



Behaviour for Learning Policy

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Rationale

In line with the values expressed in our mission statement we aim to provide a happy and safe place of learning in which everyone can realise their potential and feels loved and valued.

Our school rules are expressed simply as RUAH:

Respect: We do everything with **respect** for ourselves and others and our community

Understanding: We **understand** our differences and needs; we consider these in how we behave. We value the power of understanding and knowledge.

Affection: We treat each other with **affection** showing our care for those around us, our community and world

Humour: We approach each other with good **humour**; kindness and gentleness – treating others how we would want to be treated ourselves.

These are outlined in more detail in appendix C:

RUAH Expectations

Before School	In lessons	Around School	After School
Arrive on time with equipment pack, phone in pouch.	Arrive on time	Walk in corridors directly to next class, walking on the left, keeping hands to self	Leave school and the area quietly and sensibly, showing RUAH in all interactions
Wear full uniform	Settle quickly	Wear uniform including blazer, coat off inside	Use a Zip Card on public transport
Prohibited items left at home	Follow instruction, show RUAH	Show RUAH in all interactions	Do not use electric hire bikes or scooters unless over 18
Only 'healthy' snacks brought into school. No sweets, chewing gum or fizzy drinks.	Make a genuine and consistent work effort		Do homework
Bring in any homework	Ask questions		
	Take Pride		

Uniform and Appearance

Students should always be dressed appropriately, be ready to learn, and are expected to take pride in their appearance. Students are expected to maintain high standards of dress and appearance throughout the school day, including their journeys to and from school. Students failing to arrive to school in correct uniform may, at the discretion of the Headteacher, be sent home to change into correct uniform. We hold a stock of spare items which we will offer to students.

Please see Appendix A for our uniform expectations.

Equipment and Preparedness for Learning

Students in years 7 to 11 are issued with an equipment pack which includes a phone pouch. It is crucial that students arrive in class ready to learn. This pack must be brought in each day, this will be checked on arrival. Students and families are responsible for replacing lost and worn out items.

Details on the pack can be found in Appendix E.

Students in years 12 and 13 are expected to carry suitable equipment, including a laptop, charged and ready to use.

Mobile Phones and Electronic Devices

Year 7 to 11 Any mobile phones or smart watches must be placed in a locked pouch on arrival at school. The pouch is issued to students and is their responsibility, loss or damage must be paid for. Any child found to have evaded this system will have their phone confiscated for their parents to collect. This policy is aimed at mitigating the significant impact upon learning and wellbeing caused by surreptitious phone use.

Years 12 and 13 may have and carry phones, these must not be used in public spaces or classrooms.

Detentions and Sanctions

The school will impose sanctions including detention to encourage students to take responsibility for learning and conduct and to show RUAH. We will keep students for up to 30 minutes at the end of the school day without notice.

There are centralised detentions for students who are late to school or lessons without good reason (evidence of a doctor's appointment for example). We will inform families of these detentions during the day.

Students removed from classes (Red Cards or Reflection) will also be kept back for detention. Families will be informed of these detentions after the event as this is an immediate response. The same applies to sanctions imposed by classroom teachers.

Staff must make a timely record of behaviour issues accurately on Arbor. The record must have sufficient detail for staff to follow up and for families to hold children to account. Other students must be referred to by their initials.

We may also direct students to an adapted school day as a sanction, this may be 1:1 tuition on or off the school site or it may be a direction to attend provision off site (at another school).

Interventions

As a school we believe in helping and guiding students to improve and develop. We will intervene where we see any patterns of negative behaviour. These interventions will include:

- Encouraging conversations, guidance from form tutor or pastoral team
- Calls or meetings with parents
- ‘On report’
- Special courses and interventions - ‘Big Kid’ or ‘FutureMen’ for example
- For more serious concerns a ‘Pastoral Support Programme’ or SEND assessment may be required

The Role of Parents and Families

We ask that parents and families take an active role in supporting their child’s education by working with the school.

We ask and expect that families ensure that their child arrives at school on time each day, fully dressed and equipped for the school day and having eaten breakfast. We ask that bags and equipment packs are checked and ‘non school items’ are prevented from coming to school. Attendance is key to progress, we ask that students are only kept at home where absolutely necessary, many minor ailments can be managed in school.

All adults who are registered on our system can and should download the ‘Arbor’ app, this allows access to live data on attendance, punctuality, homework, behaviour and academic progress.

Students of all ages respond to praise, we ask parents to congratulate students who achieve well, earn Character Points. Looking at the work in books is also a powerful motivator. We also ask that families do reinforce the message from the school, and support by having appropriate conversations where things have not gone well.

We are always open to conversations, families should contact the form tutor in the first instance if concerned

Rewards

Staff are encouraged to reward outstanding examples of good academic work or citizenship by awarding Character Points on Arbor. The points are tracked by the school and cumulative additional rewards and messages home are sent when students reach the level 2 positive behaviour threshold of 10 Character Points per week, this gains an entry to the half termly ‘spin the wheel’ with a material prize. Other rewards include nominations for ‘Headteacher’s student of the week’, rewards trips/events, praise in public (PIP) during assemblies and whole-school line up, mentions in In Touch and Newsflash and commendation postcards.

Dealing with Misbehaviour, Restoring Relationships

We aim to minimise the occurrence of misbehaviour through good teaching, engaging and exciting lessons, effective supervision outside of lesson times and a positive and caring approach to relationships with the students. It is recognised that on occasion incidents of misbehaviour can occur and it is the duty of staff to act fairly but firmly to ensure students can learn from these incidents and can improve their behaviour for learning.

Students misbehaving in class will be removed using the 'Red Card' system – staff should call for assistance using the emergency alert on Arbor. This may be for a single incident or as a result of failing to respond to reminders, encouragement and warnings. Students will be placed in the Reflection Room and be expected to work there.

Students may also be placed in Reflection due to poor conduct outside of lessons or due to lack of uniform or equipment.

The time spent in reflection will be determined by staff – taking into account the original issue, attitude and work in Reflection and the practical ability to return to classes (for example – have they now got equipment or uniform).

Other sanctions imposed include detentions and community service. For more serious incidents we may suspend students or make use of time at an Alternative Provider.

All sanctions are imposed as a strong encouragement for the student to reflect upon their behaviour and attitude. We believe in restoring relationships and will always encourage and facilitate suitable conversations where appropriate.

Exclusion / Suspension from school

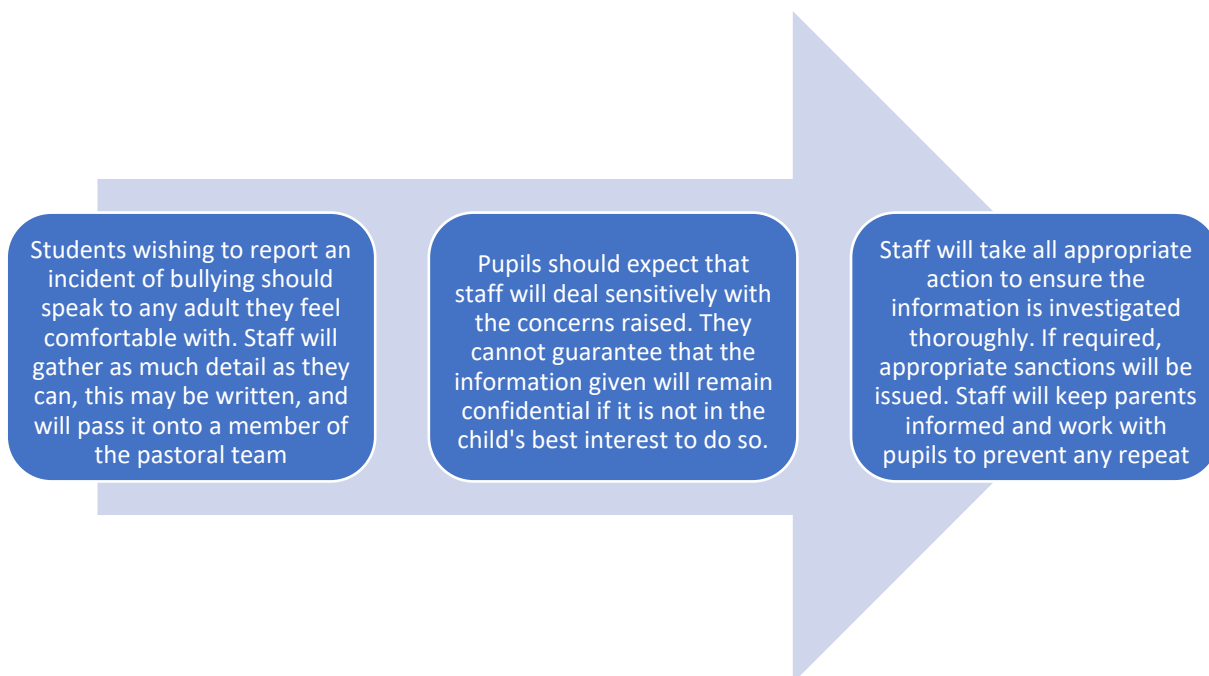
Exclusion or Suspension is the most serious sanction available to the school, and its use is minimised.

Only the head teacher can exclude or suspend a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period suspension does not have to be for a continuous period.

Bullying

Our aim is to foster an atmosphere of respect, tolerance and acceptance of difference within the school community based on our core values of RUAH and therefore reduce and ultimately eliminate incidents of bullying from the school. We aim to deal effectively with any cases of bullying if and when they arise. Bullying can be defined as any behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude.

We aim to prevent bullying in the first instance by educating pupils about its impact. Anti-bullying is covered across a range of curriculum areas, assemblies, tutor time, and collapsed curriculum days. It is the duty of staff to follow up any reports of bullying. Once an incident of bullying is reported it will be dealt with according to the following procedure.



The school aims to deal with all cases of bullying fairly and professionally with the aim of preventing a reoccurrence of the behaviour and providing opportunities for restorative justice where appropriate. Where the school's behaviour code has been breached a range of sanctions, up to and including permanent exclusion can be used.

If parents or carers have a concern about bullying, they should contact their child's form tutor in the first instance. If this person is not available, then the Head of House or senior member of staff linked to the Key Stage would normally be the point of contact. If they subsequently have a concern about the way that this is dealt with then they can make a complaint to the Headteacher, and it will be investigated in line with the school's complaints policy

A full bullying policy can be found in appendix B

Intolerance, Discriminatory Behaviour and Harassment

We are a proudly inclusive and diverse school and we will not tolerate any unkind behaviour (comments, creation of stereotypes, assaults) which are connected to any of the protected characteristics as defined by the Equality Act 2010. These are: **age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.**

We monitor behaviours on a daily basis (in a meeting) and patterns of behaviour weekly and half termly – using reports from Arbor. It is imperative that any behaviours in this category are recorded in a timely manner.

Anyone complaint will be investigated and responded to according. This is likely to include a punishment, apology and an educative conversation. Those impacted by these behaviours can expect to be supported.

Our PHSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Appendix A - SJBC Uniform Policy

At Saint John Bosco College, uniform is compulsory for all students in Years 7-11 (Years 12 and 13 may wear business dress of their own choice and we ask for the full co-operation of every parent in the maintenance of high standards in dress and appearance). We believe that attendance at school looking smart, professional and ready to learn is an essential part of our students' success, both now and in the future. As a consequence, any student who attends SJBC not in full school uniform (which includes wearing additional items of clothing or jewellery which are not authorised) will be sent home to change. We also feel that each of our young people has a responsibility to represent the school well and with pride to the outside world and expect them to wear full school dress both on their way to and home from school to the same high standards that we expect when they are in the College building. The key words are smartness and general appropriateness; extremes should be avoided at all times.

The equipment list is compulsory also and should be taken as seriously as the uniform, as a set of required items for each day of our students' school life.

Boys' and Girls' Uniform

- Dark blue blazer with embroidered school logo
- Year 7 – 9 White button to the neck shirt, not fitted or with darts (long or short sleeved but not $\frac{3}{4}$ length sleeves) or white blouse
- Year 9, 10 & 11 Light blue button to the neck shirt, not fitted or with darts (long or short sleeved but not $\frac{3}{4}$ length sleeves) or light blue blouse
- Dark grey jumper embroidered school logo (optional)
- Mid grey trousers or mid grey skirt (at least knee length)
- Black, smart, sensible shoes capable of being polished (not trainers or pumps, high heels, suede style or boots- see below)
- Black, navy blue or dark grey socks or tights (no sports socks or inner shoe 'sockettes')
- School tie to be worn with to the neck buttoned shirt
- Year 7 and 8: School branded water-proof, winter coat
- Year 9 – 11: water-proof, warm winter coat (black or dark blue)
- Black or navy blue gloves, hat and scarf
- Practical rucksack or black school bag large enough to carry bulky items and be carried comfortably (no ladies' handbags, drawstring bags, shopping bags or very small or otherwise impractical or unsuitable bags)

PE Kit

- Polo shirt with school logo PE jumper with school logo Navy 'striped' shorts
- Sports socks Trainers
- School PE kit bag

Jewellery

Students can wear:

- A wrist watch (smart watches should be left at home or placed in a pouch).
- One small pair of plain gold or silver studs no more than 4mm in diameter (one in each ear only).
- A religious necklace which must be worn out of sight inside the blouse or jumper.

Students must not:

- Wear the same pair of earrings in the same ear or have more than one earring in their ear
- Wear decorative earrings (costume earrings), sleepers or hooped earrings of any type
- Have any facial jewellery or tongue piercings. Covering such jewellery with a plaster is not permitted. The school accepts no responsibility for any financial issues or risk of infection that arises when students are asked to remove piercings.

Make Up and Hair**Students Can have:**

- Dyed hair, but natural colours (i.e. a colour a person could grow naturally) **only** are acceptable.
- Long hair should be off the face with a blue or black clip or band with no hair covering the eyes.

Students must not:

- Wear coloured nail varnish
- Shave part of their heads
- Wear false nails or bring false nails & glue to school.
- Wear false eyelashes.
- Wear coloured/patterned contact lenses should not be worn.

All students should own a dark blue or black warm winter coat, scarf and gloves. They must not come to school in the cold or wet weather wearing only their blazer. Shoes must support the whole foot. Shoes that do not fully grip the upper part of the foot are not suitable. Heels should be flat (no higher than 3 cm). Bows etc are not allowed and toes should not be too pointed. Sling-back shoes, ankle strap shoes, fabric or plastic beach type shoes and black trainers are not acceptable. Ankle or other winter boots (including 'Ugg'-style boots) are not to be worn inside the building.

Mobile Phones

Mobile phones, headphones and other electronic devices are not to be used in school. We actively discourage children from bringing phones into school. SJBC is not liable for any loss or damage to such an item while at school. Students should adhere to the school's phone management system. Deliberate avoidance of the school's mobile phone management system will be considered as gross defiance, any un-pouched phone found on a student in years 7 to 11 will be returned to parents.

The school has a responsibility to check student phones where there is a suspicion of online bullying or other harmful behaviours. If the concerns are serious or risk exposing staff to inappropriate content then phones will be seized and passed to police.

Appendix B - SJBC Anti-Bullying Policy

Anti-Bullying Policy

Responsibility of: Associate Senior Leaders (split by key stages)

Last reviewed: September 2025 **Date ratified by Governors:** **Next review date:** September 2027

1. Vision Statement

At Saint John Bosco College our purpose is to fulfil the extraordinary human and spiritual potential of each student. As they grow up, we offer them the opportunity to gain the knowledge and skills necessary to engage creatively in the lifelong task of growing to human and spiritual maturity. The Anti-Bullying Policy forms an important part of the school's work with young people to ensure that they can grow and develop in an environment free from bullying and discrimination of any type.

St John Bosco's philosophy of education can be summarised in three words: Reason, Religion and Kindness. The importance of treating one another in a reasoned and kind way, based on the Gospel values of love and forgiveness, underpins the work that we do at the college and forms the rationale behind the Anti-Bullying Policy. This philosophy can also be expressed as Respect, Understanding, Affection and Humour (RUAH) which provides a model of behaviour for staff and students to strive for and aspire to when working together in school. St John Bosco believed that preventing misbehaviour was key to creating an environment in which children can flourish. This means that staff spend as much time as possible engaging with students in formal and informal settings during the school day ensuring that students receive as much supervision and guidance throughout the day as possible.

Our school is committed to continuous improvement through an ongoing process of self-evaluation and review which informs our strategic and operational development plans. The Anti-Bullying policy is reviewed annually in the light of this process and key elements from the policy are incorporated into our strategic and operational plans.

Our Anti-Bullying Policy forms a part of a related series of school policies such as our Behaviour for Learning Policy, our Equality statement, SEN Policy, Attendance and Complaints Policies.

The promotion of Anti-Bullying is covered across a range of curriculum areas including RE (faith-based bullying and Islamophobia) the Personal Development Programme (equality and diversity, sexual/homophobic bullying) and various in-school workshops (cyberbullying and e-safety).

2. Aims

St John Bosco College's Anti-Bullying Policy aims to:

- give assurance to students, parents and staff that bullying of any kind is taken seriously and the College adopts a zero-tolerance approach to bullying of any kind.
- address the issue of bullying in its different forms and to reduce and ultimately prevent any form of bullying from taking place within the College.

- create an environment where all students feel comfortable reporting incidences of bullying - provide a protocol for dealing effectively with incidents if and when they arise.
- help foster an atmosphere of respect, tolerance, and difference within the school community

3. What is bullying?

In consultation with staff, students and other stakeholders, including the local authority (Wandsworth) we have agreed upon the following definitions of bullying:

“Bullying is any behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude” Wandsworth Anti-Bullying Strategy

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

DFE Preventing and Tackling Bullying advice

However, in some instances, bullying can be unintentional. Making persistent unkind remarks about someone and deeming it ‘banter’ can have unintended harmful consequences. The College however defines persistent ‘banter’ as a form of bullying and therefore will treat it as such.

Types of bullying can include but is not exclusive to:

PHYSICAL: hitting, kicking, punching, taking belongings, any unwanted physical contact

VERBAL: persistent name-calling and unkind remarks, mocking a person’s appearance, racist remarks, homophobic/sexist remarks, saying unpleasant things about a person’s family and friends

CYBER: using online platforms or social media apps to make hurtful comments, to spread rumours, to instigate arguments or to send images/ videos of someone without their consent with the intention of upsetting them.

PSYCHOLOGICAL: threatening, intimidating, putting pressure on others to conform

RACIAL: discriminating against and mocking a person for their or their families’ race, ethnicity, culture, religion or language.

SEXUAL: making comments of a sexual nature, inappropriate touching, pressuring someone to perform sexual acts, sending messages or images of a sexual nature online or via social media apps.

HOMOPHOBIC OR TRANSPHOBIC: discriminating against and mocking someone for their sexuality or gender orientation.

4. Cyber Bullying

Increasingly, when instances of bullying do occur, they tend to take place online via social media and messaging apps. Like traditional forms of bullying there are several types of cyber bullying which include but are not exclusive to:

By law, you must be at least 13 years of age to use social media apps. The College therefore advises parents to monitor their child’s internet and mobile use carefully for their own safety and wellbeing. Where instances of cyberbullying are reported the College will investigate these thoroughly and follow up robustly.

5. Reporting and Procedures

Secrecy and silence encourage bullying to take place. It is therefore important that students who are being bullied, or others who know about it, speak out. We will not ignore any incident of bullying. Once an incident of bullying is reported it will be dealt with according to the following procedure:

- 1) Students report the issue of bullying to an adult. The staff member will listen and take appropriate notes of the incident. The student themselves will need to write an incident statement. Pupils should expect that staff will deal sensitively with complaints, but that staff cannot guarantee that the information given will remain confidential if it is not in the child's best interests for it to remain so. This links to the school's policy on safeguarding and child protection.
- 2) The staff member must inform a relevant member of staff (form tutor, Pastoral Team, Head of House, subject teachers, a member of SLT) that a problem has occurred. Staff will then decide on the appropriate action to take which must include an interview and statement from those accused of bullying. The Head of House will inform parents of both parties about the problem. If the report has a sexual or racial element, then the Head of House and SLT must be informed immediately.
- 3) If the target of bullying is in agreement, a mediation meeting between the student affected by bullying and the student bullying should take place, where the student bullying apologises to the student targeted by bullying and a way forward is agreed. This meeting is mediated and supervised by a member of the Pastoral Team or Head of House. This is consistent with the school's wish to encourage 'restorative justice'. Parents of both parties informed that a restorative meeting has taken place.
- 4) Appropriate sanctions should be applied, and parents informed if staff feel that a breach of the school behaviour policy has occurred and will be decided on by either the Head of House or SLT. These will include warnings, detentions and meeting in school with parents. In very serious or repeated cases of bullying, internal exclusion, fixed-term exclusion, and eventually permanent exclusion, could result. Records will be kept of follow up action and monitoring of incidents.
- 5) All parties involved will be supported and their well-being monitored by the Pastoral Team, Tutor and Head of Year.
- 6) Every attempt will be made to support improved behaviour from students who engage in bullying behaviour. Tutor and Head of House will monitor their behaviour and ensure that students and parents are clear that serious and/or repeated bullying can lead to internal, fixed term, or even permanent exclusion.

A clear statement of how students can report incidents of bullying will be displayed around school and on the school's intranet for students to see.

Pupils can get further advice on reporting bullying online: www.childline.org.uk or www.ceop.police.uk

6. Roles and Responsibilities

Our policy at SJBC is that everyone has a responsibility to respond appropriately if they believe that bullying is occurring.

- **Students**

Students should be aware of their role as good citizens in a school with a Salesian, Catholic ethos. They are expected to act as 'good Samaritans' and to support their peers if they believe that bullying is taking place. This means that they should report any incidents (see above) and encourage their peers to do the same.

Students can also apply to take on the role of peer mentor, form captain, house captain or Head Boy and Girl. If they are chosen for these roles then they will receive specialist training from staff in how to support their peers.

Students who have reported that they are being bullied should expect that staff will continue to monitor the situation over a period of time to ensure that the bullying has stopped. These students may need further support and where appropriate a referral may be made by the Pastoral Team, Form Tutor or Head of House or for the students to receive counselling

Students who have engaged in bullying behaviour should also expect that their behaviour is monitored over a period of time to ensure that they have stopped engaging in this type of behaviour. They too may be referred for counselling or support, in the same way as described above if members of staff feel it is appropriate

In very serious or repeated cases of bullying, students, parents and carers should be aware that internal exclusion, fixed-term exclusion, and eventually permanent exclusion, could result.

- **Peer Mentors**

At SJBC we have a peer mentor scheme. Students may wish to tell one of the Peer Mentors that they, or someone else, is being bullied. The Peer Mentors have received training in helping other students with bullying and will have a designated adult as a supervisor to whom they can refer concerns about bullying.

- **Staff**

Staff have a clear responsibility to respond to bullying if they suspect that it is taking place or if it is reported to them. These form part of a staff member's safeguarding responsibilities which can be found in the school's safeguarding policy. Staff members are expected to follow the procedures described above in a sensitive manner. Whilst it is important that staff make appropriate referrals it is the school's view that tackling bullying is everyone's responsibility and staff should make every effort to ensure that they contribute to the follow-up work (investigating incidents, taking statements, liaising with relevant staff) if an incident is reported to them. Staff should also seek to provide opportunities for students to discuss bullying through their work as class teachers, form tutors, Head of House and other roles.

- **Parents and Guardians**

Parents as well as staff and students should know that the College does not tolerate bullying of any kind. If a parent is concerned that their child is being bullied, they should report it to their child's form tutor in the first instance. If a child has reported a case of bullying or been accused of bullying, the parent of that child should be informed by the school of the incident. Where a Head of House or member of SLT has deemed it necessary, parents may be asked to be involved in the solution to the problem as appropriate.

6. **Complaints Procedure**

Parents should contact their child's tutor in the first instance. If parents are dissatisfied with the response, or you have a serious concern, they can make a formal complaint to the Headteacher either in writing or by telephone, by email or in person by appointment. If parents are dissatisfied with the response of the Headteacher, they may make a formal complaint in writing to the Clerk to the

Governors at the school, who will refer it to the Governing Body. If parents are not satisfied with the Governing Body's decision, they may contact the local authority or the Secretary of State for Education at the Department for Education.

Appendix C – details of RUAH

RESPECT

- We respect everyone's right to learn and do well; we don't distract or disturb our own learning or that of others.
- We respect everyone's right to speak and listen to each other
- We respect each other's right to focus on education: mobile phones and other personal electronic devices should not be seen or heard in school
- We are all equal and part of the school community; we show this through wearing our school uniform correctly and with pride. We remember that we represent the school at all times including when travelling to and from school.

UNDERSTANDING

- We understand that we all have a responsibility to create a safe and calm environment for each other: we move purposefully and calmly around the school and treat the building and its environment with consideration. We respect other's personal space and do not 'play-fight.'
- We understand that our focus is learning and education
- We understand that we achieve our best when we work together: Governors-Teachers-Students and Parents.

AFFECTION

- We treat each other as we would like to be treated: we speak politely, with kindness and care
- We are helpful and thoughtful to everyone we encounter
- We show our affection and respect for each other by what we say and what we do: simple acts of kindness can have a profound positive impact, sadly unkind words or actions can have cause real harm
- We remember that every person is valuable and special and so we treat others with tolerance and patience; we do not tolerate bullying or unkindness.

HUMOUR

- We are positive and optimistic; we learn from mistakes and difficulties and learn how to be resilient and confident.
- We always remember that lesson time is learning time: we never stop others from learning and from feeling safe and happy in school
- We work on managing our emotions and always consider how we make those around us feel.

Our behaviour policy reflects Don Bosco's Preventive System in the way in which we, in a Salesian school, aim to walk alongside the young people in our care, providing them with firm but gentle

correction when they make mistakes or poor choices, but also taking every opportunity to praise and reward them when they do well. Students should take responsibility for their actions, be prepared to restore relationships and to learn from mistakes.

Appendix D Criteria for Suspension / Exclusion:

The school follows the exclusion guidelines published by Wandsworth Borough Council and uses the standard letters for exclusion which the local authority makes available.

Exclusion is not imposed for truancy, late coming or absenteeism; for lack of equipment or poor-quality work.

The purpose of exclusion is to assert the values of the school as an orderly community in which pupils and staff may work safely, free from harassment and disruption. The Head teacher is expected to safeguard the welfare and safety of those who study and work in the school.

The school tries to advise parents, where possible, in person, that their child is to be excluded, and seeks to arrange an interview to discuss the way forward after an exclusion.

The school may exclude for events on the school premises, or events under the supervision of school staff which take place off the premises. It may also exclude for events which take place while pupils are coming to or from school, involving either another pupil or a member of the public. It may also exclude for an event outside school hours which arises out of a connection between two pupils at the school. Exclusion may also occur where the event lies in a communication medium, such as a mobile phone or an internet site.

Exclusion and the right to education

The school will make every effort to provide work during the first five days of an exclusion. This work must be completed and returned to school. After five days, responsibility for the pupils' education falls to the Local Authority who will make arrangements via their Pupil Referral Unit (PRU). The school will liaise to ensure that appropriate work is provided for pupils at the PRU. This placement will meet the requirement for full-time education, and pupils who do not attend will be recorded as absent without authorisation.

List A - permanent exclusions

A permanent exclusion may be imposed for:

A single act of dangerous, violent, harmful or reckless behaviour.

Violence, especially where it seems that the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist.

Threats of violence, particularly those which are persistent, or which are intended to subvert the school's discipline policies by intimidation, or which involve calling in a third party, or which are intended to cause fear and anxiety

Persistent expression of racist views, racist actions, or other extreme discriminatory behaviour

Bringing drugs or other banned or toxic substances¹ (see footnote) to school, using them on any school occasion, supplying them to other pupils, or encouraging other pupils to use them.

Bringing a weapon to school, or anything intended to be a weapon

Bringing fireworks to school, or any other potentially dangerous item

Letting off the fire alarm without good cause, or other misuse of fire-fighting or safety equipment

Extreme public misbehaviour, especially when it brings the school into disrepute.

Theft, especially when it is openly done, or premeditated

Persistent bullying

Persistent failure to observe acceptable standards of behaviour

Persistent poor behaviour that affects the progress and/or wellbeing of others (usually clear from 3 unsuccessful cycles of the PSP support program but not exclusively linked to this)

List B - fixed-term exclusions may be given for:

Disruption of lessons

Refusal to follow instructions or explicit refusal to obey a school rule

Verbal abuse against another person

Disrespectful or insolent behaviour to staff

Racist behaviour or language

Aggressive behaviour towards others and/or fighting

Failure to attend detentions

Persistent failure to observe acceptable standards of behaviour

And for any action in List A for which a permanent exclusion is not imposed.

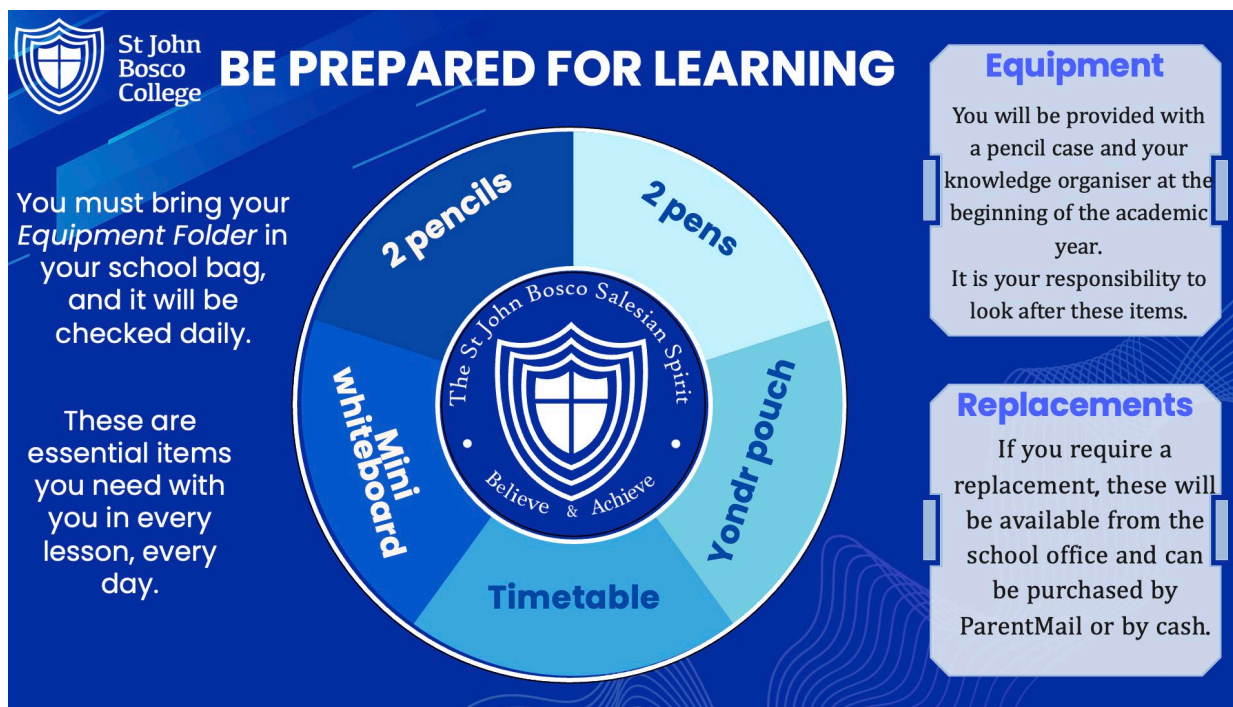
In excluding pupils, the school will take account of the following factors before making a decision.

- The possibility of discrimination on the grounds of disability
- The possibility of discrimination on the grounds of ethnicity
- special educational needs
- language fluency

¹ A list of banned and toxic substances cannot be exhaustive. It will include any substance whose supply or possession is unlawful. Banned substances therefore include all controlled drugs - Class A, B and C drugs - as defined by the Misuse of Drugs Act 1971. Pupils may not bring any alcoholic drink or vapes to school. They may not bring any substance whose misuse may be harmful to self or others. Examples of this are: glues, propellants, cleaning fluids and bleaches, methylated spirits and solvents; prescription drugs (unless for their own use and with the consent of parents); mood-changing plants such as magic mushrooms. Pupils may not bring to school, or supply another pupil with, any substance which will affect mood or physical state. In all of these cases, it will aggravate the offence if a pupil induces another to use or ingest a substance without consent or understanding.

- age and maturity
- other mitigating factors

Appendix E – Equipment Pack and Pouch



BE PREPARED FOR LEARNING

You must bring your *Equipment Folder* in your school bag, and it will be checked daily.

These are essential items you need with you in every lesson, every day.

Equipment

You will be provided with a pencil case and your knowledge organiser at the beginning of the academic year. It is your responsibility to look after these items.

Replacements

If you require a replacement, these will be available from the school office and can be purchased by ParentMail or by cash.

Policy Name:	Behaviour for Learning Policy
Statutory / non-statutory status:	Statutory
Review Frequency	Annually
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