



St Joseph's College

Behaviour & Suspension

Policy

Date Reviewed – Autumn 1st Half-Term 2023
Next Review – Autumn 1st Half-Term 2024
Policy Author – Mr D Nelson (Associate Assistant Headteacher)
Chair of Governors signature: Mr S Horsman

A handwritten signature in black ink, appearing to read 'S Horsman', is written over a white background.

*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 Mobile Communication Devices (Phones/ Tablets)	6
8 Smoking/ Vaping.....	7
9 Search and Confiscation	7
10 Confiscation	8
11 Lines in the Sand	8
12 Behaviour in Corridors and around the Site	8
13 The journey to and from home.....	9
14 Behaviour Management Flowchart	10
15 What happens next?.....	11
15.1 Intervention Programme	11
16 St Joseph College’s Detention System	12
17 Study Support System.....	12
18 St. Joseph’s College Character Rewards	13
19 Attendance.....	13
20 Uniform.....	14
21 Uniform expectations that apply to all students.....	14
21.1 Jewellery (Years 7-11).....	14
21.2 Hair	14
21.3 PE Uniform.....	15
22 Suspensions.....	15
22.1 Section 1 – Guidance Framework.....	15
22.2 Section 2 – Additional Policies to be considered	15
22.3 Section 3 – Principles.....	15
22.4 Section 4 – The Decision to Suspend.....	16
22.5 Section 5 - Fixed-term suspension.....	16
22.6 Section 6 – Permanent Exclusion (Level 3).....	18
22.7 Section 7 – Governors Behaviour Committee.....	19

Level 1 Suspension (Less than 15 days)	19
Level 2 Suspensions (More than 15 days fixed term).....	19
Level 3 Exclusion (Permanent).....	19
22.8 Section 8 – Informing Parents / Carers.....	19
22.9 Section 9 – Behaviour Outside the school gates	20

“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 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 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 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. (this is repeated)

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, 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.
- Students listen in silence whilst the member of staff leading the lesson speaks.
- Students answer questions without calling out.
- Students work exceptionally hard without disrupting any other student learning.

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 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. 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.

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 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

7 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.**

8 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 one-day 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*]

9 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.

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)

10 Confiscation

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

11 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;
- 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

12 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 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).

13 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:

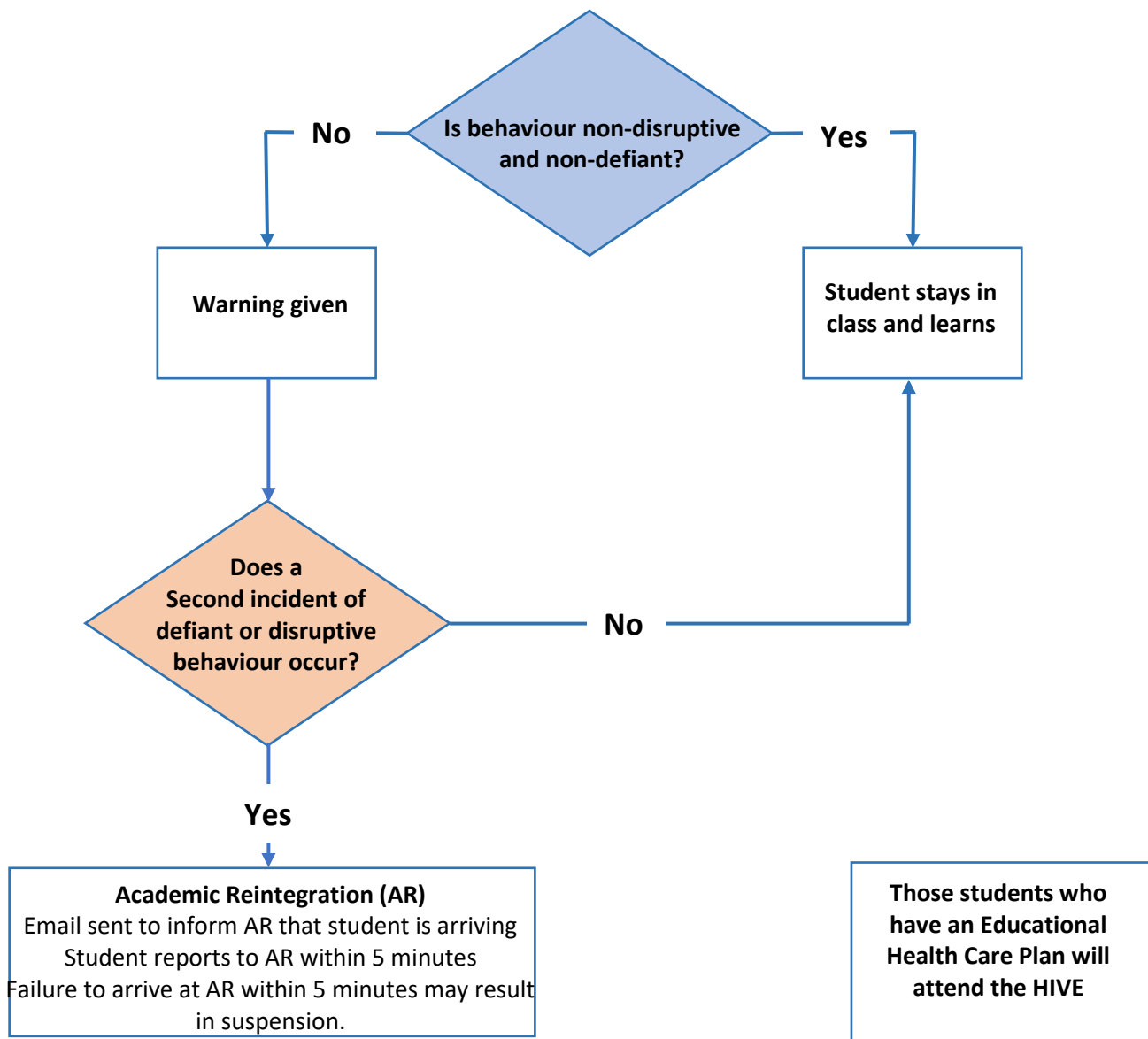
1. arrive at school and leave school in full uniform (students are not permitted to wear hoodies, hats/du-rags or sports tops - they will be confiscated);
2. use the traffic lights and zebra crossings where possible to cross the road safely;
3. take any litter home and dispose of it properly;
4. respect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

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.

14 Behaviour Management Flowchart



15 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 reflective 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 Deputy 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 Deputy 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

3 incidents in the AR	Who/When?
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
6 incidents in the AR	Who/When?
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 setup (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/ Deputy Headteacher
If a student continues to fail to respond:	Who/When?
Options include: Managed Move Permanent Exclusion The Advanced intervention becomes a Pastoral Support Plan (PSP) Permanent Exclusion reality outlined	Deputy Headteacher Inclusion Coordinator SENDCO Headteacher
<i>If behavior continues to disrupt...</i>	
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

16 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 Tuesday. Failure to attend either of these will result in a 90 minute detention on a Friday.

17 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.

18 St. Joseph's College Character 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 Character 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 big 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.

19 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.

20 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.*

21 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.

21.2 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.

22 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:

22.1 Section 1 – Guidance Framework

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

22.2 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.

22.3 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.

22.4 Section 4 – The Decision to Suspend

- 4a) The decision to suspend is made solely by the Headteacher, or the Deputy 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 ‘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.

22.5 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
- 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 an 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 Deputy 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.

22.6 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
 - 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.

22.7 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.

22.8 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.

22.9 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.