><i>If behavior continues to disrupt...</i></b>	
Student is offered the option of a move under the Fair Access Protocols, or a Permanent Exclusion is actioned, and a Governor Exclusions Committee is convened.	Governor Suspensions Committee Headteacher

## 17. St Joseph College's Detention System

The college operates a weekly detention system for students who accumulate a high number of behaviour points or are repeatedly late to school. These usually occur for 30 minutes on a Monday and Wednesday. Failure to attend either of these will result in a 90 minute detention on a Friday. If a student fails to attend the 90 minute Friday detention, they will have a 1 day Internal Exclusion on the following Monday.

## 18. Study Support System

The school operates same day Study Support sessions from 2.45-4.00pm. Students may be placed in study support on the same day for either missed or insufficient homework or insufficient work in lessons.

Students are free to attend study support sessions voluntarily. Parents/carers will be notified by text message when a student is issued with after school study support.

## **19. St. Joseph's College Rewards**

**Positive motivation lies at the heart of effective education and our system in school is designed to recognise and celebrate effort, achievement and success at all times.**

The SJC reward system is based on the ethos of 'high achievement, high expectations'.

### **The Purpose**

- To motivate and encourage students.
- To recognise achievement.
- To foster a healthy atmosphere of competition between individuals and year groups.
- To promote a culture of achievement and hard work.
- To underpin and promote the characteristics of being a successful learner.

### **The System**

Students are able to receive House points throughout the year. These can be awarded by teachers, Learning Support Assistants (LSA) or other staff and are recorded on the SIMS system. Examples of what students should be rewarded for are:

- High quality work in class or at home.
- Helping others.
- Showing determination and effort.
- Successful achievement in test or competitions.
- Putting themselves out for others.
- Representing our school.
- Outstanding attendance.

N.B Students are not awarded House points for good behaviour as this is a normal expectation.

### **The Process**

- Students given House points 'live' in lessons (or outside of class if warranted)
- NOT linked to classroom behaviour (good behaviour is an expectation)
- Teacher enters House Points on SIMS through the register
- Postcards home at end of every half term - how many House Points achieved
- Celebration assemblies every full term (T2, T4 and T6)
- Rewards trips for students with most House points at the end of every term
- Students receive House award certificate and letter home.

- Golden Ticket: staff issue one golden ticket per week to a student of their choice. Students are then entered into an end of term raffle.

## 20. Attendance

The college target for attendance is that every student will have 95% attendance or above. High levels of attendance at St. Joseph's College and improved attendance will be awarded termly through celebration assemblies, certificates, letters home, reward breakfasts and Senior Leadership Team rewards.

## 21. Uniform

All uniform items including PE kit can be purchased from Hewitts of Croydon from their shop or online via their website.

Uniform Item	Detail	What this means
College Blazer	Burgundy with embroidered St. Joseph's College logo	Compulsory item. Must be worn every day. During lessons, teachers will give permission for blazers to be removed when appropriate.
Tie	St. Joseph's College Tie. Appropriate House colour.	Compulsory item. Must be worn every day.
Shirt	White (short or long sleeved)	Shirts should be tucked in at all times.
'V' neck sweater	Plain grey with embroidered St. Joseph's College logo	Optional item as an extra layer. Cannot be worn instead of a blazer.
Trousers	Tailored, full length, plain charcoal grey or black colour.	Full length to the ankle.
Socks	Plain black, or grey.	Coloured or patterned socks are not acceptable. Socks with branded logos are also not acceptable.
Shoes	Plain black. Leather or similar polishable material.	No Canvas or trainer style shoes will be accepted.
Outer garment	Plain navy/dark colour	No hoodies. Hoodies will be confiscated if worn to school.
Bag	Strong, for carrying school equipment	Large enough to carry all necessary equipment and kit.
Lanyard *	Blue strap with student timetable attached	Compulsory item. Must be worn at all times during the school day.

***\*Provided by the college. If lost/broken, replacements will be provided at a cost of £1.00***

## **22. Uniform expectations that apply to all students**

### **21.1 Jewellery (Years 7-11)**

The only jewellery which is acceptable is a wrist watch. St. Joseph's College does not allow facial piercings of any kind, including transparent piercing retainers. Students will be asked to remove any piercings if they are visible – this includes plasters covering newly pierced ears.

### **22.2 Hair**

No extreme hairstyle or unnatural dyed colours of hair will be permitted including dip-dyed hair colours. This includes tramlines, Mohican or skinhead-type styles, and lines in the hair or eyebrow. Students arriving in school with an unacceptable hairstyle will be sent to Academic Reintegration until it can be rectified.

### **21.3 PE Uniform**

**All PE uniform items can be purchased from Hewitt's of Croydon, either from their shop or ordered online via their website.**

PE kit should be taken to PE lessons at all times. When students are unable to participate fully in activities they are still required to bring in their PE kit as they will be expected to assist in some way e.g. officiating, scoring, supporting etc.

Parents are strongly advised to name all PE kit items.

## **23. Suspensions**

We believe that Learning is the most important reason for being in school and that opportunity to learn must be protected at all times. A suspension from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to suspend for either a fixed-term or in rare cases, permanently exclude, is not taken lightly. The following offers a more detailed outline of how the process works:

### **Section 1 – Guidance Framework**

St. Joseph's College policy is written in line with the DFE Guidance on Suspensions.

### **Section 2 – Additional Policies to be considered**

- 2a) This policy for suspensions should be considered within the context of this Behaviour Policy. Other policies to be considered: Anti-Bullying, Safeguarding, SEND.

### **Section 3 – Principles**

- 3a) The School is a learning institution which aims to provide 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. The decision to suspend is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to suspend.
- 3b) We recognise the detrimental impact of suspension on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try to avoid it.

- 3c) 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 suspension such as managed moves and alternative provision where appropriate.
- 3d) We take account of the Equality Act and of our duty not to discriminate against students for any reason.
- 3e) We also take account of our statutory duties in relation to SEND
- 3f) We aim to involve parents as early as possible in any process.

#### **Section 4 – The Decision to Suspend**

- 4a) The decision to suspend is made solely by the Headteacher, or the Assistant Headteacher in his/her absence.
- 4b) There are five circumstances where a student may be required to leave the school site with the authorisation of the Headteacher:
  - i. Where a decision has been made to suspend
  - ii. Where a student has committed a serious criminal offence outside the jurisdiction of the school and it is determined by the Headteacher that it is in the interests of the community for the student to be educated offsite. This is not a suspension.
  - iii. Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not a suspension.
  - iv. If a student is given permission by the 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.
  - v. 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 a suspension but an unauthorised absence in the first instance but could lead to suspension following a full investigation.
- 4c) The decision to suspend a student is not taken lightly and the 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
  - 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 where appropriate
  - Ensure that parents have been kept informed throughout the process and consulted where appropriate.
- 4d) The standard of proof applied when deciding to suspend is based on a 'balance of probabilities'. The more serious the allegation, the more convincing the evidence

substantiating the allegation needs to be.

- 4e) Suspension will not be used as a consequence for the following:
1. Minor incidents such as a failure to complete a homework
  2. Poor academic performance
  3. Sporadic lateness or truancy
  4. Breaches of Academy rules on uniform or appearance except where these are persistent or in open defiance of such rules
  5. As a punishment for the behaviour of their parent / carer
- 4f) 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 and either sent with the student or arrangements made for collection.

### **Section 5 - Fixed-term suspension**

- Level 1: fewer than 15 days in any term/Level 2: 15 school days or more in any term
- 5a) The decision to suspend a student for a Fixed Term may be taken in response to breaches of the school's behaviour for learning policy
- 5b) Examples of behaviour that may lead to a fixed-term suspension include the following:
- Verbal abuse of staff or students
  - Physical abuse of staff or students
  - Indecent behaviour
  - Damage to property
  - Misuse of illegal drugs or other substances
  - Theft
  - Serious actual or threatened violence against another student or a member of staff
  - Sexual abuse or assault (Please see Harmful Sexual Behaviour Policy in appendix one below)
  - Carrying and / or supplying an illegal substance
  - Carrying a banned item
  - Arson
  - Persistent poor behaviour contrary to acceptable behaviour outlined in the school's expectations
  - Bullying including cyber-bullying

This is not an exhaustive list and there may be other examples of behaviour where the 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 may 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.

- 5c) 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.

- 5d) 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 completed at the end of the suspension for marking.
- 5e) For a suspension of longer than 5 days, the school will arrange fulltime educational provision from the sixth day of suspension.
- 5f) Before the end of any fixed-term suspension, parents / carers will be invited to attend a reintegration/re-admittance 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 needed to help the student, including referral to external agencies if appropriate. The student may also spend a period of time in Academic Reintegration or HIVE following the suspension to support their reintegration.
- 5g) 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.
- 5h) Whilst each suspension is treated on its own merit we do operate a tariff for suspensions in most cases. A first suspension is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further suspensions. Once a student has received four suspensions the length of the suspension is likely to be for 4 days and the re-integration meeting may be with the Headteacher or Assistant Headteacher. Such a student is deemed to be in serious danger of permanent suspension. A fifth suspension would normally be for a period of 5 days and would bring with it a final warning from the Headteacher who will lead the reintegration meeting. This means that a further suspension would be permanent. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being suspended.

### **Section 6 – Permanent Exclusion (Level 3)**

- 6a) Permanent exclusion is a rare sanction at the school and avoided wherever possible. The decision to permanently exclude is taken only:
  - i. in response to serious or continued breaches of the School’s behaviour policy and
  - ii. if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.
- 6b) 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 has exhausted all available strategies for dealing with the student and is a last resort.

6c) 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:

- i. Serious actual or threatened violence against another student or member of staff
- ii. Sexual abuse or assault (Please see Harmful Sexual Behaviour Policy in appendix one below)
- iii. Serious bullying including cyber-bullying
- iv. Being in possession of an illegal substance and / or supplying an illegal substance including drugs, alcohol or other chemical substances which produce similar effects to illegal drugs and alcohol
- v. Carrying an offensive weapon (schools have the power to search pupils for weapons and other banned items or substances).
- vi. Terrorism, extremist behaviour, radicalization or the brainwashing of others

Again, 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.

6d) 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.

6e) Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

The Headteacher will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be suspended for a Fixed Term before the decision is made to permanently exclude.

## **Section 7 – Governors Behaviour Committee**

7a) The Governors have the responsibility for reviewing decisions made in relation to suspensions.

7b) The Education Committee of the Governing Body will automatically review any suspension which results in a student being suspended for more than 15 school days in any one term, or any permanent exclusion.

7c) Parents / carers have the right to appeal the decision to suspend their son / daughter. Full details of how these meetings operate can be found within the DfE Guidance (2012)

## **Level 1 Suspension (Less than 15 days)**

A parent / carer may request that the Behaviour Committee 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 Behaviour Committee to consider. The committee will respond in writing within 15 school days.

### **Level 2 Suspensions (More than 15 days Fixed Term)**

Headteacher meets with parents to discuss suspension.

Behaviour committee meets to review on the suspension within 15 days of receiving notice of the suspension.

### **Level 3 Exclusion (Permanent)**

Student is given initial Fixed Term suspension and a full investigation is carried out by an investigating officer. The student and their parents will be given an opportunity to meet with the investigating officer to give their version of events and to hear any evidence against them.

The investigating officer presents their findings to the Headteacher. The Headteacher meets with parents/carers to discuss his decision having completed the process fully and having consulted with others including an S.E.N. expert if appropriate. If the decision is to re-instate then the student will return immediately. 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, the Behaviour Committee meets to review the decision within 15 school days of receiving notice of the exclusion. If the Behaviour Committee upholds the Headteacher's decision to permanently exclude, parents / carers may appeal to an Independent Review Panel.

- 7d) An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two other independent members, one with governance experience; the other with Headship experience. This panel will decide whether to uphold the decision to suspend a student.
- 7e) 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.

## **Section 8 – Informing Parents / Carers**

- 8a) Following any decision to suspend, the Headteacher must inform parents / carers putting the decision to suspend in writing and stating the date the suspension takes effect.
- 8b) The letter must explain:
  - The circumstances leading up to the decision to suspend;
  - Why the Headteacher decided to suspend the student and if relevant, what steps were taken to try and avoid the suspension; details of any relevant previous warnings, fixed period suspensions or other disciplinary measures taken before the present incident;
  - The arrangements for enabling the student to continue his/her education, including setting and marking the student's work;
  - The parents' right to see and have a copy of their child's record;
  - The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of a suspension.

- If the suspension is for a fixed period, the letter will also state the length of the suspension and the date and time the student should return to the school and the arrangements for the re-admission interview at the end of the process so as to reintegrate the student.
- For Level 2 and Level 3 suspensions, the letter will also state the parents' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that governors will meet to review the decision.
- The involvement, if appropriate, of SEND expert advice.

### **Section 9 – Behaviour Outside the school gates**

9a) Our suspension and behaviour policy covers behaviour not only within school but outside of 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, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a St. Joseph's college student

Or for behaviour which at any time;

- Could have repercussions for the orderly 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.

## **Appendix 1: Harmful Sexual Behaviour Supplement**

It is normal for some children and young people (CYP) to display sexualised behaviour towards their peers as they develop. However, sexualised behaviour between peers that has become harmful or abusive is unacceptable and must be addressed. St Joseph's College recognises that CYP are vulnerable to and capable of abusing their peers sexually. We consider any allegation of child on child sexual abuse seriously and do not tolerate or pass off harmful sexual behaviour as 'banter', 'just having a laugh' or 'part of growing up'. These allegations are managed in the same way as any other child protection concern and follow the same procedures, including seeking advice and support from other agencies as appropriate.

This policy supplement is in line with the safeguarding requirements in Keeping Children Safe In Education 2025 (Department for Education ('DfE'), 2025), which we must work to; Part 5 of the Keeping Children Safe in Education statutory guidance sets out how schools should manage reports of child-on-child sexual violence and harassment.

### **Definition of sexual abuse**

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it. (Keeping Children Safe In Education 2024, Page 12)

### **Harmful sexual behaviour**

Harmful sexual behaviour can manifest itself in many ways. This may include:

- Inappropriate or unwanted sexualised touching;
- Sexual violence and sexual harassment;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- pressurising, forcing, or coercing someone to share nude images (known as sexting or youth produced sexual imagery);
- sharing sexual images of a person without their consent;
- bullying of a sexual nature online or offline, for example sexual or sexist name-calling. Our school also understands the different gender issues that can be prevalent when dealing with harmful sexual behaviour.

CYP can experience harmful sexual behaviour in various settings. This includes at school, at home (or at another home), in public places, and online.

At school, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, common rooms, outside spaces such as the playground and sports facilities, and when CYP are travelling home.

### **How we seek to minimise the risk of harmful sexual behaviour**

The principle aim of our approach is to foster the conditions in which our pupils can aspire to and realise safe and healthy relationships, at school and as they continue in life. We work to a culture in which the voice of our CYP is central, where pupils feel able to share their concerns openly, knowing that they will be listened to, and that they will not be judged.

#### **Children and young people**

We use relationships, sex and health education (RSE and Health Education curriculum) to help our pupils understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers. We teach them the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. We also teach them about the importance of making sensible decisions to stay safe (including online), whilst being clear that if a CYP is abused, it is never their fault.

We help our pupils to develop the skills to understand:

- What constitutes harmful sexual behaviour;
- That such behaviour is not acceptable;
- The possible reasons for such behaviour, and vulnerability of perpetrators;
- that they must tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable – and must tell a trusted adult if they witness such behaviour towards others.

We understand our pupils may not always feel able to talk to adults about peer-on-peer sexual abuse. To help them, we will encourage them to share their thoughts and opinions, respond to their concerns, and respect and listen to them. We want our pupils to feel confident that any concerns they raise will be responded to appropriately.

#### **Parents and Carers**

It is important that parents and carers understand what is meant by harmful sexual behaviour, and reinforce key messages from school at home. We work in partnership with parents to support our pupils and want to help them keep their child/ren safe.

Parents and carers should understand:

- the nature of harmful sexual behaviour;
- the effects of harmful sexual behaviour on CYP;
- the likely indicators that such behaviour may be taking place;
- what to do if it is suspected that peer on peer sexual abuse has occurred;

Further information to support parents and carers in relation to harmful sexual behaviour is available online, including on the NSPCC website.

## **Staff**

Our staff undertake annual safeguarding training where the different types of abuse and neglect are discussed; this includes information about harmful sexual behaviour and our expectations for staff vigilance about this and other potential types of abuse. Staff also receive updates on safeguarding issues throughout the school year, including about the nature and prevalence of harmful sexual behaviour, where appropriate. Importantly, the training also ensures that our staff know what to do if they receive a report that harmful sexual behaviour may have occurred, including how to support CYP.

## **Our response to an incident / allegation**

The wellbeing of our pupils is always central to our response to an allegation or incident of harmful sexual behaviour. Any CYP reporting a concern will be treated respectfully. We will reassure them that they are being taken seriously and that they will be supported and kept safe; no CYP will be given the impression that they are creating a problem by reporting abuse or made to feel ashamed. Our staff will never promise confidentiality to the CYP as the concern will need to be shared further. The school's Designated Safeguarding Lead will need to be informed as soon as possible of any incident and the details may also need to be shared with Children's Social Care / the police and other specialist agencies. We have in place effective working relationships with our safeguarding partners, which are essential to ensuring that concerns are appropriately managed.

We will explain next steps to the CYP so they understand what will happen, including who will be informed. Where the CYP already has Social Care involvement, such as a Looked After Child, a Child In Need or a child with a Child Protection Plan, we will inform the child's Social Worker and work in partnership with them as appropriate. Whilst we establish the facts of the case and start the process of liaising with other agencies as appropriate, we will consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises, and where applicable, on transport to and from the school. Where an incident includes an online element, we will always work in accordance with appropriate guidance, taking advice from other partners as necessary. Our staff will not view an indecent image of a CYP unless absolutely necessary, nor forward it for any reason.

## **Recording**

It is essential that information relating to allegations about harmful sexual behaviour are recorded within our school, as with any other child protection concern – and in line with our Child Protection Policy. The record may form part of a statutory assessment by Children's Social Care or by another agency. Any member of staff receiving a disclosure of harmful sexual behaviour or noticing signs or indicators of this, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. The facts will be recorded as the CYP presents them. The record will then be presented to the Designated Safeguarding Lead (or Deputy), who will decide on appropriate action and record this accordingly. If a CYP is at immediate risk of harm, staff will speak with the Designated Safeguarding Lead or Deputy first, and deal with recording as soon as possible afterwards. All related concerns, discussions, decisions, and reasons for decisions will be dated and signed and will include the action taken.

## **Investigation**

The Designated Safeguarding Lead or deputy will be responsible for leading investigations, and for liaising with other agencies as appropriate, for example Children's Social Care and the police. They will

also be the main point of contact for parents and carers. The Designated Lead will ensure there are accurate records of each stage of the investigation and that any supporting information is included in the Child Protection files.

### **Risk Assessment**

We will complete a risk assessment following a report of harmful sexual behaviour, considering all CYP involved in an incident. We will also consider all other pupils at our school and any actions that may be appropriate to protect them. Risk assessments will be regularly reviewed to ensure they remain relevant and fit for purpose. Where appropriate, the affected CYP and their parents and carers will be invited to contribute to the completion and review of the risk assessment.

### **Guiding principles**

The safety of our pupils is paramount. We will use a proportionate approach, basing our actions on the principle that harmful sexual behaviour is not acceptable and will not be tolerated. All concerns will be considered carefully and on a case by case basis, underpinned by robust risk assessments. Our actions will not be judgemental about the guilt of the alleged perpetrator and will always be taken in the interests of all CYP concerned. Our approach will help us to ensure that all pupils are protected and supported appropriately. The following principles will guide us:

- the wishes of the CYP in terms of how they want to proceed – the victim will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including whether a crime may have been committed;
- the ages and developmental stages of all CYP involved;
- consideration of any power imbalance between the CYP – for example, is the alleged perpetrator significantly older, more mature, or more confident / does the victim have a disability or learning difficulty;
- consideration of whether the alleged incident a one-off or a sustained pattern of abuse;
  - consideration of any ongoing risks to the victim, other CYP, or staff;
- consideration of any other related issues and wider context.

### **Supporting the CYP who has allegedly experienced harmful sexual behaviour**

We will assess what short-term and long-term support a CYP may need to help them manage the immediate aftermath of an incident, and to recover from what they have experienced. The CYP's existing support network will be central to this work; we will work with other partners as appropriate and in accordance with the CYP's wishes and, wherever appropriate, in discussion with parents / carers. We will consider what is necessary to support the CYP straightaway, for example by making adaptations to their timetable and in-school support and taking steps to protect them from attention or peer pressure they may experience due to making a report. This work will be guided by a robust risk assessment process and we will ensure that the CYP and their parents / carers have an opportunity to contribute. We will also ensure there is regular review of arrangements to be confident they meet the needs of all involved. It may be necessary to make requests for support to mental health and wellbeing services or for therapeutic intervention. We may also need to link with other agencies to remove inappropriate material from the Internet, such as the Internet Watch Foundation.

## **Supporting the CYP who has allegedly displayed harmful sexual behaviour**

We have a duty of care to all pupils and we will protect and support CYP who have displayed abusive or harmful sexual behaviour. We will do this through considering the needs of the CYP, any risks to their safety and what multi-agency responses are needed to support them and their family. This work will be guided by a robust risk assessment process and we will ensure that the CYP and their parents / carers have an opportunity to contribute. We will also ensure there is regular review of arrangements to be confident they meet the needs of all involved. Some CYP may not realise they have behaved abusively. We will avoid using language that may make them feel judged or criminalised and ensure that any intervention will be at the least intrusive level required to effectively address the behaviour. We will consider appropriate sanctions using our behaviour policy, and work with the CYP and their support network to consider measures that may help to address the CYP's behaviour.

### **Investigation outcomes**

Our investigation of an allegation or incident as set out in this policy will enable us to determine the outcome, working with our safeguarding partners as appropriate. We will always seek to ensure that the outcome of an investigation is appropriate and proportionate to the circumstances in relation to the report. Various options are open to us, as set out below:

- **Manage internally**

In some cases, for example, one-off incidents, we may take the view that the CYP concerned are not in need of early help or statutory intervention. In these cases, we will follow our other school policies in addressing matters, for example our behaviour / anti-bullying policies/ Child Protection policy / Safeguarding policy. We will also consider what support the CYP involved may need going forward - for example, pastoral support, counselling services, and ensuring that there is a trusted adult for those affected to speak with if they wish to. We will also consider whether any intervention or support is required as part of a whole setting approach or with the wider school community.

- **Early Help**

Where statutory intervention is not required or agreed, we may use early help instead. This means providing support as soon as a problem emerges, at any point in a CYP's life. We will work with parents and carers and other relevant partners when following this approach, which can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent escalation.

- **Requests for support to Children's Social Care**

Where a CYP has been harmed, is at risk of harm, or is in immediate danger, we will make a request for support to Children's Social Care. We will generally inform parents and carers of this unless to do so may put a CYP at additional risk. We will seek advice from other partners on such matters. If we make a request for support, Children's Social Care will consider whether the CYP involved are in need of protection or other services. Where statutory assessments are appropriate, the school will work with Children's Social Care and other agencies as appropriate. Partnership working helps to ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other CYP that require support. In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. If a statutory assessment is not considered appropriate by Children's Social Care, we will consider what other support may

be required. We will make further requests for support to Children's Social Care if we consider that a CYP remains in immediate danger or at risk of harm.

- **Reporting to the police**

Where a report of rape, assault by penetration or sexual assault is made, we will report it to the police. We will generally inform parents or carers about reports of sexual abuse, unless to do so may put a CYP at additional risk. We will seek advice from other partners in individual cases. In circumstances where parents or carers have not been informed, we will ensure that we support the CYP in any decision we take. This is likely to be with the support of Children's Social Care and any appropriate specialist agencies. Where we have made a report to the police, we will consult with them and agree what information can be disclosed to staff and others, in particular the alleged perpetrator and their parents or carers. We will also discuss the best way to protect the victim and their anonymity. Where there is a criminal investigation, we will work closely with the police and other agencies as appropriate to support all CYP involved (including potential witnesses). This will help to ensure that any actions we take do not jeopardise a police investigation. Sometimes the police will decide that further action is not required. In these circumstances we will continue to engage with other agencies to support the CYP involved.

### **Review**

All child protection concerns are reviewed regularly, to ensure that everything has been fully addressed, that actions are completed, and to consider whether the CYP involved need any further support. We will continue to work with parents and carers and other agencies as appropriate, and risk assessments will be reviewed and updated as required.