



St Ives School

EXCLUSION POLICY



Dissemination: Website and T: Drive

Date policy approved by Governors: December 2021

Date policy becomes effective: Immediately

Review date: December 2023

Person responsible for Implementation and Monitoring: Assistant Headteacher

Links to other relevant policies: Safeguarding, Anti-Bullying, Peer on Peer Abuse, Sexual Harassment, ICT Acceptable Use, Banned Substances, Exclusion.

Our School acknowledges its legal duties under the Equality Act 2010, in particular in respect to safeguarding, disability and Special Educational Needs.

1. The aims of this policy are:

- To support effective teaching and learning so that every student can achieve their full potential in a safe environment, conducive to learning and personal growth.
- To develop a moral framework within which initiative, responsibility, tolerance and respect can flourish and where effort, positive contribution and kindness are valued and rewarded.
- To support students to develop a sense of self-worth, self-respect and personal responsibility for their actions.

Specifically, this policy aims to ensure that:

- The exclusion process is fair, consistently applied and transparent
- The exclusion process is clear, transparent and understood by parents, students, staff and Governors

2. Our school community is committed to:

- Protecting our rights to learn, our rights to teach and our rights to feel safe and be safe.
- Promoting equality and celebrating diversity.

- Listening, communicating and operating fairly and consistently.
- Encouraging openness and honesty.
- A zero tolerance approach towards bullying, harassment, discrimination, prejudice, violence and aggression.

3. Introduction

Our school has clear standards for student behaviour. These standards are aligned with the school's values and ensure that all members of the school community are respected and can learn and work in a positive and safe environment. In some circumstances, exclusion from school is a necessary and integral part of the school's approach to upholding our values and standards and to providing a safe environment where students can learn and staff can work without disruption.

Our School Values are:

- Inspiring Learning

We place the highest value on the quality of teaching. All lessons include a wide variety of activities to engage students and capture their interest. The high quality of teaching underpins the rapid progress of our students and is the cornerstone of our school's success.

- Ambition and Aspiration

We have high aspirations for every child and ensure that the high quality education and opportunities we offer mean that every child achieves their full potential. Our high aspirations underpin our comprehensive career education programme and we ensure that students are extremely well prepared for future education in a complex and dynamic job market.

- Support and Guidance

Our specialist team of staff offer a wide range of skills and expertise to support children. We care deeply for the children in our community and our dedicated and committed staff work alongside parents to support children at all stages of their education with us. Our intention is that every child's experience of school is a happy and successful one and our staff will always go the extra mile to provide support, help and advice for children and families.

- Respect

There are exceptionally strong working relationships between staff and students based on mutual respect and courtesy. We provide a positive climate for learning by recognising and rewarding students' achievements and contributions. Our high expectations for behaviour are role modelled by our staff team and by our exceptional team of student prefects and as a result the conduct of our students is excellent.

- In partnership with parents and carers.

The support of parents and carers is crucial to our students' success and to the success of our school community. We work closely with parents to ensure students maintain the highest levels of attendance and achievement. Communication with parents is frequent and regular and staff are always available after school for meetings or phone calls. We listen carefully to feedback from parents and students and use their advice to ensure the school continues to improve, year on year.

- Fostering talent

Our students have a wealth of talents and we run a carefully planned programme of additional activities and classes for students in our very successful High Performance Academy. The High Performance Academy is supported by Truro and Penwith College and brings national and international speakers, lecturers and coaches into the school to work with students. Our highly creative students are encouraged to express themselves through a wide range of creative design and performing arts opportunities. With strong support from parents, our students have achieved outstanding success on the sports field and we relish the opportunity to honour our strong community tradition of sporting excellence.

- Widening Horizons

Our educational offer extends beyond the classroom so that children can develop their understanding of themselves and their sense of place in a complex global community. We offer an exceptionally broad range of extracurricular clubs, trips and activities which include local, national and international travel. We make sure that every child is included, challenged and successful.

4. Our Behaviour Standards are:

- That students arrive on time to school and lessons, ready to learn.
- That students consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform, and follow the school's expectations for appearance.
- That students move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, students act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That students follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That students always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy
- That students behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That students engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others
- That students always act in a way which keeps themselves and others safe
- That students report concerns or conduct which breaches these actions to a trusted adult in the school.

These standards apply to all students in school, when students are travelling to and from school and on all educational visits and school activities.

Specifically, students must not:

- Bring banned substances into school.
- Act in any way which puts at risk the safety of themselves or others in the school.
- Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race,

religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.

- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non- violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

5. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
[The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)

Sections 64-68 of the [School Standards and Framework Act 1998](#)

In addition, the policy is based on:

Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils

Section 579 of the [Education Act 1996](#), which defines 'school day'

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

This policy complies with our funding agreement and articles of association.

6. Types of Exclusion.

Our school uses three types of exclusion, dependent on the circumstances of the incident:

- a. A 'Trust' exclusion. This is where the Head of School (or Deputy Headteacher with designated responsibility), directs a student to another secondary school within the Trust for a fixed period of time for their education. A Trust exclusion does not have the legal framework and status which apply to fixed term and permanent exclusions (see below)

- b. A fixed term exclusion (also called 'suspension'). This is an exclusion for a specified period of time, after which the student will return to school.
- c. A permanent exclusion. This type of exclusion is used for the most serious incidents. The student, after due process has been followed, does not return to school and will be removed from the school roll.

7. The decision to exclude

Only the headteacher, acting headteacher or Head of School, can decide to exclude a student from school. The decision to permanently exclude a student is made after discussion with the Executive Headteacher.

We are committed to following all statutory exclusion procedures to ensure that every child receives an education in a safe and caring environment.

A decision to permanently exclude a student will be taken only:

In response to serious **or** persistent breaches of the school's behaviour policy, **and**

If allowing the student to remain in school would seriously harm the education or welfare of others.

8. Procedure for Exclusion

Before deciding whether to apply any form of exclusion (Trust, fixed term or permanent) the Headteacher will:

- Consider all the relevant facts and evidence, including due consideration of provocation. Where appropriate, the investigation will include staff and student witness evidence as well as consideration of other evidence.
- Provide the student with an opportunity to account for their actions
- Take into account a student's special educational needs (SEN) including, when appropriate, the specialist knowledge and advice of the SENDCo

The Headteacher will make the decision to exclude on the balance of probabilities, carefully weighing up the available evidence and taking reasonable time to reflect on the decision.

9. Length of Exclusion (for Trust and Fixed Term Exclusions)

The Headteacher will take into account the seriousness of the incident, the student's school record (including previous exclusions) and the impact of the incident on other members of the school when deciding the appropriate length of an exclusion. Typically Trust and Fixed Term exclusions are up to 5 days, and only the most serious incidents, or those which have been persistent, will result in Trust or Fixed Term exclusions which are longer than 5 days. The school recognises that lengthy exclusion from school may be detrimental to a students' education and welfare and all exclusions are carefully considered so that the length of time is proportionate to the incident and circumstances.

Where significant or substantial information comes to light from further investigation, following an initial decision to apply a Trust or Fixed term exclusion, the headteacher may extend the period of exclusion. Alternatively, the new evidence may result in a decision being made to permanently exclude the student.

10. Informing Parents about a decision to exclude.

The headteacher will provide the following information, in writing, to the parents of an excluded student as soon as reasonably possible after the incident, and wherever possible before the exclusion begins:

- The reason(s) for the exclusion
- The length of a Trust or fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the student may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and/or to bring a friend

The headteacher will notify parents by the end of the afternoon session on the first day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

In the case of a Trust Exclusion, parents will be provided with appropriate information about their child's education in an alternative school within the Trust (see Behaviour Policy for more details).

11. Provision of education during exclusion

The school will always provide work for students to complete during any period of exclusion, for the first 5 days. Work will, wherever possible, follow the student's planned curriculum and timetable. Where this is not reasonably possible (e.g. the student does not have access to specialist equipment) then the teacher will set alternative work. Completed work should be returned to the school for marking and feedback.

During a Trust exclusion, work will be set by the student's base school and supervised at another school within the Trust for the duration of the Trust exclusion.

For a fixed term exclusion of more than 5 school days, the school will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion.

In the case of a permanent exclusion, provision of education is the responsibility of Cornwall Council Local Authority from Day 6 onwards.

(Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.)

12. Student welfare during exclusion

The school will assess the risk to student welfare of any exclusion and take appropriate measures to mitigate for this risk, including, as appropriate:

- Welfare support from a trusted adult, at a frequency determined by the Headteacher/ Designated Safeguarding Lead. This may be managed either via home visits, phone call or via an online platform e.g. Teams/ Google.
- Welfare support from an external agency e.g. social care, alternative education setting or suitable alternative
- A key adult as a point of contact in school for parents and the student, during the period of exclusion
- Other support appropriate to the students' needs and circumstances

11. Informing the governing board and local authority (Cornwall Council)

The headteacher will ensure that the local governing body (through the Chair), the Trust (via the Secondary Executive Headteacher) and the LA are immediately informed of:

- A decision to permanently exclude a student
- Any Trust or fixed term exclusion (or combination of these) which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Any exclusion which would result in the student missing a public examination

For a permanent exclusion, if the student lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

12. Responsibilities of the Governing Body

The Governing Body reviews records of school exclusions termly, reported to the appropriate Committee with responsibility for monitoring student Behaviour.

Responsibilities regarding review of individual decisions to exclude students are delegated to a Governor panel consisting of at least 3 governors.

The panel has a duty to consider the reinstatement of an excluded pupil (see section 6) in some circumstances.

Within 14 days of receipt of a request, the governing board will provide the secretary of state with information about any exclusions in the last 12 months.

13. Governor review of exclusion

Governor reviews of exclusion are delegated to a panel of at least 3 Governors. The governing board will routinely arrange to review a decision to exclude a student, within 15 school days of receiving notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- It would result in a student missing a public examination

Where requested to do so by parents, the governing board will review the decision to exclude a student (within 50 school days of receiving notice of the exclusion) if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a student missing a public examination, the local governing board will review the decision and consider the reinstatement of the student before the date of the examination. If this is not practicable, the local governing board will consider the exclusion and decide whether or not to reinstate the student.

Following a review, the local governing board can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, the governing board will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will make this decision on 'the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as will consider any evidence that was presented in relation to the decision to exclude by the school and parents.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The local governing board will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the local governing board decision will also include the following:

The fact that it is permanent

Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:

- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review

- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

Power to search

Our School has the right to search students for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules. (See Banned Substances). In such cases as there is reasonable evidence to search for any of the above, two members of staff will be present, including a member of the Pastoral Team or Leadership Team.

Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police.

If a student fails to co-operate the student will be required to leave the school site. The school has not excluded the student and the student's absence will be treated as unauthorised.

A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

POLICY

Appendix 1

Removing Students from the School Site

There are four sets of circumstances in which individual students may be required to leave the school site, namely where:

- a) There is sufficient evidence that a student has committed a disciplinary offence. In these circumstances the student may be excluded from school for a fixed period or permanently.
- b) A student is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that student to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- c) For medical reasons, a student's presence on the school site represents a risk to themselves, the health or safety of other students or school staff. In these circumstances the Headteacher may send the student home after consultation with the student's parents. This is not an exclusion and may only be done for medical reasons.
- d) The student is given permission by the Headteacher, or the delegated member of the Leadership Team, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the student continues to breach uniform rules in such a way as to be sent home to avoid school, the student's absence will be counted as unauthorised absence. In all such cases the parent will be notified and the absence will be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will be considered.

In addition, The Headteacher can authorise leave of absence for a fixed period, with the parents' agreement, or, exercising powers delegated by the Governing Body under section 29(3) of the Education Act 2002, can arrange for the student to be educated elsewhere (without parental approval, although the parents should be notified). Education elsewhere must be arranged for the purposes of receiving any instruction or training included in the curriculum for the school and should not be continued for longer than is absolutely necessary. Whether the student has been granted leave of absence or is being educated

elsewhere, the school must ensure that the student's full-time education continues while off site. Any such arrangements do not amount to an exclusion from school on disciplinary grounds and should be appropriately recorded and kept under periodic review involving the parents.

Appendix 2

Staying Safe in School (Banned Substances)

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our staff and students very seriously and for that reason, students are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes or any other nicotine replacement product or equipment associated with smoking
- Knives (including penknives), razor blades, catapults or any other dangerous item
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.

Appendix 3

Behaviour and Sanctions Protocol

Objectives:

- To create a positive learning environment where there is no tolerance of disruption
- To provide a framework of 'actions equals consequences' to encourage self-reliance and self-management

Student Behaviour:

- Be on time for lessons and ready to learn
- Value the ideas, beliefs and contributions of others
- Show curiosity, enquiry and an enthusiasm to learn
- Have high aspirations for the future
- Show respect, through words and actions, for all members of our school community and our environment
- Cooperate fully with all requests and instructions from staff

The 'Consequences' system

All students have the right to learn in a safe, supportive learning environment free from disruption and distraction. All teachers have the right to teach. The behaviour policy

reinforces positive behaviours and eliminates negative behaviour from our school community. The following system is used to address all instances of disruption to learning.

- **WARN** - Verbal warning – name recorded by teacher.
- **MOVE** - Moved to another seat in the classroom. Logged on SIMs by the classroom teacher, one behaviour point.
- **REMOVE** - Removal from the class and referral to an alternative classroom. Head of Faculty or Deputy Head of Faculty involvement as appropriate. After-school detention set by class teacher via SIMs, two behaviour points and reason for detention recorded.
- **ROOM 1** - Immediate removal from class using 'on call' system. Recorded on SIMs by on call staff/admin. Three behaviour points. Student taken to Room 1. Teaching staff who initiated 'on call' must contact parent/carer of student the same day to inform them of the sanction. Recorded in Planner by Room 1 supervisor.

Classrooms are safe, welcoming, learning environments for all students and lessons are carefully planned to ensure all students can make excellent progress.

- Sanctions are given to individual students for their conduct **not** whole classes.
- Wherever possible, sanctions are applied 'privately' to respect the student's dignity and self-esteem.
- Wherever possible, teachers will endeavour to de-escalate confrontational behaviour.
- The behaviour policy is used consistently, fairly and proportionately for all students.

One point sanction:

Although an official detention is not issued, students can be held back at the end of the lesson for a maximum of 10 minutes. This time will be used to discuss the student's behaviour and the teacher's expectations.

Two point sanction:

45 minute detention (3:15 until 4: 00pm) supervised by staff. Students are required to bring suitable work (non-ICT based). Parents are informed by text/email. Failure to attend without a legitimate reason (e.g. medical appointment) will result in 1 day of internal exclusion. Parents will be contacted by telephone to inform them of the internal exclusion.

Students who fail to follow instructions during a detention will be removed from the detention and will be given a period of internal exclusion and a repeat detention.

Three point sanction (On call):

One lesson and the subsequent social time in internal exclusion. 1 hour detention (3:15 until 4: 15pm). Students are required to bring suitable work (non-ICT based). Parents are informed by text/email. Failure to attend without a legitimate reason (e.g. medical appointment) will result in 1 day of internal exclusion. Parents will be contacted by telephone or text to inform them of the internal exclusion.

Detention protocol

Detention time should be used for a meaningful activity in silence. Students should not eat or drink and should remain in full school uniform.

Students should have work ready and go to the toilet before the start of the detention. Detentions will be flagged on SIMs. Detentions are an individual sanction and are not issued to whole classes.

Although there is no legal requirement to do so, where possible we will notify parents/carers at least 24 hours in advance of the detention, usually by email alert.

In the case of missed detentions, the resulting escalation in detention will take place the following day and the student will spend an extended period (no more than one school day) in 'Room 1'.

Cumulative Behaviour Point Sanctions

All students are expected to follow the School's code of conduct to create a positive learning environment where all students can achieve their potential. The vast majority of students receive minimal numbers of behaviour points across a school year (less than 10) and many students receive none. The school uses a staged approach to respond to repeated disruption and unacceptable behaviour. All behaviour points 'count' as unacceptable behaviour including those issued for incorrect uniform and failure to complete homework. The following response will be initiated by students reaching 'threshold' levels of behaviour points:

Stage 1: 10 points

- Student placed on Tutor Report for a period of 2 weeks.
- The Tutor will contact parent at the start and end of report.
- Student will sit an afterschool detention.
- Possible referral to SENDCo.
- Should the student receive more than 2 behaviour points during the Tutor Report period, or 'miss' report days the student will fail their Tutor Report.
- At the end of the Tutor Report period, the tutor will review progress resulting in one of 3 options: off report ('clean' report), extended report for 1 further week (minor issues), referral to Stage 2 (more than 2 behaviour points or other significant concerns).
- A student can have a maximum of two Stage 1 report periods in any academic year. Repeat referrals to Stage 1 will be escalated to Stage 2.

Stage 2: 25 points or failed Stage 1

- Student placed on report to Head of Year for 2 weeks.
- Head of Year will contact parents at start and end of report. A warning letter/ email will be sent by the HoY. Should the student receive more than 2 behaviour points during the Tutor Report period, or 'miss' report days the student will fail their Head of Year Report.
- Student will sit an afterschool detention.
- Possible referral to SENDCo.
- At the end of the Head of Year Report period, the HoY will review progress resulting in one of 3 options: off report ('clean' report), extended report for 1 further week

(minor issues), referral to Stage 3 (more than 2 behaviour points or other significant concerns).

- A failed Head of Year Report will result in a 1 day referral to Room 1.
- A student can have a maximum of one Stage 2 report period in any academic year. Repeat referrals to Stage 2 will be escalated to Stage 3.

Stage 3: 40 points or failed Stage 2

- Student placed on report to Assistant Headteacher for 2 weeks.
- Assistant Headteacher will contact parents at the start and end of the Stage 3 Report, a meeting with the Assistant Headteacher and Head of Year will be offered. Parents will be sent a warning letter/ email from the Assistant Headteacher.
- Possible ongoing support from SENDCo.
- The students will be referred for a 1 day exclusion in Room 1, 8.15 – 4.15pm
- A student can have a maximum of 1 Stage 3 report in any academic year.
- At end of the Stage 3 report period, the Assistant Headteacher will review progress. The student can come off report (onto behaviour support plan) or the report can be extended by 1 week (minor issues), or, if there are significant concerns, the student will fail the Stage 3 Report. This will result in a 1 day Fixed Term Exclusion and/or a further day in Room and escalation to Stage 4.

Stage 4: 55 points or failed Stage 3

- Student placed on Stage 4 Report for 2 weeks to Head of School. The Head of School will contact parents and a warning letter will be issued.
- The student will receive a 1 day Fixed Term Exclusion and a 1 day Room 1 referral, 8.45 – 4.15pm.
- The student will be placed on Stage 4 Report for 2 weeks to the Head of School and a behaviour contract will be put in place to clarify expectations and support (1).
- A referral for mentoring and/or early help and/or other agencies will be made as appropriate.
- Possible ongoing support from SENDCo.

- Alternative education options will be discussed and the risk of exclusion will be clarified with student and parents/ carers by the Head of School.
- A student can have a maximum of one Stage 4 referral during an academic year.
- At the end of the Stage 4 report period, the Head of School will review progress. The student can come off the report (onto a behaviour support plan) or the report can be extended by 1 week (minor issues), or, if there are significant concerns, the students will fail the Stage 4 report. This will result in a 1 day Fixed Term Exclusion and/ or a further day in Room 1, and escalation to Stage 5.

Stage 5: 70 points or failed Stage 4

- The student will receive 2 days Fixed Term Exclusion and will be referred to Room 1 for a day (8.15 – 4.15pm).
- A meeting with the Head of School and Assistant Headteacher will take place, during which the risk of exclusion and alternative education options will be discussed.
- The behaviour contract will be reviewed.
- Parents will receive a warning letter from the Head of School, outlining the risk of exclusion and alternative options for education should behaviour not improve.

Stage 6: failed Stage 5 or 85 points

- The student will receive a 3 day Fixed Term Exclusion and will be referred to Room 1 as appropriate.
- Parents will receive a phone call and final warning letter from the Head of School.
- Students and parents will be invited to a meeting of a Governor Behaviour Panel.
- The behaviour contract will be reviewed.
- The risk of Permanent Exclusion will be discussed along with alternative education options.

Should inappropriate behaviour continued, the student will be permanently excluded from the school.

In the rare circumstance of serious misconduct, a student may be moved to a higher level of the behaviour process (Stage 4, 5 or 6) by the Head of School without completing all the steps within this framework.

Punctuality

- All students are expected to be on time every day and to every lesson. Lateness will only be excused in exceptional circumstances e.g. the school bus is late, family car breaks down. Where lateness is caused by unforeseen family circumstances, parents must phone school to provide a reason or provide a written explanation. Persistent lateness will not be authorised.
- If a student is late to school and arrives during registration, this will be recorded by the Head of Year on late duty at the gate. A member of staff is on duty each morning to monitor punctuality. A red slip is given to the student, if they are late without a good reason or notification from a parent/carer. The student will receive a 10 minute late detention in Room 1 on that same day. Students who are late with good reason and the parent has contacted school will be given a green slip and are therefore signed into school late.
- Students who arrive late and are given a red slip at the gate will also receive 1 behaviour point and an email is sent home to parents to notify them of their lateness.
- Students are expected to attend their late detention at break time on the same day as their lateness, this is communicated on their red slip. If they do not attend they will be given a lunch time detention that day for 20 minutes.
- Students who do not attend either their break time or lunchtime detention will receive an after school detention.
- Lateness is monitored by the tutor and Head of Year, parents will be contacted if students are persistently late to school.
- Students arriving after a registration period has closed must sign in at Reception. Lateness sanctions will be applied as detailed above.

Uniform

- Students in school without the correct uniform/appearance will be issued with a red uniform slip by their tutor and given 1 behaviour point unless there is contact from the parent/carer to explain. The tutor will log this incident.
- On the third occasion a student arrives in incorrect uniform the tutor/Head of Year will contact parents to inform them of this. Any further incident of incorrect uniform will result in a detention or an extended period in Room 1.

- The system will operate over a half term period. All students will have a clean slate at the start of each half term.

Conduct at social times

Our School expects students to conduct themselves with dignity and show respect for others at all times. Behaviour that does not meet this expectation will result in sanctions.

- **WARN** – A student not acting in an appropriate way will be warned by the member of staff and asked to move from the area.
- **REMOVE** – Student taken to Room 1 and issued with the appropriate behaviour point(s) (logged on SIMs). Student will remain in Room 1 for the remainder of that social time or longer, depending on the incident.

Appendix 4

Rewards Protocols

Aims:

- To create a positive learning environment where effort, kindness, respect and positive contribution are valued.
- To enable student achievements to be recognised and rewarded staff, students and parents.

The House Point system:

- House Points are awarded to individual students NOT the whole class.
- Between 5 and 10 House Points per lesson will be awarded.
- Students will be told what they need to do to gain a House Point.
- House Points will be recorded on students' files.
- House Points will be used with all year groups.

- There will be opportunities for all students to achieve House Points.

Awarding House Points:

Any member of staff can award a House Point for any of the following reasons:

Excellent classwork
Excellent effort
Excellent homework
Helping others
Being an excellent team member
Excellent contribution to a lesson
Good citizen (British Values)
Excellent organisation

Where there is occasion to award multiple House Points, the student will be referred to a Subject or Year Leader who can award two House Points or a member of the Leadership Team who can award three as follows:

2 House Points

Regular attendance at Extra-curricular activity
Representing the school
Participating in assembly
Taking a lead role in a lesson
Supporting others
Excellent citizen
Attendance

3 House Points

Outstanding contribution
Producing outstanding work well above target grade
Maintaining A* level grade
Supporting whole school events
Representing the school
Outstanding citizen
Ambassador

In addition to House Points, the following rewards are used to recognise positive contribution, effort and achievement:

- Attendance Awards – Certificates, badges, form tutor prize, raffle, postcards.
- Celebration Assembly Awards – Progress and Effort.
- Tutor awards – One student specially nominated each term.

- Year Leader award – One student nominated each term.
- Leadership Team Award – One student nominated each term.
- House point awards – Top collectors, prizes, raffle.
- Subject 'stars'.
- Praise postcards.
- Termly reward trips and prizes.

House Points and Rewards Protocol

We use a staged approach to recognise and celebrate students who achieve a high number of House points and excellent attendance each term. House points are totalled using a net figure balanced against behaviour points.

Reward	What students can claim
100% Half termly Attendance	Each half term students with 100% attendance for that half term will be entered into a raffle. They can claim one raffle ticket for each half term to win the big attendance prize drawn at Easter. Regular 'Pop up' Weeks for attendance where students can be entered into a prize draw.
Highest net positive House Points totals	Each week students with highest net positive House Points total for that week will be entered into a raffle. They can claim one of the following: <ul style="list-style-type: none"> • A 'jump the queue' ticket for a week for you and a friend • A £1 to spend in the canteen • A £1 voucher • A £1 donation to be made to charity
House Point prizes	Prizes will be rewarded to students who reach 25, 50, 75 and 100 House Point thresholds. A praise postcard will also be sent home.
100% attendance for a full term	Each term students with 100% attendance for that term will be given a prize.

End of Year reward	At the end of the Year, the tutor groups with the highest House Points and/or best attendance will receive a reward.
End of term prize draw	At the end of term, students who have been part of the attendance and House Point raffles will be entered into a prize draw.
End of term certificates	At the end of each term students will receive 'Gold', 'Silver' or 'Bronze' certificates/badges for high positive House Point totals and/or high attendance.

Appendix 5:

Referrals to Internal Exclusion

The school is committed to ensuring that all lessons are free of disruption: that teachers can teach and that student can learn without interruption and that classrooms are safe and nurturing environments. Wherever possible, teachers will use a variety of strategies to manage low level disruption and to ensure that positive student conduct and engagement fully supports learning. De-escalation strategies are used to manage poor behaviour and to minimise the impact this has on the learning of students. The aim is that inappropriate behaviour is managed early and successfully so that this does not escalate, interrupt learning or lead to further sanctions being required.

Where student conduct is not aligned with the school's expectations, the teacher will provide a clear warning. In the event that the student is unable to adapt their behaviour following this warning and the school's staged approach to supporting positive behaviour will be implemented. This includes, when appropriate, referral of students to Internal Exclusion (time spent in Room 1).

For a student to be referred to Inclusion, the teacher will use the 'On Call' system. In the event of a serious incident of disruption to learning, a student may be referred to inclusion directly, without the use of the staged approach. Referrals to inclusion are 'gate kept' via the On-call team of school and pastoral leaders. Where appropriate, a student may be taken to an alternative classroom instead of Inclusion, a decision which will be taken by the on-call member of staff, taking in account the information provided by the teacher regarding the incident.

Internal exclusion has a variety of purposes:

- As a venue for a student who is temporarily unable to manage the classroom expectations to 'calm' with the support of a member of staff. A variety of approaches will be used within inclusion to support students to emotionally regulate: this may be a 'break', an adult to listen to their perspective and provide advice or referral to a member of the pastoral team for mentoring. Reflection activities and resources to support students to regulate are available in Inclusion.
- As a safe space for supported learning whilst the school investigates a serious incident
- As a safe space for supported learning whilst the student is waiting to be collected by parents in the event that their behaviour has led to a fixed term exclusion
- As a learning venue to facilitate a student's successful and supported return to school following a fixed term exclusion
- As a short term learning venue where the student's behaviour has led to a decision that they should be internally excluded for a limited period of time, as an alternative to a fixed term exclusion and in response to a serious incident, or due to repeated disruption to lessons. In these circumstances, a member of the leadership team will decide on the appropriate period of time that the student will receive their education in Inclusion and the criteria for their return to lessons, which will include successful completion of the set work and appropriate conduct within inclusion. These expectations will be clearly communicated to the student.
- As an alternative to a fixed term exclusion where this is appropriate, or where a fixed term exclusion is unlikely to be a suitable sanction in consideration of a students' circumstances

Whilst a student is in Inclusion, they will be provided with appropriate learning and wellbeing support to ensure that the disruption to their education is minimised. The length of time a

student spends in Inclusion will be determined by a senior leader and will take into account the incident and the need to return the student to lessons as soon as they are ready to do so. This decision will take into account the seriousness of the incident, previous incidents and behaviour, the students' level of emotional dysregulation and the need for any investigation to be completed. In addition, this decision will be dynamically reviewed in response to the student's engagement in learning and cooperation with staff whilst in Inclusion. The senior leader will minimise the time spent out of lessons and take into account that extended periods of time in Inclusion may make positive re-integration into lessons and/or social time more difficult. Only in rare instances will the length of time in Inclusion exceed 3 days and typically students will spend up to 1 day in inclusion.

Supervision of students referred to inclusion is therefore a complex role which requires the member of staff to support and maintain appropriate student behaviour whilst a student may be upset and emotionally deregulated. To facilitate its use as an alternative learning venue, the expectations for student conduct within inclusion are:

- That students complete the work set to the best of their ability, with appropriate support from the inclusion supervisor
- That students follow instructions from the inclusion supervisor
- That students are respectful towards staff and other students working in inclusion. Verbal abuse, rudeness, shouting and swearing are not acceptable in inclusion

Following a referral to inclusion, the following actions are taken

- The student gives their phone to the Inclusion supervisor whilst they are in Inclusion. The phone is returned when they complete their period of time in Inclusion.
- The student is given an opportunity, and is supported, to re-regulate.
- The student will be asked to reflect on their actions and the incident and to consider ways in which their own actions could be changed in future to de-escalate incidents.
- The student is provided with appropriate learning resources to continue their learning whilst in Inclusion. The student is expected to complete the work set to the best of their ability. Work provided will be aligned to the curriculum being studied in their lessons either because their teacher has provided specific activities, because they are able to access online resources including the school's remote learning provision, or because the Inclusion supervisor identifies, with the students' help, appropriate material for them to study whilst they are in inclusion.

- The student is supported to take restorative action with their teacher, any other staff impacted by the incident, and any students involved in the incident. This may include, where appropriate, a written apology
- The student cooperates fully with staff instructions
- The student remains in Inclusion for an appropriate period of time, determined by a senior leader, and will be supported to return to lessons when appropriate and when the following expectations have been met:
 - The investigation is complete and the student has been cleared of any wrong doing
 - The student is calm and well regulated
 - The student has reflected on the incident, their own actions and their responsibility including steps to be taken in the future to avoid a repeat
 - The student has made appropriate steps to take restorative action with others
 - The student has completed the appropriate learning activities to the best of their ability
 - The student has demonstrated appropriate behaviour, engagement and cooperation with staff and students whilst in Inclusion
 - Appropriate support has been put in place so that the student can positively re-engage in lessons and/or social time
 - Other sanctions, where appropriate, are in place
 - Parents have been informed of the incident, the actions taken and any future sanctions
 - There is a log of the student's time in Inclusion, reason for referral and level of engagement that can be analysed by school leaders to support adaptation to provision as appropriate.
 - If the student has been referred to Inclusion more than twice in one term, more than 3 times in an academic year, or for a period of more than 3 days in response to a single incident then parents will attend a meeting with a school leader to identify any additional support that needs to be provided including
 - A referral for Early Help
 - A referral to the SENDCo
 - Routine and regular mentoring by a trusted adult within the school

Appendix 6

Trust Exclusion

For serious or repeated breaches to the school's Behaviour Policy, the school will consider the use of the Trust Exclusion. As with Fixed Term Exclusions (suspension) Parents/ Carers will be required to attend a meeting with a Senior School Leader following the exclusion, to support the students' return to school. The decision to use a Trust Exclusion is made by the Head of School.

When a Trust Exclusion is issued, the Head of School will direct a student's education to another school within the Trust, for a period of time. The majority of Trust exclusions will be for up to 5 days. In exceptional circumstances, the Head of School may decide to use a Trust Exclusion for an extended period of time.

The aims of Trust Exclusions are

- To supervise and support a student's education during their exclusion, reducing disruption to their education which may result from a fixed term exclusion (suspension).
- To allow time and to support a student to reflect on the consequences of their actions, reducing future behaviour issues and enabling them to make a 'fresh start' when they return to school following the Trust Exclusion.
- To provide a safe environment for a student during the period of exclusion, reducing the safeguarding risks which may be associated with fixed term exclusion (suspension).
- Support the successful reintegration of a student to their Base School following, or in addition to, a period of Fixed Term Exclusion.

Trust Exclusion Protocol

The student's usual school is the 'Base' School. The school accepting the student under the Trust Exclusion Protocol is the Placement School.

1. The Head of School decides that a serious or repeated breach of the school's Behaviour Policy has taken place. The Base School contacts the Placement School to agree that a Trust Exclusion can be supported by the Placement School.

2. The Base School confirms the length of exclusion and provides the Placement School with appropriate information about the student to enable them to offer a safe educational setting for the child for the duration of the Trust Exclusion.
3. The Base School confirms details of the Trust Exclusion with parents including the period of time that the child will be directed to attend the Placement School, start and finish times for their school day (which may differ from those in their Base School), arrangements for lunch (including where the child has free school meals) and contact details for a lead member of staff in the Placement and Base School for the duration of the Trust Exclusion. Typically, Parents will receive a phone call from the Base School and details of the Trust Exclusion will be confirmed in writing within 24 hours.
4. Under Section 7 of the Education Act, parents are required to provide transport to the Placement School. In exceptional circumstances, the Base School and/or Placement School will facilitate the Trust Exclusion by providing transport.
5. Parents will receive confirmation of the Trust Exclusion as soon as possible within 24 hours (model letter attached). This includes information about the dates of the Trust Exclusion, reasons for the Trust Exclusion, and arrangements for a reintegration meeting to support the student on their return to their Base School.
6. On arrival at the Placement School, the student will be met by a designated member of the school staff and will work in the school's Exclusion Room (Room 1). The student's attendance will be recorded by the Placement School and the Base School will be informed immediately of any absence, in line with the school's attendance management procedures. Where the student is absent, the Trust Exclusion may be extended for the appropriate number of days, so that the Trust Exclusion is completed.
7. Students who receive free school meals will be provided with a lunch by the Placement School and funded by the Base School.
8. The Base School will provide appropriate work for the student to complete during the Trust Exclusion, in line with their timetable and planned curriculum. Work will be supervised and facilitated by the Placement School, including, where appropriate and available, the provision of access to IT (managed under the AUP).
9. The student is required to wear their full school uniform for the duration of the Trust Exclusion, and to abide by the school's rules on appearance, including and particularly those which apply to wearing makeup, hair style and colour, jewellery and piercings. Students not in the correct uniform will be offered alternative clothing,

asked to remove non-uniform items and/or sent home to change. The Trust Exclusion may be extended to account for any time/days missed due to incorrect uniform or appearance.

10. The designated Senior Leaders with responsibility for managing Trust Exclusions, under the agreed protocols are: Mrs N Lingard, Assistant Headteacher, St Ives School, Mr N Croker, Assistant Headteacher, Hayle Academy, Mr R Terris, Assistant Headteacher, Cape Cornwall School.

POLICY

Appendix 6b: Trust Exclusion Template Letter

Date

Parental Address

Student Name:	DOB:
Trust Exclusion Period (Start Date – End Date)	
Date of Return to School:	No of Days of Trust Exclusion:

Dear Parents/ Carers

I am writing to inform you of my decision to issue a Trust Exclusion for(name) for a fixed period of days. This means that will not be allowed to attend (insert School Name) site for this period, and their education will be directed to our Trust partner school (insert School Name) for this period. The Trust Exclusion begins on (insert date) and continues until (date). Please note that will be required to attend School for a period of school days. Should they be absent for any reason, the Trust Exclusion will be extended for the appropriate period of time so that they are able to complete their Trust Exclusion in full before returning to School.

I realise this Trust Exclusion may be upsetting for you and your family. The decision to issue a Trust Exclusion has not been taken lightly. (name) has been exclusion for their period due to ... (insert reason).

Please note that under Section 7 of the Education Act 1996 you have a duty to ensure your child attends school and their attendance during the Trust Exclusion is covered under this Act. Failure to attend at Trust Exclusion may count as unauthorised absence and I must advise you that you may receive a penalty notice from the Local Authority if you child fails to attend.

Either: Please note that parents are responsible for arranging transport to and from (placement School Name) for each day of the Trust Exclusion. Your child should arrive at Reception in full (school name) uniform by ... (time), and should be collected at pm.

Or: As agreed, and in light of your family circumstances, transport to will be provided each day from Your child should arrive at in full School uniform and will return at pm.

We will set work for to complete during the Trust Exclusion. Completion of this work is a condition of the Trust Exclusion and will be required to fully cooperate with all instructions given to them by members of staff at School. Failure to complete the work set, or behaviour which breaches the expected standards may result in further sanctions and will be considered to be a very serious breach of our Behaviour Policy.

During the Trust Exclusion, your child's attendance and safety will be supervised by School. Should you have any concerns about your child's welfare during the Trust Exclusion, please contact either (DSL, Base School) or (DSL, Placement School). Your Child's Trust Exclusion will be managed by, Assistant Headteacher (Base School) and you can contact them on (phone number) (Email address).

You have the right to make representations about this decision to the school via our Complaint Policy, which is available on our website. If you require a paper copy, please contact Reception.

A re-integration meeting has been arranged for you to meet with (staff name) on ... (date) at (time). The purpose of this meeting is to discuss and agree how best your child's return to school can be supported and managed and to ensure that their behaviour improves significantly in the future. Failure to attend a reintegration meeting will be recorded on school file and referred to Governors during any future review of your child's behaviour.

..... exclusion expires on ... (date) at ... (time) and we expect them to return to school on (date).

Yours sincerely

Head of School