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Rayner Stephens High School
Excellence and Behaviour for Learning Policy

October 2023

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Contents

1	General principles underpinning the Excellence and Behaviour for Learning Policy	4
2	The concept behind positive behaviour for learning	4
3	Aims of the ‘Excellence for Learning’ system	4
4	Excellence rewards: How we reward and recognise our students	5
4.1	Excellence for learning points	5
4.2	Recognition and Praise in Class – Excellence points (Ex1, Ex2, Ex3)	6
4.3	Monitoring Report Collections	6
4.4	Additional Positive Praise and Recognition Methods	7
5	Behaviour Management in Practice	7
5.1	Disruption to learning.....	7
5.2	Uniform/Equipment	7
5.3	Detentions for lateness to school.....	7
5.4	Prohibited Items, Searching and Confiscation	8
5.5	Use of Reasonable Force	8
5.6	Smoking/E-Cigarettes/Vapes.....	8
5.7	Mobile phones, electronic devices and smart watches	9
5.8	Use of Aerosols.....	9
6	The deployment of a positive behaviour for learning policy	9
7	Escalation of support	11
8	Serious breach of the School’s Behaviour Policy	12
9	Exclusions	13
10	Context	14
	Appendix 1: Excellence for Learning Reporting	15

1 General principles underpinning the Excellence and Behaviour for Learning Policy

The Excellence and Behaviour for Learning policy at Rayner Stephens High School is based upon an ethos that generates a positive environment for those who work and learn within it. Central to this ethos are the elements of choice, chance & consequence and our school values of RESPECT, RESILIENCE and ASPIRATION have informed the development of this policy. All students, staff, families and visitors are expected to help maintain our positive ethos within the school community and reflect our school values.

At Rayner Stephens High School all students are expected to make positive choices and behave in a way that creates an environment where:

- High quality teaching and learning can take place
- Students have respect for themselves, others and our community
- Students can learn and achieve their full potential
- All members of the school community can work in a safe place
- Staff, students, families and visitors can enjoy and be proud of their association with Rayner Stephens High School

The positive behaviour management of our young people is most effective when a true partnership exists between school and home. Together we can make Rayner Stephens High School extremely successful; a school which we are all proud to belong to, and a school where visitors enjoy coming.

This policy details the expectations the school has for our students and is written to ensure that all our partners (students, families, colleagues and the wider community) understand our guiding principles.

The following policy applies to students within core school hours, during enrichment activities, when representing the school, on school trips or visits, in transit to and from school and at any time where an issue within the community impacts on school life.

In the event that the school has any safeguarding concerns regarding your child, appropriate agencies will be informed, and relevant information shared. Please see our safeguarding and child protection policy for more details which is available on our website at: <https://www.raynerstephens.org.uk/about-us/policies-and-procedures>

2 The concept behind positive behaviour for learning

As individuals, we all choose how to act. However, it is important that we all recognise that for every choice or action there is a consequence. Rewards for positive behaviours and attitude choices, and consequences for poor behaviour and attitude choices.

At Rayner Stephens High School, consequences are issued by staff. Students are in control of their own actions and if they have chosen to act in a certain way, these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a student's actions.

Behaviour choices may have multifaceted causes and as an inclusive school we are committed to working with families to ensure these are investigated and addressed.

3 Aims of the 'Excellence for Learning' system

- To foster good behaviour and positive attitudes throughout the school.
- To promote an orderly, calm and purposeful environment where effective learning can take place.
- To work closely with families to foster a culture of praise and recognition.

- To underpin and promote the characteristics of being a successful student and a positive member of the community.
- To foster a healthy atmosphere of competition between individuals and year groups.
- To promote a culture of achievement and hard work.
- To promote fairness, honesty, trust, respect and positivity in all students.

Students' achievement, effort and behaviour will be recognised and celebrated in the following ways:

- praise and encouragement
- excellence points
- praise text messages
- postcards sent home
- certificates & badges
- attendance awards
- celebration assemblies
- award ceremonies
- reward trips
- house rewards and competitions

Students will receive excellence points for positive choices made within the school community during lessons, social times and enrichment. The school's expectations for excellence are a key element in securing success at both school and in future life.

4 Excellence rewards: How we reward and recognise our students.

The 'Excellence for Learning' system is designed to promote respect for all members of the school community and achievement in all aspects of school life.

Central to this system is recognising and praising all that goes well, from the everyday to the extraordinary successes of our students.

There is a progressive system of praise and recognition, which all staff use in the classroom and throughout the school. This system ranges from praise text messages and letters being sent home, up to celebration assemblies and the prestigious end of year 'Excellence Awards Evenings'.

We want to ensure that the students who are regularly meeting the school expectations are acknowledged and praised for their efforts and hard work.

It is important that the whole community shares the same philosophy, hopes and aspirations and all play an equal part in developing the sense of achievement, positive praise, recognition and reward within the school. Individual achievements will all contribute towards the success of each House team.

4.1 Excellence for learning points

The 'Excellence for Learning' system is split into four distinct sections all of which have close links into each other to ensure that all students receive praise and recognition for their efforts.

The four sections are:

- **Recognition and praise in-class.**
- **Recognition and praise both termly and half termly. Report collections.**
- **Recognition and praise for exceptional professionalism.**

4.2 Recognition and Praise in Class – Excellence points (Ex1, Ex2, Ex3)

Ex1: Verbal praise from the teacher for good participation in the lesson. The student’s name will go into box 1 on the ‘Excellence for Learning’ board. This will start a student on the path towards Ex2 and Ex3 recognition.

Ex2: The second level of praise. This indicates that the student has made a significant contribution to the lesson in some way.

The student’s name will go into box number 2 on the ‘ExL’ board. The Ex2 points are recorded in class charts and will be analysed each week and students receiving an Ex2 point will be entered into prize draws lead by the Head of Year.

Ex3: The third level of in-class praise. Student’s name is entered into the third ExL box at the front of the classroom. Student’s names and details are submitted into the central praise system and a praise text message is sent home to families the same day.

Ex3 recognitions are tracked and analysed weekly. A leader board for each year group will be displayed in school for Ex3 praise.

Half termly celebration assemblies will be held and students who have received any Ex3 commendations that term will be entered into prize draws.

Excellence points	Excellence points are awarded for:	Excellence points awarded by and frequency
In class Ex2: 1 point	<ul style="list-style-type: none"> • Excellent contributions to class discussions • Trying new tasks independently • Excellent attitude to learning in lesson • Acts of respect and professionalism • Excellent collaboration or teamwork 	<ul style="list-style-type: none"> • Subject teacher and form tutor. • Daily
Ex3: 5 points	<ul style="list-style-type: none"> • Repeated outstanding student performance in lesson 	<ul style="list-style-type: none"> • Class teacher
Ex3+: 5 points	<ul style="list-style-type: none"> • Outstanding student contribution outside of lessons 	<ul style="list-style-type: none"> • All staff

As a school we will run annual celebration events to recognise and reward both academic and pastoral achievement across the academic year for the following awards:

4.3 Monitoring Report Collections

At each monitoring point during the year, every student’s engagement with the Excellence and Behaviour for Learning Policy will be recorded by their teachers. The areas of Classwork, Behaviour for Learning and Independent Practice will be graded and reported home. Please see Appendix A for the full descriptors and grading.

Following each monitoring report collection, students who are consistently being awarded the ‘Exceptional’ grading across the majority of their subjects will be recognised and rewarded through our ‘Excellence Breakfast’ events.

4.4 Additional Positive Praise and Recognition Methods

- SLT prize cards issued by senior leaders during lessons for outstanding contributions.
- Excellence Postcards sent home every week from all teachers.
- Excellence table and stickers for students to bring and show work they are proud of to senior leaders.
- Cause for Applause on the Doors signs on every classroom.
- Excellence reward shop for praise points to be spent through ClassCharts
- Head of School and Executive Principal Awards
- End of term celebration assemblies and prize auctions
- Be In to Win Attendance prize draws
- House prizes and competition winners' recognition

5 Behaviour Management in Practice

5.1 Disruption to learning

Disruption not only seriously affects the learning of the student disrupting the lesson/ learning environment but also directly affects the learning of other students present and the teachers' ability to teach effectively.

Disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of classroom disruption, however, this list is not exhaustive.

- A failure to follow instructions.
- Displaying behaviour that prevents other students from learning and teachers from teaching
- A refusal to engage in the learning process.
- Disrespectful responses to staff / students
- General defiance.
- Use of derogatory language

Through our positive behaviour for learning procedures Rayner Stephens intends to address the issue of disruption whilst at the same time dealing effectively with more serious examples of inappropriate or anti – social behaviour.

5.2 Uniform/Equipment

The school has a clearly defined and communicated uniform policy. We expect that all students will wear their uniform fully and with pride. The uniform policy also details the limited jewellery that students are permitted to wear. Should a student not wear the required uniform in the required manner the school will take the following actions:

- Seek an immediate resolution if possible. We hold a small stock of uniform that we can lend to students in a Covid secure way.
- Allow the student to return home to correct their uniform following parental approval being sought.
- If a resolution is not reached, the student may be isolated in school for that day in the Internal Exclusion Hub.
- We expect students to wear their uniform and behave in an appropriate manner on their journey to and from school.

5.3 Detentions for lateness to school

- Students who arrive to school late, after 8.40am, will receive an automatic 15-minute detention at break time.
- If the student refuses to attend this detention or is late, this will be escalated to a C3 detention for 1 hour after school.

- If the student fails to attend the C3 detention this will escalate to internal exclusion (C4) the following day.

5.4 Prohibited Items, Searching and Confiscation

The safety of our community is of the highest priority to the school. The school has the authority to search for prohibited items without consent if we have reasonable grounds to suspect that a student may be in possession of them. While we always seek to deescalate challenging situations by using dialogue, the school staff also have the authority to use reasonable force in order to control or restrain students. The following list (which is not exhaustive) lists some of the items that are prohibited:

- Fireworks
- Drugs (both illegal drugs and those deemed as legal highs)
- Alcohol
- Stolen items
- Bladed articles including knives
- Tobacco and related items
- E-cigarettes and related items such as vape pens
- Weapons or items that may be used as weapons
- Pornographic images
- Aerosols of any kind
- Energy drinks
- Any item that may be/has been used to commit an offence, cause damage or injury to person or property.

Confiscated prohibited items will not be returned to the student, they may be passed to the police to form part of their investigation or for their disposal. Further details about the searching and in school may be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

5.5 Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

For further information around the reasonable use of force please refer to the DFE Guidance Document: Reasonable Use of Force, Advice for headteachers, staff and governing bodies.

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

5.6 Smoking/E-Cigarettes/Vapes

The school operates a strict no-smoking policy across the entire site. Students may be sanctioned for smoking on their way to and from the school site and at all times when wearing school uniform or on external visits. This includes the use of e-cigarettes/vapes. Students who for the first time, transgress this will receive a whole school detention for an hour and families will be informed. Consequences will be escalated for further occasions of smoking and families will be invited into the school to discuss their child's behaviour.

5.7 Mobile phones, electronic devices and smart watches

Mobile phones have become a part of many of our lives and the school seeks to ensure that responsible usage habits are encouraged. Mobile devices are a distraction to learning and it is for this reason that they must be switched off whilst in lessons and corridors. Mobile phones and headphones may only be used outside of the school buildings at lunch and designated break times

Mobile phones should not be used to make calls within the school day; if a student needs to contact home they can do so via a member of staff. If a mobile phone or headphones are seen or heard outside of the provisions detailed above, a whole school detention of one hour will be issued to the student. **In addition the mobile phone will be confiscated by the class teacher.**

Students will collect their phones from the office at the end of their detention. Students who refuse to pass their phone to the member of staff will be placed in internal exclusion for the rest of the day including the C3 detention.

If a student uses their mobile phone or other device to record staff or other students they may be issued with a suspension. If this footage is uploaded to social media, this will result in a suspension.

All other electronic devices such as speakers, tablets and hand-held games consoles are not allowed in school in any area and will be confiscated if brought into school.

Students are not permitted to wear smart watches at school.

Any student in breach of the above rules will have their smart watch confiscated with immediate effect and this will only be returned through collection from reception at the end of detention on the day of confiscation.

5.8 Use of Aerosols

The sensible use of aerosols for many people poses little risk to them or their health, however for others they can pose a serious risk and threat to their ability to breathe. **In line with the advice from Asthma UK, Rayner Stephens is an aerosol free zone.** Due to the serious nature of the risk posed the school will issue appropriate consequences to any student who discharges an aerosol whilst on the school site or on their journey to or from school. This will be an immediate one hour whole school detention (C3). Students who bring aerosols or perfumes to school should expect to have them confiscated and the school will dispose of them.

6 The deployment of a positive behaviour for learning policy

In the event that a student makes poor choices in respect of their behaviour or attitude, consequences will be applied. The staff member will take into account the behaviour and context of the behaviour when applying consequences. Whilst the formal consequences process listed below will usually follow the staff member's use of measures to refocus and reengage the student, there will be times when serious behaviour requires earlier stages to be bypassed.

The Form Tutor and Head of House is central to the students' educational experience at Rayner Stephens; they will ensure close contact is maintained between home and school in respect of negative behaviour incidents.

Should a student display a number of poor choices throughout the day, the school may decide to incorporate these into one or more higher level consequences. At the initial stages of poor behaviour, the staff member will use strategies to refocus and redirect the student to make the right behaviour choices using the language of choice, chance and consequence.

Once a consequence has been issued it cannot be “earned back” by positive behaviour choices, it will be recorded as appropriate, and any consequences will be served.

C1

In lessons where a teacher feels that a student is not behaving in an acceptable manner they will be issued with a **C1** (the first consequence issued as a direct result of a poor behaviour choice). This is a warning that the student needs to modify/change the way that they are behaving. **If no further problems arise, no further action is taken.**

C2

If the student chooses to ignore this warning and does not modify their attitude or behaviour choices the teacher will issue a **C2**. A student who receives a C2 will have their behaviour recorded on Class Charts. This is the student’s final warning to modify their behaviour choices.

C3

If the student continues to behave in a way that the teacher feels is unacceptable the teacher will escalate the **C2** and issue a **C3**. (The third consequence, a result of continued poor behaviour choices, despite two chances to modify their actions). This will mean that the student will be removed from their lesson and will spend the rest of the lesson in the on-call room. The student will also receive a 1-hour school detention automatically that evening. If the student receives a C3 during P5, the student will receive the detention the following evening. If a student receives 2 C3’s in a day they will be placed in the Internal Exclusion hub for the rest of the day and the following day (C4).

6.1 C4: Internal Exclusion

For incidents that the school perceives to be of a serious nature, students will be issued with a C4 (internal exclusion). A C4 requires all students to successfully complete a day in the Internal Exclusion Hub before re-entry into their timetabled lesson.

Students who are removed from a lesson for the second time in a day will spend the remainder of the day in the internal exclusion hub with a C4 detention that evening. Students who refuse to enter the Internal Exclusion Hub will receive a fixed term exclusion and will require a return to school meeting with parents. Students will reenter the school community via the Internal Exclusion Hub.

Whilst many behaviours may be challenged by the teacher first, refocussing the student to the desired actions and then commencing the C System above, there will be occasions when more serious behaviour will be immediately escalated to a higher point without starting from a C1. At the end of the lesson, or in the case of double period’s, two lessons, the grade a student reaches on the C system is reset. Each lesson is intended to be a fresh start.

6.2 Internal Exclusion

If a student is placed into the Internal Exclusion Hub, they must arrive at main reception for 8.40am. Their day will finish at 4.00pm. However, if students display negative behaviour whilst completing the day in the Internal Exclusion Hub they will fail their internal exclusion and will receive a fixed term exclusion. For any student who receives a fixed term exclusion they will require a parent meeting prior to re-entry into the Internal Exclusion Hub. Students are required to sit in silence and complete the work that is assigned to them.

If students make the right choices, they will never be issued with a detention or internal exclusion. Students will always have a chance to think about and reflect on the impact of their behaviours.

6.3 Serious Incidents (C4)

Below are some examples of serious incidents that may result in a C4 internal exclusion being issued, however, this list is not an exhaustive list.

- Serious disruption to learning/ teaching. This includes repeated disruption.
- Fighting
- Prolonged bullying
- Smoking inside/ outside the school
- Threatening behaviour to staff/student
- Sexual/homophobic/racial harassment
- Use of foul language directed at staff/visitors
- Persistently off task
- Anti-social behaviour
- Bringing a banned/ illegal item into school.
- Internal Truancy

6.4 Consequences/ Detentions

C3/4 detention

- All detentions run from 3:00pm until 4:00pm.
- Whole school detentions last for 1 hour (C3).
- Should students arrive a few minutes late they will at the very least make the time up at the end of the detention. However, if they are more than fifteen minutes late or are continually late, they will be placed into the internal exclusion hub the following day as this will escalate to a C4.
- Students who display negative behaviours in the detention they will be issued with a warning. Should they fail to modify their behaviour they will fail the detention. Students who fail detention will be placed in the internal exclusion hub the following day. (C4)
- Students who fail to attend a C3 detention will be issued with a (C4) a day in internal exclusion the following day. Where students have been placed into the on-call room (C3) after removal from a lesson or due to an incident on a particular day a detention must be completed at 3:00pm on that day. A text will be sent home to inform parents/carers.
- If a student is absent from school on the day of their detention/ Internal exclusion C4, they will attend the detention on their next day in school.

Please inform the school immediately if contact details have changed. A detention takes priority over any other activity within school and the school will consider it an extension to the school day and compulsory to attend. If a student has a medical appointment, parents should call main reception to leave a message so that the detention can be reset for the following day.

7 Escalation of support

The school will respond to persistent behaviour by stepping up the support offered to the student.

7.1 Report

Following three instances of poor behaviour in a week, your child will be placed on report to their form tutor. This will initially last for two weeks but may be extended to four weeks. This may be escalated to Head of House report. Families will be communicated with when this is instigated and at its conclusion. Should the required improvement in behaviour not be demonstrated they may be escalated to an individual attitude to learning plan.

7.2 Attitude to Learning Plans

Attitude to learning plans formally brings together all the challenges for the student and support available from the school into a document. This is undertaken by the Head of House in conjunction with the senior

link, families and the student will be involved in the creation of the plan. The plan lasts for 12 weeks and will be formally reviewed every four weeks. If the student's behaviour improves, they will be stepped back to report level.

7.3 Behaviour Support Plan

Should the required improvement not be achieved by the above methods, the student may be placed on a BSP which will be overseen by a senior member of staff at the school. At this stage the school considers that the student may be at risk of permanent exclusion from the school. Additional measures that may be considered at this stage include reintegration timetable, managed move, a school governors panel and additional support from either within or outside the school. The BSP will be formally reviewed. If the student's behaviour improves, they may be stepped back to an attitude to learning plan or report level. Families will be communicated with throughout. The school are proud to have formed strong partnerships with many of the local services to assist young people and their development. Many of these offer practical support to young people and their families to overcome challenges. Where a need is identified, the school will seek to make a referral to an appropriate partner organisation. It should be noted that there are occasions where a young person has the right to access assistance without the knowledge or consent of families.

7.4 Parental code of conduct for meetings

The school may invite families to attend a meeting with staff to discuss a particular issue in relation to a concern over a student's general behaviour or in relation to a specific incident. The school does not allow families or third parties to record parental meetings. We expect all families to act professionally and respectfully in all meetings. Verbal or physical abuse of staff and visitors will not be tolerated. Any adult or young person in breach of this policy will receive information from the school regarding their future access arrangements with the school.

7.5 Alternative Provision

There are infrequent occasions when it may be appropriate for the school to seek an alternative provision better suited to the needs of the child. This provision may be fulltime or part-time, for a fixed period or until the child reaches the end of year 11. All such provisions must be agreed by the school, the provider and the families.

7.6 Governors Panel

There are occasions when a school will opt to schedule a governor's behaviour panel. This is an intervention used to support key identified students. Families are invited to attend these meetings.

7.7 Off-Site Direction

Sometimes and at its own discretion, the school may offer an off-site direction. This can only be undertaken with the consent of the families. An off-site direction is an agreement between Rayner Stephens and another secondary school. It allows the student to attend an alternative school for a set period of time.

An off-site direction may be used at our discretion for a number of reasons including: persistent poor behaviour, following a serious incident or to resolve poor attendance. There is no guarantee that an alternative school will be in a position to offer an off-site direction. If a student is unsuccessful on an off-site direction due to poor behaviour continuing this may result in a permanent exclusion for continued failure to comply with the school expectations.

8 Serious breach of the School's Behaviour Policy

It is impossible to provide a comprehensive list of all serious incidents but the following list serves as an indication of the types of incidents that are considered by the school to be serious:

- Physical assault against a student including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a student
- Verbal abuse and threatening behaviour against an adult
- Instigating violence by involving other people, not necessarily from our school
- Community
- Carrying/use of fireworks
- Bullying
- Racist abuse
- Homophobic abuse
- Sexual misconduct
- Theft both in or out of school
- The handling of stolen items
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Serious breaches of the ICT code of conduct
- Exclusion
- Drug and alcohol related incidents – this may include the use of a legal substance
- Possession of a weapon, including replica/training weapons
- Misuse of medication
- Misuse of aerosols
- Misuse of electronic equipment
- Making malicious allegations against a member of staff
- Inciting others to break the school rules
- Inciting others to commit a violent act
- Behaviour that endangers themselves or others
- Behaviour which brings the school into disrepute and/or damages the reputation of the school, even if this behaviour occurs outside of school time/premises
- Behaviour that causes great anxiety or upset to others (even if this was intended as a joke)
- The recording/filming of any of the above incidents
- Dealing drugs at school will result in an exclusion
- Repeated use of drugs or alcohol may result in an exclusion
- Deliberate misuse of the fire alarm may result in an exclusion

Serious incidents will be fully investigated and they may result in the most serious of consequences including a suspension or permanent exclusion. Incidents in schools are required to pass the civil standard of proof of being more likely than not to have occurred and/or be committed by a given student. The above, non-exhaustive, list of behaviours may result in a report being made to the police. The Headteacher or other any other staff member deputising for the Headteacher may choose to investigate any incident that occurs outside of school hours or premises should they consider that it may have an impact in the safe and effective operation of the school or its community or damage the reputation of the school.

9 Exclusions

Exclusions are the most serious consequence a school can apply for a student's poor behaviour. At Rayner Stephens, they may take one of three forms:

- Internal – served within the school.
- Suspensions – served at home for a period of time.
- Permanent – the student no longer attends the school.

9.1 Suspensions

These may be for a half-day, single day, a number of days or a lunchtime or number of lunchtimes. In the event of a serious incident requiring the student to be given a suspension the school will call a parent/carer on the day the decision is made. We will explain the reason for the suspension and the durations. A letter will follow this discussion which will detail:

- The duration of the suspension
- The reason for the suspension
- Your duty to ensure that your child is not present in a public place during the school day whilst suspended
- The arrangements for any reintegration meeting
- Your right to appeal the suspension.

9.2 Permanent Exclusion

The Headteacher will permanently exclude a student only as a last resort. A permanent exclusion may follow a single, very serious incident or persistent poor behaviour choices. In the case of persistently poor behaviour choices, the school will support the child with achieving an improvement. The school will seek to ascertain if there are any undiagnosed and therefore unmet needs that may be contributing to the poor behaviour.

In the event of a child receiving a permanent exclusion there are a number of points that parents and carers should be aware of:

- The governing body is required to review the Headteacher's decision; you will be invited to attend part of this meeting in order to present your views of the exclusion.
- Should the exclusion be upheld by the governing body you may appeal to an independent panel, which will be arranged by the Local Authority.
- We will explain how you may instigate the appeal in a letter that will be sent to you following the governing body's approval.
- It is the responsibility of the local authority to provide the child with a full-time education from the sixth school day following the permanent exclusion.

Further details about exclusion from maintained schools, academies and pupil referral units in England may be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

10 Context

This policy should be read in conjunction with the following school/trust policies including:

- The Attendance Policy
- The Anti-Bullying Policy
- The Child Protection & Safeguarding Policy
- The Teaching and Learning Policy
- The ICT Policy and AUP

Appendix 1: Excellence for Learning Reporting

	Exceptional	Pleasing	Inconsistent	Disappointing
Classwork	<p>I go above and beyond in all aspects of my learning.</p> <p>I am always proud of my learning and celebrate my successes.</p>	<p>I consistently show good levels of effort and motivation by actively participating in all my learning.</p> <p>I produce work that I am proud of.</p>	<p>I do not always show enough effort, and motivation to complete all tasks.</p> <p>I cannot always be proud of the work that I produce.</p>	<p>I rarely engage in my learning. I do not usually complete tasks without encouragement.</p> <p>I cannot be proud of the work that I produce.</p>
Behaviour for learning	<p>I arrive fully equipped, ready to learn and communicate my work and ideas effectively. I always demonstrate excellence for learning which supports a positive learning environment.</p>	<p>I arrive fully equipped, ready to learn and communicate my work and ideas effectively. I consistently make appropriate choices which support a positive learning environment.</p>	<p>I am not consistently fully equipped for my learning and don't consistently make the right choices. My behaviour choices can impact negatively on the learning environment.</p>	<p>I consistently do not have the correct equipment and do not arrive to lessons on time. I can be disrespectful to others around me. My choices regularly impact negatively on the learning environment.</p>
Independent Practice	<p>I go above and beyond to produce independent practice I am always proud of and always hand my independent practice in on time.</p>	<p>I consistently produce independent practice that I am proud of and always hand my independent practice in on time.</p>	<p>I do not put consistent effort into my independent practice. It is not always handed in on time.</p>	<p>I repeatedly do not hand in my independent practice.</p>