



St Joseph's College

Behaviour & Exclusion Policy

Date Reviewed- January 2021

Next Review Date- January 2022

Chair of Governors signature:

Benedict Jay

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“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 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 school. There should be mutual respect between staff and students and between each other.

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

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

The school’s legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs 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 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.

5 Conduct in lessons

- 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, planner and exercise book on the table.
- Sit silently completing the 5 A-Day (learning recall activity) whilst the register is taken.
- Class recite in unison the Lasallian Affirmation '*Let us remember that we are in the Holy Presence of God - Let us adore him.*'
- Students listen in silence whilst the member of staff leading the lesson speaks.
- Students raise their hand to ask a question without calling out.
- Students work exceptionally hard without disrupting any other student learning

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will discreetly explain to the student why their name has been written on the board.

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 exclusion with the day in AR completed upon their re-admittance to the school.

If a student is sent to AR, the member of staff who sent the student out will meet with the student at the end of the 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.

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 excluded if they:

- Swear at a member of staff (even under their breath)
- 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

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 however, 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 3.35pm for a period of 1 working day.
- Refusal to go to academic reintegration will result in a one day fixed term exclusion with the day in AR completed upon their re-admittance to the school

The consequence for using phones and other devices (earphones) 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

No student will smoke on the grounds of the school or when dressed in the uniform of our school. 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 or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/associating with smokers will lead to a one day fixed term exclusion
- Refusal to hand over smoking paraphernalia when asked by the Headmaster or member of the Senior Leadership team will lead to a five day fixed term exclusion
- 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 Headmaster;
- 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;

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. To avoid congestion, we encourage students to keep to the left. We say to all students **'Keep LEFT, Keep Going, Get There'**. It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence. 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 school;
2. Food is to be eaten in the designated areas only (the cafeteria).

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:

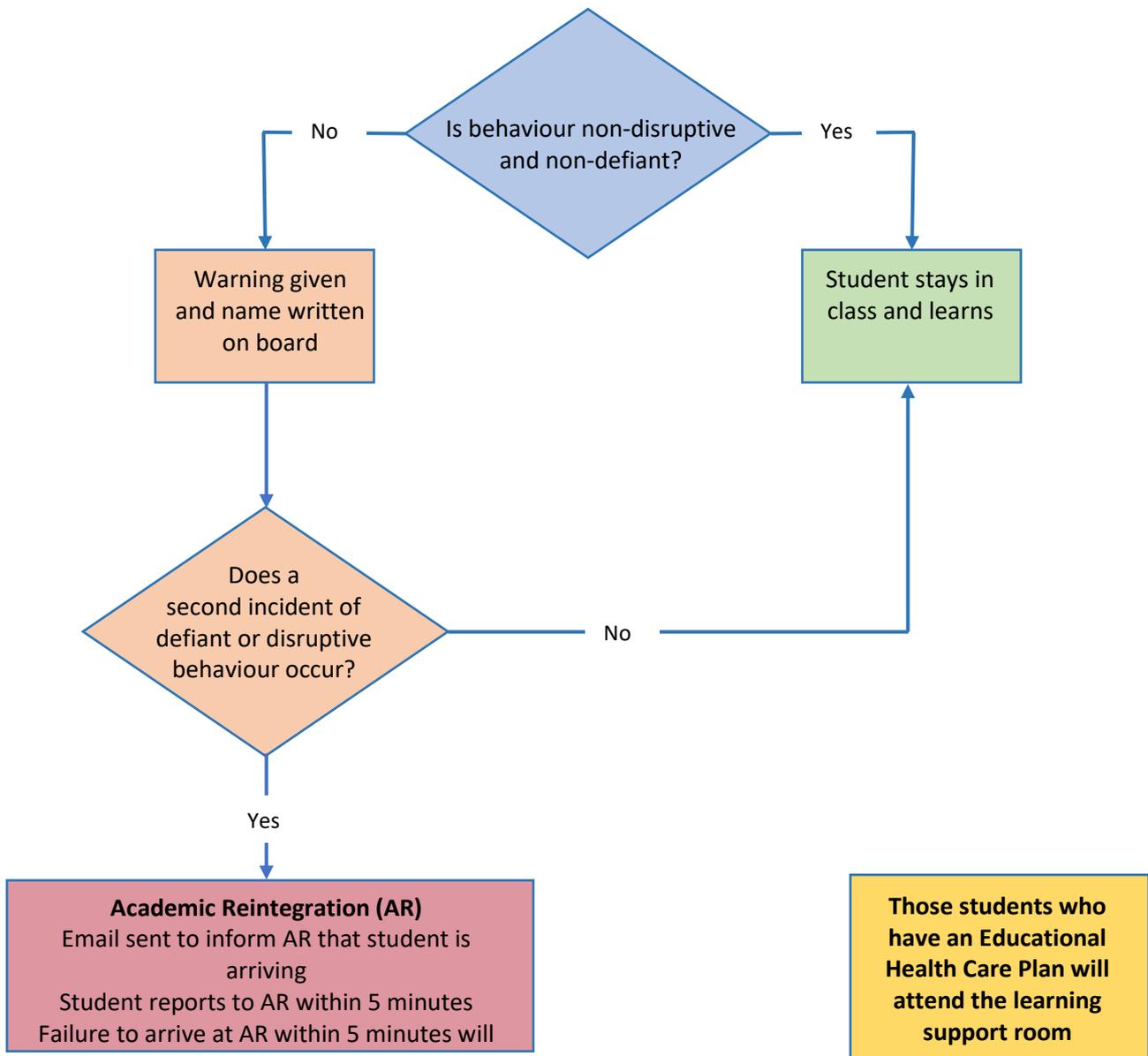
1. arrive at school and leave school in full uniform (students are not permitted to wear hoodies, they will be confiscated);
2. use the traffic lights and zebra crossings where possible to cross the road safely;
3. take any litter home and dispose of it properly;
4. respect our neighbours and all local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

Staff can refer to the SEND register and PLPs 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 the AR. The following is a simplified version of the new disruption free behaviour process:

1. The student arrives at Academic Reintegration (AR):
 - The student hands over their mobile phone.
 - 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 Exclusion (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. *(RSL to be cc into e-mails)*
 - The teacher will have a restorative conversation with the student.

3. If the student receives 3 referrals to Academic Reintegration they will receive a 1 day external exclusion from the school.

4. If a student receives six referrals to Academic Reintegration (or 3 FTEs), they will be called into a meeting with the Headmaster.
 - 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 Headmaster and deputy Head will take place.
 - Options discussed at this meeting include – permanent exclusion, managed move, PSP (16 weeks) or a further 6 weeks on report.

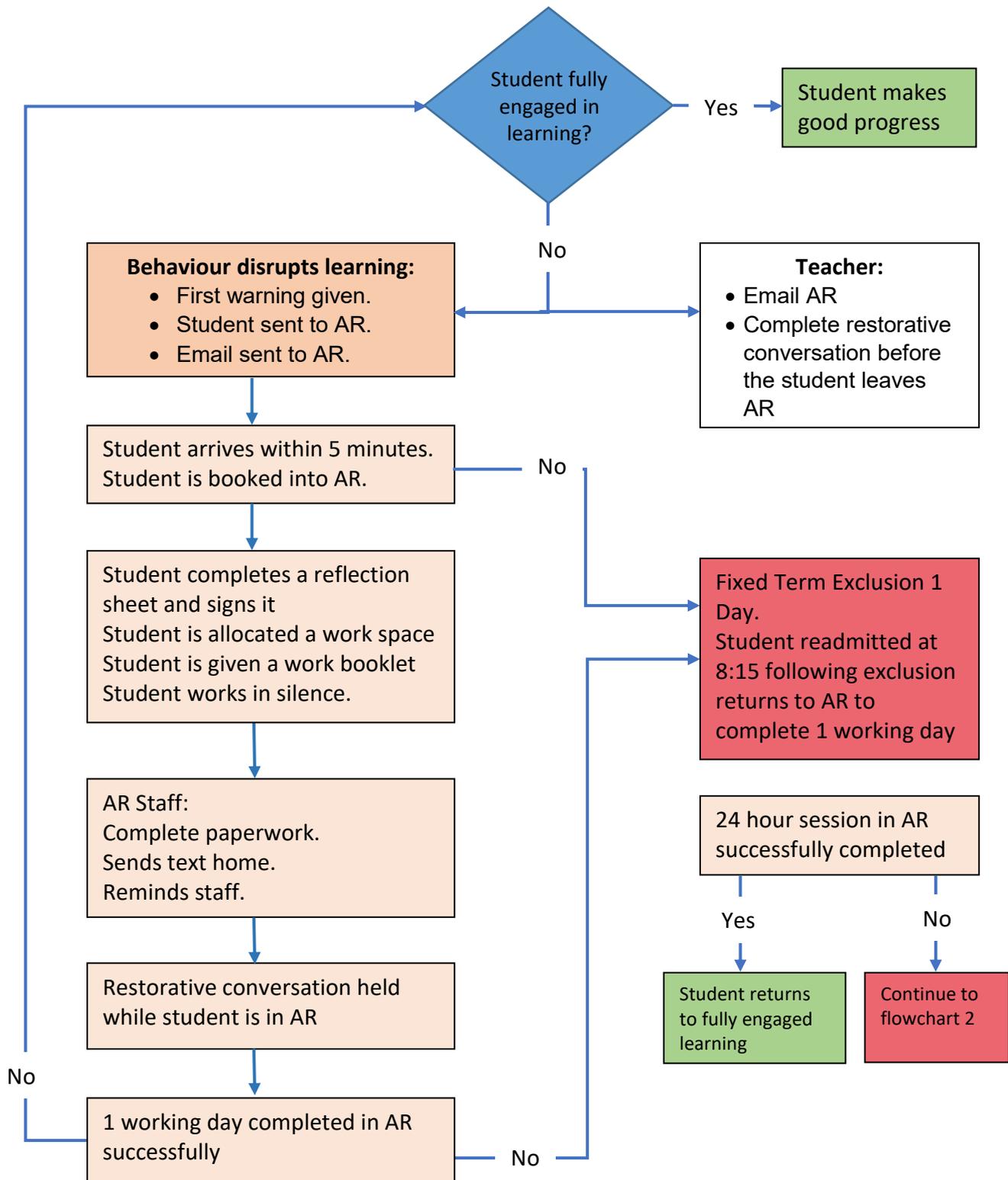
15.1 Intervention Programme

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

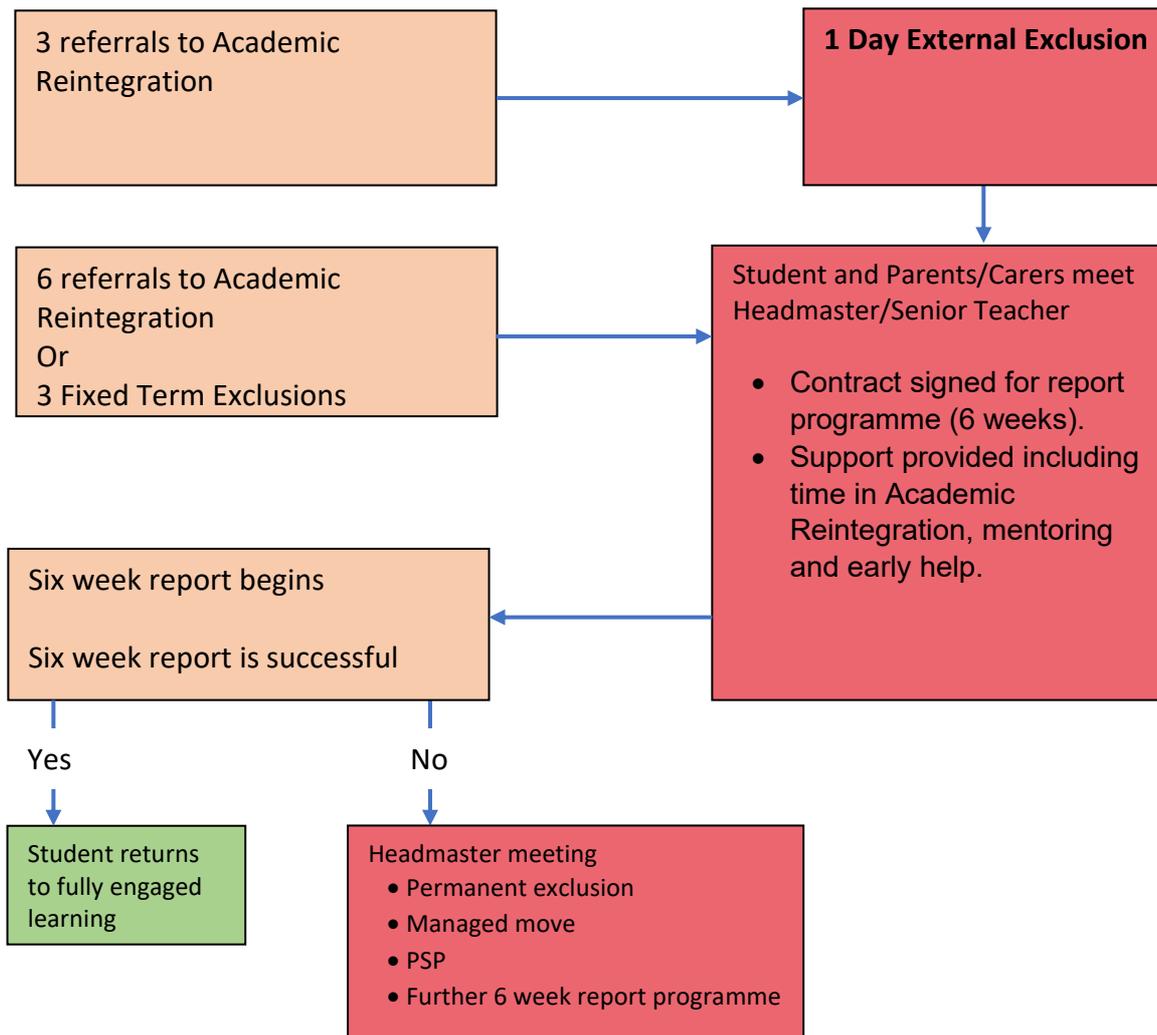
- Been referred to AR three times

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 exclusion. 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	
<p>If a student has received 6 Academic Reintegration referrals or 3 FTEs then they will receive a Headmaster's warning. Parents and students will sign an engagement contract on receiving the Headmaster's warning.</p> <p>Next steps are discussed.</p> <p>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).</p>	Headmaster/ Deputy Headteacher
If a student continues to fail to respond:	
<p>Options include:</p> <p>Managed Move</p> <p>Permanent Exclusion</p> <p>The Advanced intervention becomes a Pastoral Support Plan (PSP)</p> <p>Permanent Exclusion reality outlined</p> <p>Permanent Exclusion</p>	Deputy Head /Inclusion Coordinator/SENCO Headteacher
<i>If behavior continues to disrupt...</i>	
Student is offered the option of a school move under the Fair Access Protocol OR a Permanent Exclusion is actioned, and a Governor Exclusions Committee is convened.	Governor Exclusions Committee Headteacher

15.2 Referral Flowchart 1



15.3 Referral flowchart 2



16 St Joseph College's Detention System

The School operates same day detentions for students late to school from 2.40-3.10pm. Other detentions for behaviour incidents may be set for up to 90 minutes.

Students who fail to attend their after school detention will be placed in Academic Reintegration the following day for the whole day until 3.30pm. Please note that detentions are NOT negotiable.

Parents/guardians will be notified by text message or note in planner when a student is issued with either an after school detention or study support.

If a student fails to bring PE kit to their lesson they will be sent to AR until the issue is resolved. If parental permission is given, students may leave school to collect their PE kit and return promptly.

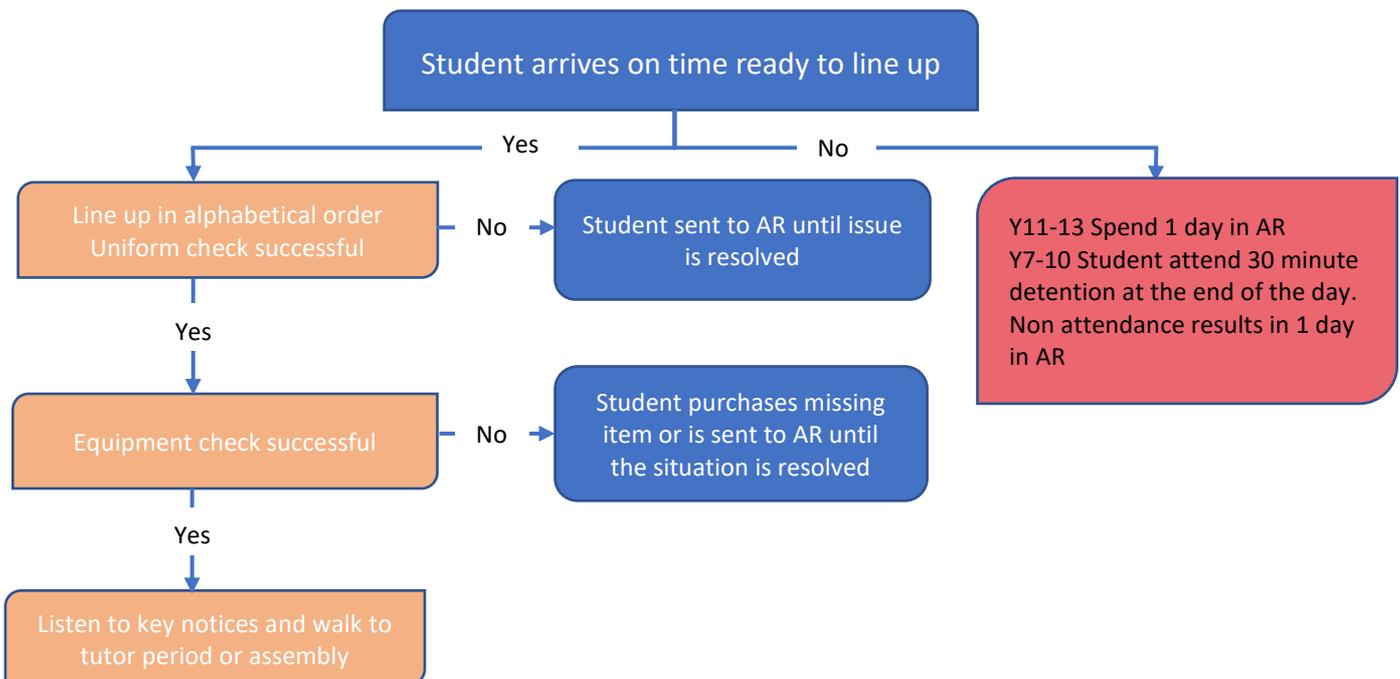
17 Study Support System

The School operates same day Study Support sessions from 2.35-4.00pm. 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 Morning Line up procedures

To start each school day well is essential. Students are expected to be in school by **8:10am** each morning so that they are ready to begin the day. The warning bell will sound at 8.10am at which point all students should proceed to their line up stations and be ready in silence by 8:15am. Please see the flow chart below for the sequence of events:



19 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 Character points throughout the year. These can be awarded by teachers, TA's 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 a Character points for good behaviour as this is a normal expectation.

The process

- Students given Character points 'live' in lessons (or outside of class if warranted)
- NOT linked to classroom behaviour (good behaviour is an expectation)
- Teacher enters Character Points on SIMS through the register
- Postcards home at end of every half term - how many Character Points achieved
- Celebration assemblies every big term (T2, T4 and T6)
- Rewards trips for students with most Character points at the end of every term
- Students receive Character award certificate and letter home.
- Top 15% = GOLD CHARACTER
- Top 20% = SILVER CHARACTER
- Top 15-20% = BRONZE CHARACTER
- CHARACTER reward sessions after each celebration assembly for each year group
- Additional STAR badges at the end of the academic year for students who have received CHARACTER awards for all three terms and have excellent attendance.

20 Attendance

The school target for attendance is that every student will have 96% 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 SLT 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 polish-able 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.

22 Uniform expectations that apply to all students

22.1 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 other piercings if they are visible.

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.

22.3 PE Uniform

All PE uniform items can be purchased from Hewitts 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 Exclusions

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

23.1 Section 1 – Guidance Framework

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

23.2 Section 2 –

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

23.3 Section 3 – Principles

- 3a) The School is a learning institution which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.
- 3b) We recognise the detrimental impact of exclusion 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 hard 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 exclusion 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 S.E.N
- 3f) We aim to involve parents as early as possible in any process.

23.4 Section 4 – The decision to Exclude

- 4a) The decision to exclude is made solely by the Headmaster, or the Deputy Headteacher in his absence.
- 4b) There are five circumstances where a student may be required to leave the school site with the authorisation of the Headmaster:
- 1) Where a decision has been made to exclude
 - 2) Where a student has committed a serious criminal offence outside the jurisdiction of the school and it is determined by the Headmaster that it is in the interests of the community for the student to be educated offsite. This is not an exclusion.
 - 3) 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 an exclusion.
 - 4) If a student is given permission by the Headmaster 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 an exclusion but an authorised absence.
 - 5) Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance but could lead to exclusion following a full investigation.
- 4c) The decision to exclude a student is not taken lightly and the Headmaster 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 S.E.N. 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 exclude is 'balance of probabilities'. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.
- 4e) Exclusion 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 exclude, 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.

23.5 Section 5 - Fixed-term Exclusion

- Level 1: fewer than 15 days in any term/Level 2: 15 school days or more in any term

- 5a) The decision to exclude 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 exclusion 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 in 2.
- Bullying including cyber-bullying

This is not an exhaustive list and there may be other examples of behaviour where the Headmaster judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

- 5c) The Headmaster may exclude 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 exclusion 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 exclusion for marking.

- 5e) For an exclusion of longer than 5 days, the School will arrange fulltime educational provision from the sixth day of exclusion.

- 5f) Before the end of any fixed-term exclusion, 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 exclusion and is committed to preventing the behaviour that led to the exclusion from being

repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time in Academic Reintegration following the exclusion to support their reintegration.

- 5g) During the first five days of any exclusion, the parents of an excluded 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 exclusion is treated on its own merit we do operate a tariff for exclusions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions. Once a student has received four exclusions the length of the exclusion is likely to be for 4 days and the re-integration meeting may be with the Headmaster. Such a student is deemed to be in serious danger of permanent exclusion. A fifth exclusion would normally be for a period of 5 days and would bring with it a final warning from the Headmaster who will lead the reintegration meeting. This means that a further exclusion 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 excluded.

23.6 Section 6 – Permanent Exclusion (Level 3 Exclusion)

- 6a) Permanent exclusion is a rare sanction at the School and avoided wherever possible. The decision to permanently exclude is taken only:
 - (1) in response to serious or continued breaches of the School's behaviour policy and
 - (2) 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 Headmaster it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - a) Serious actual or threatened violence against another student or member of staff
 - b) Sexual abuse or assault
 - c) Serious bullying including cyber-bullying
 - d) 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
 - e) Carrying an offensive weapon (schools have the power to search pupils for weapons and other banned items or substances.)
 - f) Terrorism, extremist behaviour, radicalization or the brain-washing of others

Again this is not an exhaustive list and there may be other examples of behaviour where the Principal 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 Headmaster will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

23.7 Section 7 – Governors Behaviour Committee

- 7a) The Governors have the responsibility for reviewing decisions made in relation to exclusions. Level two or Level three exclusions will involve governors as part of the process. Level 1 exclusions will be monitored and reviewed throughout the year.
- 7b) The Education Committee of the Governing Body will automatically review any exclusion which results in a student being excluded 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 exclude their son / daughter. Full details of how these meetings operate can be found within the DfE Guidance (2012)

Level 1 Exclusion (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 exclusion. 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 Exclusions (More than 15 days fixed term)

Headmaster meets with parents to discuss exclusion.

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

Level 3 Exclusion (Permanent)

Student is given initial fixed term exclusion 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 Headmaster. The Headmaster 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 Headmaster both verbally and in writing.

Following the Headmaster'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 Headmaster'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 exclude 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.

23.8 Section 8 – Informing Parents / Carers

- 8a) Following any decision to exclude, the Headmaster must inform parents / carers putting the decision to exclude in writing and stating the date the exclusion takes effect.
- 8b) The letter must explain:
- The circumstances leading up to the decision to exclude;
 - Why the Headmaster decided to exclude the student and if relevant, what steps were taken to try and avoid the exclusion; details of any relevant previous warnings, fixed period exclusions 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 an exclusion.
- If the exclusion is for a fixed period, the letter will also state the length of the exclusion 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 exclusions, 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 S.E.N. expert advice.

23.9 Section 9 – Behaviour Outside the school gates

9a) Our exclusion 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.