

## SACRED HEART CATHOLIC PRIMARY SCHOOL



## STUDENT BEHAVIOUR AND DISCIPLINE POLICY

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Local Governing Committee

## STUDENT BEHAVIOUR AND DISCIPLINE POLICY

### Legal Framework and Guidance

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- School Standards and Framework Act 1998
- The Education Act 2002
- Education and Inspections Act 2006
- The Equality Act 2010
- Education Act 2011
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- Use of reasonable force Advice for Headteachers, staff and governing bodies July 2013
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Education (Independent School Standards) (England) Regulations 2014.
- DfE 'Behaviour and discipline in schools' 2016
- Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017
- Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies January 2018
- Keeping Children Safe in Education 2018
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018
- DfE Mental Health and Behaviour in schools 2018

### Associated policies and/or reference documents

- Safeguarding and Child Protection
- Anti-Harassment and bullying
- SEND and Code of Practice
- Uniform
- Use of Reasonable force - MAT
- Exclusions guidance (LA and DFE)
- Acceptable Use
- E-Safety

## **ETHOS**

Good behaviour is a prerequisite to effective teaching and learning and the creation of a positive school ethos.

At Sacred Heart Primary School, we value each child both equally and as an individual and strive to provide the best education possible within a stimulating, happy and caring environment, inspired by Christian faith and our mission statement.

*“Christ is the centre of our lives.”*

All members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect, together with a willingness to show humility and forgiveness, as basic requirements.

## **RATIONALE**

*‘Forgive us our sins, as we forgive those who sin against us’.*

The rationale for this policy is based on the Christian values of love, respect and forgiveness. We follow Jesus’ call to treat others as we would like to be treated ourselves. This provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop into caring and responsible adults.

Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

We seek to promote the Christian values of fairness, responsibility and respect for others and to exemplify them in the way we behave as individuals and as a community. Jesus said, “I came that they might have life, and life in all its fullness.” (*John: 10:10*)

Our fundamental aim as a school is to help all those in our community to flourish so that they may make the best use of the gifts God has given them; intellectual, creative, physical, social, personal, moral and spiritual. This includes staff as well as pupils.

### **Roles and responsibilities**

#### **Governors**

The Local Governing Committee is responsible for approving and monitoring this behaviour policy’s effectiveness and holding the Headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### **Staff**

Staff are responsible for:

Implementing the behaviour policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents

The Pastoral Team will support staff, monitor behaviour and liaise with parents

The Senior Leadership Team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the pupil conduct and behaviour expectations – see below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant staff promptly
- Be aware of the Home School Agreement – see website
- Support staff to ensure a consistent approach

## Aims

Teachers should demonstrate their own adherence to the underlying Christian values of the School by the way they promote good behaviour and in their responses to pupils. In exercising their professional duties, staff should be honest, fair and just. Setting a good example will result in pupils feeling happy, secure, wanted and valued. The policy aims to:

- promote good behaviour, self-discipline and respect through a consistent approach
- prevent bullying – see Anti-Harassment and Bullying Policy
- ensure that pupils complete assigned work
- shape character and promote virtues
- regulate, as appropriate, the conduct of pupils
- keep children safe - see Child Protection and Safeguarding Policy

## Core Principles:

**“Let the peace of Christ rule in your hearts, remembering that as members of the same body you are called to live in harmony, and never forget to be thankful for what God has done for you”.**

(Colossians 3:15-16)

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their pupils. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Pupils being disrespectful should never be tolerated; pupils should show respect to staff at all times and in turn, staff should be sensitive to the needs of pupils. In keeping with the ethos of the School, it is expected that all **staff and pupils are courteous and respectful at all times.**
- Recognitions and awards are more effective than punishment in motivating pupils. Good behaviour and achievement must be recognised – see Recognitions and Rewards below
- Discipline should be constructive in nature and staff attitudes must be consistent.
- Discipline works best when enforced immediately. Standards must be met and appropriate referrals made. A clear and consistent code of conduct is necessary for all pupils and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.

- Parental engagement is crucial and the support of parents essential for the maintenance of good behaviour.
- Pupils with behavioural issues will be supported through the pastoral system
- The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.

## Definitions:

Whilst not an exhaustive list, for the purpose of this policy, the School defines ‘**unacceptable behaviour**’ as any behaviour which may cause harm to oneself or others, disrupts learning, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour
- Vexatious behaviour – deliberately acting in a manner to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens or demeans the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers)
- Truancy
- Defiance e.g. Refusing to comply with instructions and/or disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistently poor and/or disruptive behaviour
- Lateness to registration and class
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Graffiti/vandalism/chewing gum or deliberate damage to property

## Sexual harassment

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations or requests for sexual activity;
- sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names;
- sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions;
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.;
- physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body;
- taking, displaying, or pressuring individuals into taking photos of a sexual nature;
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “upskirting”, “down blousing”, or flashing;
- purposefully cornering or hindering an individual’s normal movements;
- engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - accessing, downloading or uploading pornography;
  - sharing pornography via the internet, email or mobile phones;
  - creating or maintaining websites with sexual content;
  - participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previously related incidents.

The school will address the effects of harassment and will signpost counselling/support services if the harassment has affected performance or well being

## Behaviour out of school

This school is committed to ensuring our pupils act as positive ambassadors. The same behaviour expectations for pupils on school premises apply to off-site behaviour.

Therefore, we expect the following:

- good order on all transport (including public transport) to and from school during educational visits

- good behaviour on the way to and from school. In the event of poor behaviour reported on school buses, the school, and in some cases the school /local authority, has the right to withdraw travel passes
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

## **Incidents off-site**

Under the Education and Inspections Act (2006), the School has the right to exercise discipline beyond the School premises. This includes misbehaviour:

- on activities arranged by the school such as educational and sporting events
- on the way to and from school
- when wearing the School uniform in a public place or they are in any way identifiable as a pupil of the School
- which could have repercussions for the orderly running of the School
- poses a threat to another pupil or member of the public
- which could adversely affect the reputation of the School

In response to poor behaviour or bullying which occurs off site, witnessed by a staff member or reported to the school, the School will investigate the incident, communicate with parents and discipline pupils accordingly.

## **Incidents involving technology** (e.g. mobile phones/chat rooms/internet sites)

Mobile phones must ***not*** be used inside the building. If a pupil is seen using his/her phone inside, without direct permission from a member of staff, the phone will be confiscated and should be collected at the end of the school day. Regarding any suspicions relating to illegal content or sexual imagery, the phone will be confiscated and may be handed over to the police for investigation.

The use of defamatory or intimidating messages/images inside or outside of the School will not be tolerated. Disciplinary sanctions will be applied to perpetrators.

As per our Acceptable Use Policy in relation to the use of technology, still pictures or video being taken on site is prohibited unless under the direction of a member of staff.

## **Disciplinary action against pupils found to have made malicious accusations against staff and other adults working in the school:**

In order to fulfil its commitment to the welfare of children, this school has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation.

If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Bishop Hogarth Catholic Education Trust Whistleblowing Policy.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the Bishop Hogarth Catholic Education Trust Safeguarding/Child Protection Policy.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or, if appropriate, the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent/ carer of the pupil concerned at an early stage and made in consultation and agreement with the Local Governing Committee and Directors of Bishop Hogarth Catholic Education Trust.

Any pupil found to have made malicious accusations against staff may be considered for a permanent exclusion. Any cases which arise will be investigated thoroughly and will be treated on an individual case basis.

Staff accused of misconduct will receive appropriate pastoral support

### **Sanctions and interventions:**

#### **Systems and procedures**

It is important that all staff ensure that standards are maintained and are **consistent**. Instances of misbehaviour must be dealt with by the teacher present at the time of the incident and should take into consideration the context of the incident and the circumstances of the child. Where examples are mentioned it is important to remember that they are not exhaustive lists.

**Sanctions** are more likely to promote positive behaviour if the pupils see them as fair. Staff should be clear, therefore, that they:

- are dealing with the behaviour and not stigmatising the pupils
- impose sanctions fairly and consistently
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour'
- attempt to link the concept of sanctions to the concept of choice, so that the pupils see the connection between their own behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour (self-regulation)
- avoid whole group sanctions that punish the innocent as well as the guilty

- never issue a sanction which is humiliating or degrading or involves corporal punishment

The School will consider the imposing of sanctions on an individual case basis, will always act **lawfully, reasonably and proportionately in relation to the misbehaviour identified, the pupils' age and any specific SEND or religious requirements.**

Records of confiscated items will be kept and items will be stored safely and returned to the pupil and or parent as appropriate – normally at the end of the school day. However, illegal items will be handed over to the police. Staff cannot be held liable for the loss of confiscated items.

- **A variety of forms of detention (e.g. break and lunchtimes/after school following communication with parents) and where this will not compromise a pupil's safety. It should be noted that parental consent is not required for detention.**
- **Catch-up sessions break and/or lunchtime**
- **Withholding participation in a school event/trip/sporting activity**
- **Withdrawal of break or lunchtime privileges**
- **Carrying out a community/useful task in the school**
- **Internal exclusion/isolation** - In many instances internal exclusion is more appropriate than a fixed-period exclusion. If a pupil is on internal exclusion, it will be for a limited period only (as defined by the School) and appropriate work will be set. The School will ensure that pupils are kept in isolation no longer than is necessary and that their time will be used constructively. Internal exclusion is principally used as a sanction for disruptive, defiant behaviour and truanting.
- **A fixed period exclusion** (note: pupils excluded from School for more than 5 days will receive full-time education elsewhere from the sixth day)
- **Permanent exclusion – see also DfE. Permanent exclusions will be considered for:**
  - Physical assault (against a pupil or adult) including fighting, violent behaviour, wounding, obstruction and jostling)
  - Verbal abuse/threatening behaviour (against a pupil or adult) including threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon
  - Serious bullying including verbal, physical, cyber/online, homophobic, racist, peer on peer
  - Racist abuse including racist taunting, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
  - Sexual misconduct including sexual abuse, sexual assault, sexual harassment
  - Drug and alcohol related incidents including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing
  - Deliberate damage including to school or personal property belonging to any member of the school community, vandalism, arson, graffiti

- Theft including stealing school property, personal property, from local shops or on a school visit, selling and dealing in stolen property
- Carrying an offensive weapon
- Persistent disruptive behaviour including repeated challenging behaviour, defiance, persistent violation of school rules, truancy
- One-off serious incidents not covered by the categories above.

### **Staff training**

As part of their continuing professional development teaching staff will receive regular updates and/or training on behaviour management and expectations. Newly qualified or newly appointed staff to the School will receive training at the point of induction. In addition, nominated staff will receive specialist training in physical restraint. Support for staff to improve their practice can be requested as and when needed.

### **Pupil Support & Dealing with Underlying Issues**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Use of reasonable force - see also MAT Policy**

Where 'reasonable force' is required to prevent a child displaying dangerous behaviour from hurting themselves or others, care will be taken to adhere to DfE 'Use of Reasonable Force' (2013) guidance. The school will ensure that staff have safe handling training that complies with this guidance.

### **Physical restraint:**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents

### **Investigations**

The School will co-operate fully with external agencies such as the Police/Social Services and will liaise with parents as appropriate or within the guidelines of the law and statutory duties outlined by the Government's Department for Education.

If a serious incident takes place it will be investigated, and statements taken. Such statements can then be viewed and taken into consideration when determining outcomes – see appendices 2 and 3

### **Inclusion**

**“The heart of the discerning acquires knowledge, for the ears of the wise seek it out”.  
(Proverbs 18:15)**

We strive to provide a supportive and nurturing learning environment within which our young people can develop and grow emotionally and spiritually. This is provided both in and out of the classroom by specialist teachers and support staff. Our holistic approach develops pupils to become resilient, confident and independent.

Some of our pupils find education challenging for a number of reasons. By providing a structured and supportive environment, with skilled and committed staff who understand their individual needs, our pupils are given the best opportunities to experience success. This prepares them well for their next steps, be it post 16 education, an apprenticeship or a job with training.

We recognise that children can, and sometimes do, make mistakes. We firmly believe, however, that when mistakes are made, we can learn from them and use the experience to further develop character and values which underpin and support our Christian ethos.

### **Internal Exclusion**

Internal exclusion forms part of our whole school approach to promoting positive behaviour and may serve a number of different purposes, including:

- To accommodate pupils who have been removed from a lesson at very short notice for poor behaviour
- A cooling off period for one off incidents
- A punitive measure for unacceptable behaviour and/or disruption
- Avoidance of a Fixed Term Exclusion (FTE)
- Time to reflect and move forward

Internal exclusion should not become:

- a provision for long-term respite care
- a dumping ground for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

## SANCTIONS

STAGE	Examples of Behaviour	Possible Sanctions
<b>STAGE 1</b>	<p>Swinging on chair</p> <p>Interrupting/calling out</p> <p>Losing concentration</p> <p>Running inside school building</p> <p>Being in the wrong place at the wrong time</p> <p>Ignoring instructions</p> <p>Silly noises</p> <p>Pushing when lining up</p>	<p>Warning. This may be a verbal or visual warning.</p> <p>Move. To another area within the classroom or to walk with duty teacher on playground.</p> <p>Loss of five minutes of playtime or time out if already outside.</p>
<b>STAGE 2</b>	<p><b>Persistent Stage 1 Behaviour</b></p> <p>Rudeness</p> <p>Affecting other pupil's learning</p> <p>Inappropriate remarks to other pupils</p>	<p>Remove a Dojo point and inform parents via ClassDojo</p> <p>Sent to Team Leader</p>

	<p>Minor challenge to authority</p> <p>Damaging school's/pupil's property</p> <p>Leaving class without permission</p> <p>Harmful/offensive name calling</p>	<p>Team Leader informed via CPOMs</p>
<b>STAGE 3</b>	<p><b>Persistent Stage 2 Behaviour</b></p> <p>Persistent swearing</p> <p>Throwing objects with intent to harm</p> <p>Harming someone so they need medical help</p> <p>Continued or more serious conceit/challenge to authority</p> <p>Stealing</p> <p>Repeated refusal to do set task</p> <p>Highly offensive remarks to children</p> <p>Spitting at others</p> <p>Bringing anything dangerous into school</p>	<p>Loss of playtime/lunchtime to be spent with a member of the SLT.</p> <p>Headteacher informed and parent meeting arranged.</p> <p>Loss of school trip/attendance at afterschool sports club for a fixed number of weeks/sports representation removed</p>

	Breaching E-safety agreements	
<b>Stage 4</b>	<p><b>Persistent Stage 3 Behaviour</b></p> <p><b>Strong evidence to suggest:</b></p> <p>Bullying</p> <p>Fighting</p> <p>Racism</p> <p>Violence</p> <p>Very serious challenge to authority</p> <p>Leaving school without permission</p>	<p>Headteacher informed and parent meeting arranged.</p> <p>Loss of school trip/attendance at afterschool sports club for a fixed number of weeks/sports representation removed.</p> <p>Headteacher to meet with Governors if an exclusion for a fixed term is necessary.</p> <p>Exclusion for a fixed term.</p>
<b>Stage 5</b>	<p><b>Persistent Stage 4 Behaviour</b></p> <p>Persistent verbal abuse to a member of staff.</p> <p>Physical abuse to any member of staff/adult.</p> <p>Malicious physical assault on another pupil.</p>	<p>Governor disciplinary sub-committee convened.</p> <p>Permanent exclusion from school.</p>

	Malicious damage to property.	
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**All the above sanctions are put in place at the discretion of the Headteacher and the context and child's needs will be fully taken into account when sanctions are applied.**

## Appendix 1 CPOMS Recordable Incidents

Reason	
<b>Physical assault against pupil <i>including</i></b>	
<ul style="list-style-type: none"><li>• Fighting</li><li>• Violent behaviour</li></ul>	<ul style="list-style-type: none"><li>• Wounding</li><li>• Obstruction and jostling</li></ul>
<b>Physical assault against an adult <i>including</i></b>	
<ul style="list-style-type: none"><li>• Violent behaviour</li><li>• Wounding</li><li>• Obstruction and jostling</li></ul>	
<b>Verbal abuse/threatening behaviour against a pupil <i>including</i></b>	
<ul style="list-style-type: none"><li>• Threatening violence</li><li>• Aggressive behaviour</li><li>• Swearing</li><li>• Homophobic abuse and harassment</li><li>• Verbal intimidation</li><li>• Carrying an offensive weapon</li></ul>	
<b>Verbal abuse/threatening behaviour against an adult <i>including</i></b>	
<ul style="list-style-type: none"><li>• Threatening violence</li><li>• Aggressive behaviour</li><li>• Swearing</li><li>• Homophobic abuse and harassment</li><li>• Verbal intimidation</li><li>• Carrying an offensive weapon</li></ul>	
<b>Bullying <i>including</i></b>	
<ul style="list-style-type: none"><li>• Verbal</li><li>• Physical</li><li>• Cyber/Online bullying</li></ul>	<ul style="list-style-type: none"><li>• Homophobic bullying</li><li>• Racist bullying</li><li>• Peer on Peer bullying</li></ul>
<b>Racist abuse <i>including</i></b>	
<ul style="list-style-type: none"><li>• Racist taunting and harassment</li><li>• Derogatory racist statements</li></ul>	

<ul style="list-style-type: none"> <li>• Swearing that can be attributed to racist characteristics</li> <li>• Racist bullying</li> <li>• Racist graffiti</li> </ul>
<p><b>Sexual misconduct</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Sexual assault</li> <li>• Sexual harassment</li> </ul>
<p><b>Drug and alcohol related</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Possession of illegal drugs</li> <li>• Inappropriate use of prescribed drugs</li> <li>• Drug dealing</li> </ul>
<p><b>Damage</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• To school or personal property belonging to any member of school community</li> <li>• Vandalism</li> <li>• Arson</li> <li>• Graffiti</li> </ul>
<p><b>Theft</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Stealing school property</li> <li>• Stealing personal property (pupil or adult)</li> <li>• Stealing from local shops on a school outing</li> <li>• Selling and dealing in stolen property</li> </ul>
<p><b>Persistent disruptive behaviour</b> <i>including</i></p> <ul style="list-style-type: none"> <li>• Challenging behaviour</li> <li>• Disobedience/defiance</li> <li>• Persistent violation of school rules</li> <li>• Repeated truancy</li> </ul>
<p><b>Other - this category should be used sparingly</b></p> <ul style="list-style-type: none"> <li>• Serious incidents which are not covered by the categories above</li> </ul>

### **Updated Exclusion Codes:**

- Please note that as of September 1<sup>st</sup>2020 the DFE have made some changes to the pupil attendance and exclusions regulations in response to COVID-19. Schools should report using the new codes immediately.
- There have been 5 new exclusion categories introduced to describe reasons for exclusion.
- These are as follows:
  - (PH) – to capture the ‘wilful and repeated transgression of protective measures to protect public health’.
  - (MT) to capture the inappropriate use of social media or technology
  - (DS) to capture abuse relating to a disability
  - (LG) – to capture abuse against sexual orientation or gender identity
  - (OW) – to capture the use or threat of use of an offensive weapon or prohibited item
- In addition to the new codes the previous code of (OT) – to capture “other” reasons has now been removed and should not be used.
- All other previous codes remain unchanged.
- Please note, where previously, only one reason per exclusion was recorded (no matter how many a school listed on their return), now, up to 3 reasons can be recorded for each exclusion (where applicable). There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

### **RANGE OF SANCTIONS AND INTERVENTIONS (NOT AN EXHAUSTIVE LIST)**

- Intervention by Senior member of staff
- Meeting with Parents
- Detention/Internal exclusion
- Monitoring reports
- Fixed term exclusion
- Permanent exclusion (following formal investigation)
- Police involvement

**Appendix 2 – Record of Incident**

**Record of Incident**

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

**Record of Incident**

**Incident details:**

<b><u>Action taken:</u></b>	<b><u>Y/N</u></b>
Statements from all involved	
Contact with LH	
Parental contact	
Reprimand enforced (free time removed/apology note/ <b>Emmaus/P4L</b> )	

**Details of Actions to move forward:**

Role/Signed: \_\_\_\_\_ Date \_\_\_\_\_

**Appendix 3 - Statement**

**Statement**

Type of Incident	
Who was involved	Reported by:
	Incident with:
Date	
Time of reported incident	

**Statement of Incident**

**Signed:** \_\_\_\_\_ **Date** \_\_\_\_\_