



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

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NETHERTHORPE SCHOOL

BEHAVIOUR MANAGEMENT and EXCLUSION POLICY

Approved by: Mr D Williams

Date: 21.9.20

Last reviewed on: 1.9.2020

Next review due by: October 2021

Principles

Netherthorpe School is committed to providing a high quality, inclusive education in a caring and safe environment. The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary.

At Netherthorpe School we want our students to:

- a) Be motivated and enjoy learning
- b) Develop a range of skills such as independence and ambition to equip them for a successful adult life
- c) Be confident, responsible, happy and feel safe
- d) Be friendly, respectful, caring and polite
- e) Experience success every day

We believe that:

- a) An orderly environment is essential for teaching and learning to be successful.
- b) Each student has a right to such an environment.
- c) It is the responsibility of the whole school community to contribute to the maintenance of such an environment.
- d) Each member of the school community who takes responsibility for and contributes to its orderly environment should be valued and rewarded.

Netherthorpe School advocates the view that dealing with challenging behaviour involves far more than simply implementing a set of classroom rules, expectations and punishments. In order to prevent poor behaviour developing the following pre-conditions must be met;

- a) A strong induction and transfer programme ensuring Year 7 students have the best possible start with clear expectations and aspirations.
- b) An appropriate curriculum balancing a range of subjects appropriate to student levels. Work that is personalised and differentiated according to the individual student.
- c) Staff absences, whether due to training or illness, are managed appropriately with cover supervisors providing continuity wherever possible and the use of supply staff kept to a minimum.
- d) Non-contact times such as lunchtime are of an appropriate length and are well supervised.
- e) Lessons are properly planned and delivered and are commensurate with the standards detailed by Ofsted.
- f) Staff follow the professional standards as detailed by the DfE and adhere to the school guidelines for lesson delivery.
- g) Behaviour management within the school is the responsibility of every adult and all employees should be aware of their role within this process

The school's Behaviour Policy is applicable to all students during school hours and whilst on school business, e.g. on school trips, at sports fixtures, on work or college placements, coming to and going home from school and on the buses.

Unacceptable behaviour in the out of school circumstances above will be dealt with as if it had occurred at school.

2. Roles and Responsibilities

2.1 The Trustees will establish, in consultation with the Head of Academy, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and expectations are clear. Trustees/Associates will support the school in maintaining high standards of desired behaviour of students and staff.

2.2 The Head of Academy will be responsible for the implementation and day-to-day management of the policy and procedures.

2.3 Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head of Academy on the effectiveness of the policy and procedures. They also have responsibility with the support of the Head of Academy for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

2.4 The Trustees, Head of Academy and Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

We believe that at secondary school age, young people know the difference between right and wrong. At Netherthorpe School we want to reward and encourage students to make the right choices and have a positive attitude to learning.

2.5 Inter-Relationship with other School Policies

In order for the Behaviour Management Policy to be effective it should be read in conjunction with the Behaviour Modification Process, the Classroom Expectations, the Anti-Bullying Policy, the Home School Agreement and the Equal Opportunities statement.

3. Rewards

Rewarding students is extremely important at Netherthorpe. Students should enjoy and achieve and be recognised for their positive contributions to the school; both in the classroom and out of it. Rewards and achievements are crucial to raising self-esteem and helping to prepare students for the future. To create a positive school ethos (and climate for learning), it is essential that every member of staff rewards students when they produce good work; demonstrate notable effort or when they contribute positively to the school.

Consistency when rewarding students is essential in creating a positive ethos around school.

Rewards should be given for:

1. Being helpful/kind
2. Excellent behaviour
3. Excellent effort
4. Extra-curricular activities
5. Excellent pieces of work
6. Excellent homework
7. Improved effort
8. Improved work
9. Attendance

Rewards should vary between:

1. Verbal recognition and praise – staff should actively seek out opportunities to praise effort and achievement.
2. Written comments in exercise books – positive comments recognising the effort and achievement made, no matter how small.
3. Sending postcards of praise home
4. Positive phone call home
5. Awarding achievement points on SIMS to students who make positive contributions, produce good work and /or give excellent effort.
6. Awarding achievement points on SIMS for 100% attendance each week and certificates awarded for 100% attendance each term.
7. Prizes or certificates awarded during reward week at the end of each term for students who have tried hard and exceeded expectations that term.
8. Legend Awards for effort at the end of the Year
9. School Colours
10. Praise lunch with the Head of Academy

Positive behaviour points:

Every achievement point on SIMS is worth +1 behaviour point

A positive phone call is worth +5 behaviour points

A postcard of praise is worth +5 behaviour points.

Students must have a net behaviour point score of at least 0 to be able to go on a trip out of school on activity day.

Ceremonies to promote achievement;

1. Reward assemblies
2. Year 7-10 Award Ceremonies
3. Netherthorpe Presentation Evening – Year 11 and Year 13

Rewards

It is expected that all staff should issue rewards on a weekly basis by awarding achievement points on SIMS. There is a clear tariff of rewards. For example, the higher the quality of work, the more points should be awarded.

Number of Reward Points	Award
200	Bronze achievement award – certificate and badge
500	Silver achievement award – certificate and badge plus £5 voucher
800	Gold achievement award – certificate and badge plus £10 voucher

Legend Awards for outstanding effort

These rewards are given in July at the Award ceremonies to Year 7- 10 students. They are based on Behaviour for Learning grades awarded by subject teachers from the final data collection of the academic year.

Position in year group based on average effort scores for the year	Reward
Top 5% (approx. 10 students)	Owl Legend Badge
Next 10% (approx. 20 students)	Gold Legend Badge
Next 15% (approx. 30 students)	Silver Legend Badge

School Colours

The Ultimate Reward for Exceptional Commitment

To be awarded to Year 10, Year 11, Year 12, and Year 13 students.

Recipients must have demonstrated exceptional commitment and leadership within an activity **for a period of 3 years or more** (unless the student has joined Year 12 from another school, where exceptional commitment and leadership for at least 12 months would be the required measure). The activity must be a weekly or at least a regular activity happening for a significant part of each year (eg. a football season).

Examples

A student who has shown exceptional commitment over a period of 3 years or more to:

- a) a school sports team attending practices and having taken on some responsibility within the team.
- b) a subject club that takes place regularly. The student has attended regularly and has helped to run the club for some of that time.
- c) the Debating Society and has had some leadership role within the society.
- d) the School Choir/Band and has had some leadership responsibility within the choir/band
- e) the school production and has had some leadership or responsibility role
- f) Peer Counsellors and has a role of responsibility within the group.

Students who are successful, will be awarded a certificate (they may show exceptional commitment to more than one activity and therefore be awarded more than one colours certificate), have their name displayed in a 'colours' notice board and receive the special badge for their blazer.

Colours will not be re-awarded for the same activity a year later, but exceptional students could get a gold star colours award if they are re-nominated for other things after achieving their colours.

Students will be nominated each year by members of staff and a small committee will meet to make the final decision as to who will receive their school colours.

Year 7-10 Award Ceremonies – July

Students are nominated by staff for awards in each subject area to recognise outstanding effort and progress. Attendance certificates are also presented, and prize draws for completed reward cards take place. Legend badges are presented to students who achieve the required effort points as detailed above. Special prizes will also be presented as part of the ceremony.

Netherthorpe Presentation Evenings -Year 11 and Sixth Form

These evenings celebrate the success of students in external examinations. Students are presented with their GCSE and A level Certificates along with Special Awards which the students are nominated for by subject staff.

4. Managing Behaviour

This document should be read in conjunction with the Behaviour Modification Chart (BMP).

This process should be used consistently by all members of staff, teachers and support staff.

Where sanctions become necessary, it is the responsibility of the classroom teacher to respond to the incident. However, a hierarchy of sanctions exists, which can be applied and additional support sought from the whole school community. We believe that a coherent, consistent and supportive response to inappropriate behaviour is the key to successful behaviour management. Most students will respond to the initial sanction and there will usually be no need to progress beyond the first stage of this process.

Negative consequences will always result from behaviour that interferes with the student's right to learn and the teacher's right to teach. The actions below should be carried out in an assertive, non-aggressive way that addresses the behaviour of the student and not the student's personality / character.

The teacher should not enter into a debate with the student about their behaviour or the sanction issued.

The following process assumes that unwanted behaviour has not been modified by simple, unobtrusive non-verbal signals, giving students a choice/chance to improve their behaviour.

It is essential that sanctions are carried out in a way that minimises the impact on other students by directing them at the individual student/s and in a discrete way where possible.

Behaviour expectations are published in the student handbook. If a student misbehaves the teacher will give a verbal or non-verbal sign to the student to make them aware of the need to correct their behaviour. If the student continues to misbehave then there will be a second communication from the teacher. This will be done in a discrete way and could be an instruction for the student to do the desired behaviour, a quiet word about their behaviour, a choice of how to improve or what the consequence will be. As part of this the student may be asked to move seat. If the student's behaviour still doesn't improve then staff may ask them to stand outside the room for a few minutes to think about their behaviour. If a student persists in being disruptive during the lesson then staff may decide to exit them by sending for the on call member of staff to escort them to the exit room for the remainder of the lesson. Students who are repeatedly exited from lessons will be issued an after school detention by the Head of Section, and if poor behaviour persists they may be placed in the isolation room for a period of time – usually half a day or a full day. Members of the Senior Leadership Team or the Head of Section may place students in detention or isolation as a sanction for persistent poor behaviour or a serious behaviour infringement.

Students may also be given an afterschool detention for repeated late arrival to school or lesson or failure to wear the correct uniform.

When a detention is issued the student will be given a detention slip and it is their responsibility to take it home and inform parents of the detention.

In some cases it may be necessary for staff to use the on call system to send for another member of staff to assist in dealing with an issue.

On-Call	Failing to leave the classroom when exited.	Staff will use the on call button on SIMs or their radio to send for a	Students will work in the isolation room for one full
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	<p>Speaking to a member of staff inappropriately – swearing/being confrontational</p> <p>Intentional dangerous behaviour – including deliberately breaching the restrictions in place due to COVID 19</p> <p>Aggressive or threatening behaviour to others</p> <p>Misuse of technology</p> <p>Behaviour likely to bring the school into disrepute</p>	<p>senior member of staff. The student will be taken to the isolation room where possible and remain there for 1 full day until 3.10pm. This may go into the following school day to be completed. If it is not possible to place them in isolation on that day due to the COVID 19 restrictions they will be placed in isolation on the next available day. The parent/carer will be contacted and a decision made as to any further action to follow.</p> <p>The incident will be recorded on SIMS by the isolation room manager and Head of Year informed.</p>	<p>day until 3.10pm. This may go into the following day, eg if they are on-called during p3 they would do lunchtime – 3.10pm on that day and p1 – end of break the following day.</p> <p>Students are expected to apologise to the member of staff or the student who was affected as a result of their poor behaviour.</p>
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A serious incident may bypass some/all of the above.

4.1 The Detention System

Detentions:

As outlined in ‘Behaviour and Discipline in Schools’ DfE 2011, teachers have a legal power to put students (aged under 18) in detention without parental consent (we inform parents as a courtesy).

After School Detention, 60 minutes

Issued by the Head of Section or a member of the Senior Leadership Team. A 60 minute detention is from 3.15pm – 4.15pm. Staff should issue a detention slip for an After School Detention which clearly shows the duration of the detention. Teaching staff will supervise detentions on a rota basis and detentions will be issued for the next available session. If a student fails to attend the detention then parents will be contacted and the student will complete half a day in isolation at the next available time. If a student has a genuine reason for being unable to attend a detention parents must inform the isolation room manager by 1.30pm on the day of the detention so that the detention can be moved to the following week.

Staff who complete detention slips should make sure the school copy is placed in one of the detention slip boxes located in the staffroom and in the school entrance area by 5.30pm each evening to allow the detentions to be logged on the SIMS system.

Detention Duty staff should:

1. Ensure students sit in silence and are given the option to complete some work.
2. The Isolation Room Manager and Behaviour Pastoral Support Manager will follow up absentees/students who fail to attend detention and liaise with Head of Section regarding further sanctions.

Any students who misbehave or disrupt the detention will be sent home from the detention and placed in isolation the following day until 3.10pm.

Students who receive multiple detentions in a half term will spend a day in isolation and will be placed on report to the Head of Section. If the student continues to get detentions for breach of the school rules

they will spend further time in the isolation room or be given a 1 day fixed term exclusion for repeated failure to follow school rules.

4.2 Head of Department Strategies:

Heads of Department should use one or more of these strategies in addressing behaviour problems:

1. Department report – maximum of 2 weeks (Yellow)
2. Withdrawal from practical work for a short period of time
3. Withdrawal from the class to sit in another area within the department for a short period of time
4. Discussion with students and the class teacher
5. Discussion with parents
6. Refer the student to the Pastoral Team

4.3 Pastoral Team Strategies:

Pastoral Support Managers/Heads of Section/Heads of Year should use one or more of these strategies in addressing behaviour problems:

1. Contacting home, counselling student, setting targets for improvement, monitoring and recording outcomes
2. Time out card
3. Homework Report (Blue)
4. 6th Form Contract – 7 weeks approximately
5. Form Tutor report (Green) - 2 weeks maximum.
6. Referral to Behaviour Support Specialist
7. Pastoral Support Manager report – 2 weeks– (Pink)
8. Head of Year report (Amber) - 2 weeks maximum
9. External Agency support
10. Assistant Head of Academy report – (Red) – 2 weeks maximum
11. Head of Academy's report (Purple) - 2 weeks maximum
12. Positive report monitored by Head of Year
13. Head of Year to work with parents, student and staff to create a pastoral support plan for the student

4.4 Additional Support Agencies:

Once a student is showing additional cause for concern the following Support Agencies should be considered and used as appropriate:

1. Pastoral Support Manager involvement
2. Learning Support Department – Early intervention, statutory assessment, additional literacy, numeracy, beat dyslexia, toe by toe
3. Restorative Justice
4. Positive Support
5. Behaviour Support
6. Careers guidance and support
7. Educational Psychologist – Multi Element Plan (MEP)
8. School Attendance Officer Support
9. Appropriate alternative curriculum
10. School Health
11. GP
12. Referral to Child and Adult Mental Health Service (CAMHS)

13. Social Care
14. Youth Service
15. The Police
16. TAPs Funding
17. Young Carers
18. Anti-Drug Worker
19. Parent Partnership/DIAS
20. Physical Impairment and Support service
21. Hearing Impaired service
22. Sight Impaired service
23. CAF
24. AIS referral
25. Managed Move

4.5 Internal Exclusion

May be used as an alternative to external exclusions to ensure students complete appropriate work and are supervised throughout the school day.

4.5.1 When will an Internal Exclusion be used?

- a) Persistent Disruptive behaviour
- b) First incident of fighting,
- c) Swearing in the hearing of staff,
- d) Being rude to staff,
- e) Verbal abuse to other students,
- f) Threatening behaviour or bullying
- g) Breaking of school rules,
- h) Theft,
- i) Failure to attend detention
- j) 2 exits in one week or 5 detentions in a half term
- k) Spitting
- l) Deliberately going into another year groups zone unsupervised

This list is not exhaustive and there will be other situations where Internal Exclusion is an appropriate sanction.

4.5.2 How long will the Internal Exclusion be?

Half a day or a full day.

4.5.3 Where will the Internal Exclusion be held?

Students will remain in the Isolation Room throughout the day – no breaks or lunchtimes.

Students to be allowed to use the toilet within the Isolation Room.

Parents to be informed by phone call. (Head Of Section or Behaviour Pastoral Support Manager)

Parents will be asked to provide sandwiches unless the student is in receipt of free school meals. The 6th Form Admin Officer will collect the 'free school meal' – sandwiches, on her way to supervise the Isolation Room at lunchtime.

The Isolation Room Manager will email teaching staff the previous night for suitable work.

Subject staff to make sure sufficient work is provided either by 8.40am for morning lessons or 1.10pm for afternoon lessons.

Internal Exclusion will finish at 3.10pm.

4.6 Behaviour Points –These are reported at each data point to parents

- a) Detentions = -1 point
- b) Lunchtime in Isolation = -1 point
- c) Exit from lesson = -5 points
- d) Half day in Isolation = -10 points
- e) Full Day in Isolation = -20 points
- f) External Exclusion, half day = -20points
- g) External Exclusion, full day = -40 points

4.7 Poor Behaviour outside the classroom.

This includes issues such as truancy, smoking and those misdemeanours that occur at break and lunchtime as well as on the way to and from school. It also includes breaching the safety measures put in to protect staff and students from COVID 19

The school will address matters such as these on an individual basis, with specific circumstances being considered. Matters will if possible be addressed by form tutors and referred to Heads of Section or the Senior Leadership Team.

5. Communication of Behaviour Issues:

- a) Class teachers record the lower frequency incidents and inform the student's Form Tutor of any concerns.
- b) Head of Department is aware of those sent from any class under the 'exit' system, records kept and liaison with Head of Year as necessary.
- c) Students' names are recorded on the Isolation Room Log when they are exited, issued detention or isolated, which is monitored by Heads of Section and the Senior Leadership Team.
- d) Head of Academy Reports maintained by Heads of Section, Senior Assistant Head of Academy and the Isolation Room Manager
- e) Heads of Section, Senior Leadership Team, Pastoral Support Manager contact parents

6. External Exclusions

6.1 STATEMENT OF EXTERNAL EXCLUSION POLICY

The school will apply the Behaviour Modification Process and the consequence system in a consistent, rigorous and non-discriminatory way and all areas of its application will be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law.

Exclusion from school is not a decision that is taken lightly. Members of staff are not allowed to send students home without going through the exclusion procedures detailed below.

6.2 Fixed Term External Exclusion

6.2.1 How long will the fixed term exclusion be?

Most external exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Head of Academy to exclude students for one or more fixed periods not exceeding 45 school days in one school year.

We will aim for the shortest period which reflects the severity of the offence.

Criteria for an extended period of exclusion will include previous history of exclusions for similar offences or the impact that the action has had on other members of the school community.

NB In the event of a student being excluded from school at a time when he/she will be taking an external examination, he/she will be allowed to come into school to do the examination and will leave the premises immediately it finishes.

When excluded for more than 1 day, work will be set and marked by school staff. This work will be returned to the Isolation Room Manager when the student returns to school. The Isolation Room Manager will message subject teachers to request appropriate work, work must be sent as soon as possible.

Each case must be considered on its merit and the context and circumstances of the event taken into account.

The student's previous behaviour must be taken into account, as must the factors that led to the incident.

We will take time to investigate the incident fully in order to understand what caused it and who the instigator was.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Head of Academy (**in their absence the Acting Head of Academy**) may exclude the student.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. On occasion the police may request documentation from the school to help with their enquiries. However, it may still be possible for the Head of Academy (**or in their absence the Acting Head of Academy**) to make a judgement on the balance of probabilities on whether to exclude the student.

6.2.2 IMPLEMENTING THE POLICY

Before deciding to exclude a student the Head of Academy (or in their absent the Acting Head of Academy) will:

1. Make sure that a thorough investigation has been carried out in order to establish the facts and to rule out any possible mitigating factors.
2. Give the student the opportunity to say what has happened.
3. Consider carefully the evidence available so that the sanction that is eventually decided on has been based on a consideration of the mitigating and aggravating factors that may apply and reflects the degree of severity of the offence.
4. Take into account the school's Behaviour Modification Process and Equal Opportunities Policy
5. Have regard to the DfE guidance re the exclusion of students who:
 - i. have special educational needs (SEN),
 - ii. are looked after (i.e. in care),
 - iii. are disabled,
 - iv. are from minority backgrounds,

If necessary, consult others.

6.2.3 Who authorises exclusions?

The Head of Academy or in their absence the Acting Head of Academy.

6.2.4 When do we use fixed term exclusions?

The behaviours listed below may result in fixed-term exclusion:-

- a) Physical assault against a student.
- b) Verbal abuse/threatening behaviour against a student or a member of staff.
- c) Bullying.
- d) Racist abuse.
- e) Swearing at staff.
- f) Sexual misconduct.
- g) Indecent behaviour.
- h) Persistent disruptive behaviour.
- i) Persistent breaking of school rules.
- j) Persistent failure to follow reasonable instructions.
- k) Theft.
- l) Deliberate setting off of the fire alarm.
- m) Serious acts of vandalism/damage to school property. **NB** We will always seek costs for damage done.
- n) Repeated failure to attend detention.
- o) Being in possession of, or drinking alcohol on the school premises, or coming into school under the influence of alcohol
- p) Cyber Bullying
- q) Inappropriate use of IT or mobile phones
- r) Dangerous behaviour – including breaching the safety measures in place to protect against COVID 19
- s) Disruptive behaviour whilst in isolation
- t) Behaviour likely to bring the school into disrepute

This is not an exhaustive list and there will be other situations where exclusion is an appropriate sanction.

6.2.5 Fixed term exclusions over five days

In accordance with DfE guidance the school is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer. This will take place at an offsite venue.

6.2.6 Who needs to be informed?

a) Parents

Parents are to be informed as soon as possible by telephone by the member of staff involved in the authorisation of the exclusion.

The student will be given an official letter of exclusion to take home and a copy will be sent by post.

b) Other Staff:

The Head of Academy

The Senior Leadership Team

Head of Section

Relevant teaching staff

Pastoral Support Manager

School Support Staff

If appropriate, external support agencies

7.1 What happens when the student returns to school?

7.1.1 First exclusion

There will be a reintegration meeting between the student, their parents and his/her Head of Section. The student will be placed on Head of Section or form tutor report for two weeks.

7.1.2 Second exclusion, third exclusion or five day exclusion

There will be a reintegration meeting between the student, his/her parent(s)/carer(s) and a member of the Senior Leadership Team, on or before the day the student returns to school. The interview will lead to the conditions under which the student returns to school, any action that will be taken to help the student overcome the issue that led to exclusion, and arrangements for his/her return to classes. If the fixed term exclusion is greater than five days or an accumulation of exclusions that exceeds five days a Pastoral Support Programme (PSP) will be completed during this meeting.

An Informal Trustees/Associates Disciplinary Panel will be held if a student has three exclusions per half term or following a five day exclusion.

Following exclusion the student will automatically be placed on either Head of Section or Senior Assistant Head of Academy report for two weeks.

7.1.3 Fourth exclusion

If a student is excluded again following an Informal Trustees/Associates Disciplinary Panel they will go before a Formal Trustees/Associates Disciplinary Panel and a Managed Move will be considered. On returning to school they will be placed on Head of Academy report for two weeks. Further exclusions after this could result in a permanent exclusion from school.

7.2 Recording exclusions

The Isolation Room Manager is responsible for all administration relating to exclusions. They will:

- a) Update SIMS record for the student.
- b) Maintain a list of excluded students and inform the relevant persons.
- c) Maintain a list of excluded students in the staffroom to keep all staff informed of exclusions.
- d) Inform Trustees/Associates.
- e) Inform Derbyshire County Council.
- f) Keep the Heads of Section and senior staff informed of exclusions, via regular statistical print outs, which will allow them to monitor trends of behaviour.
- g) Maintain Head of Academy reports.

7.2.1 Alternatives – to be considered if appropriate:

1. Isolation
2. Community Service
3. Restorative Justice
4. Managed Move – if a student is causing whole school behaviour concerns and is 'at risk' of permanent exclusion, the school may apply for a Managed Move to another secondary school. Parents/carers have to agree that a 'fresh start' is the best option for their child. When a student is 'managed moved' he/she has a probation period of 12 weeks. Once the probation period is successfully completed the student is transferred permanently to the new secondary school role. If the managed move process

fails then the student returns to Netherthorpe School for one final chance before a possible permanent exclusion.

5. Students who have a Special Educational Need (EHCP) will have the option of transferring to another secondary school or educational provision as an alternative to permanent exclusion. Parents/carers, the school and external agencies must agree that this is in the best interest of the student.

8. Permanent Exclusion

8.1 When will permanent exclusion be used?

The decision to permanently exclude a student is a serious one. Permanent exclusion will be used as a last resort.

There are two types of situation in which permanent exclusion may be considered:

1. A formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.
2. In exceptional circumstances where it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - i) Serious assault or threatened violence against another student or a member of staff
 - ii) Sexual abuse or assault
 - iii) Supplying an illegal substance
 - iv) Possession or use of an illegal substance
 - v) Possession of any weapon of any sort including items with a blade whether folded or not.
 - vi) Arson
 - vii) Serious vandalism

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

8.1.1 Trustee Involvement

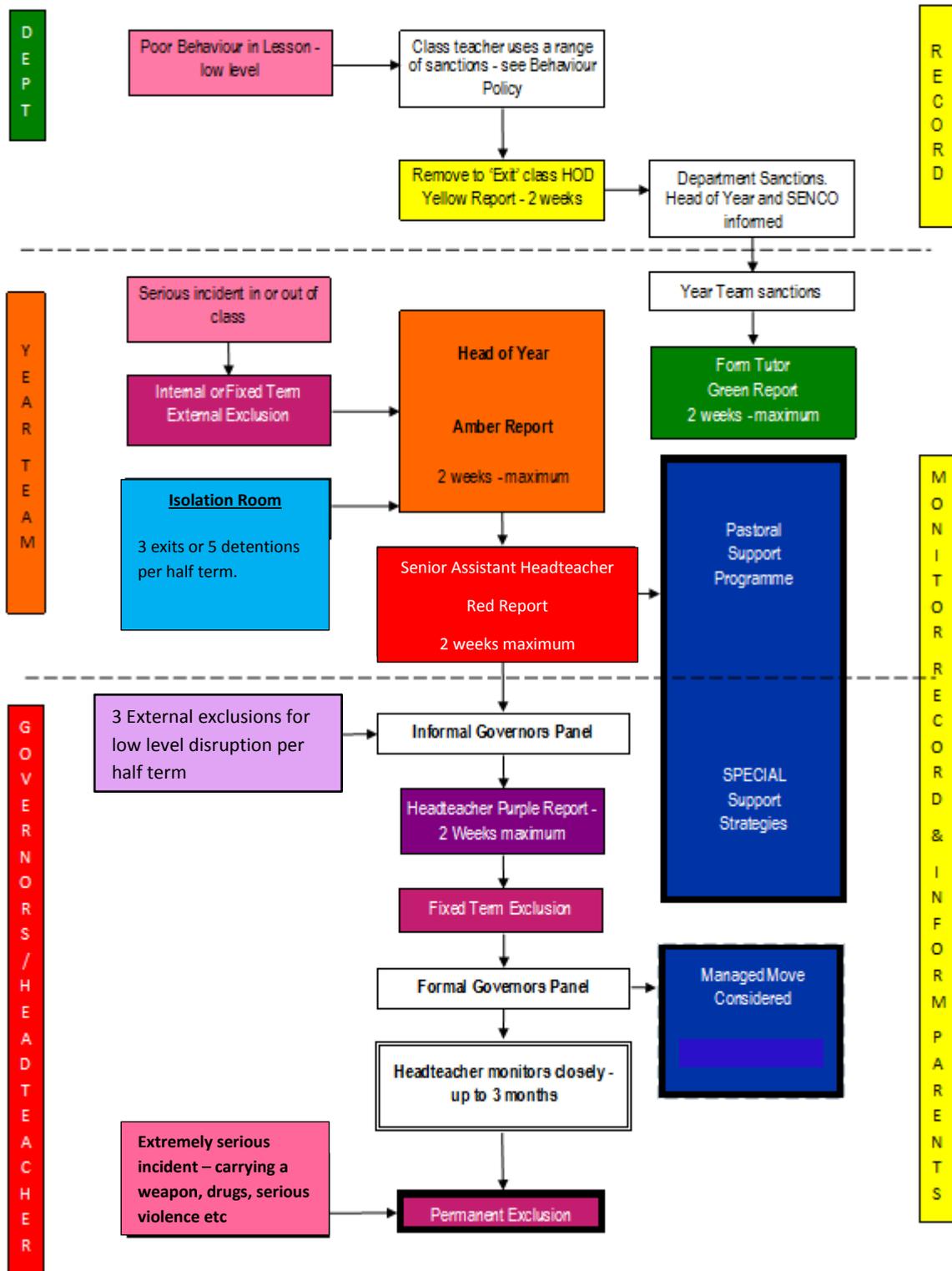
Before deciding to permanently exclude a student the Head of Academy will keep the Chair of Trustees fully informed.

8.2 Removal of pupils from the school in exceptional circumstances

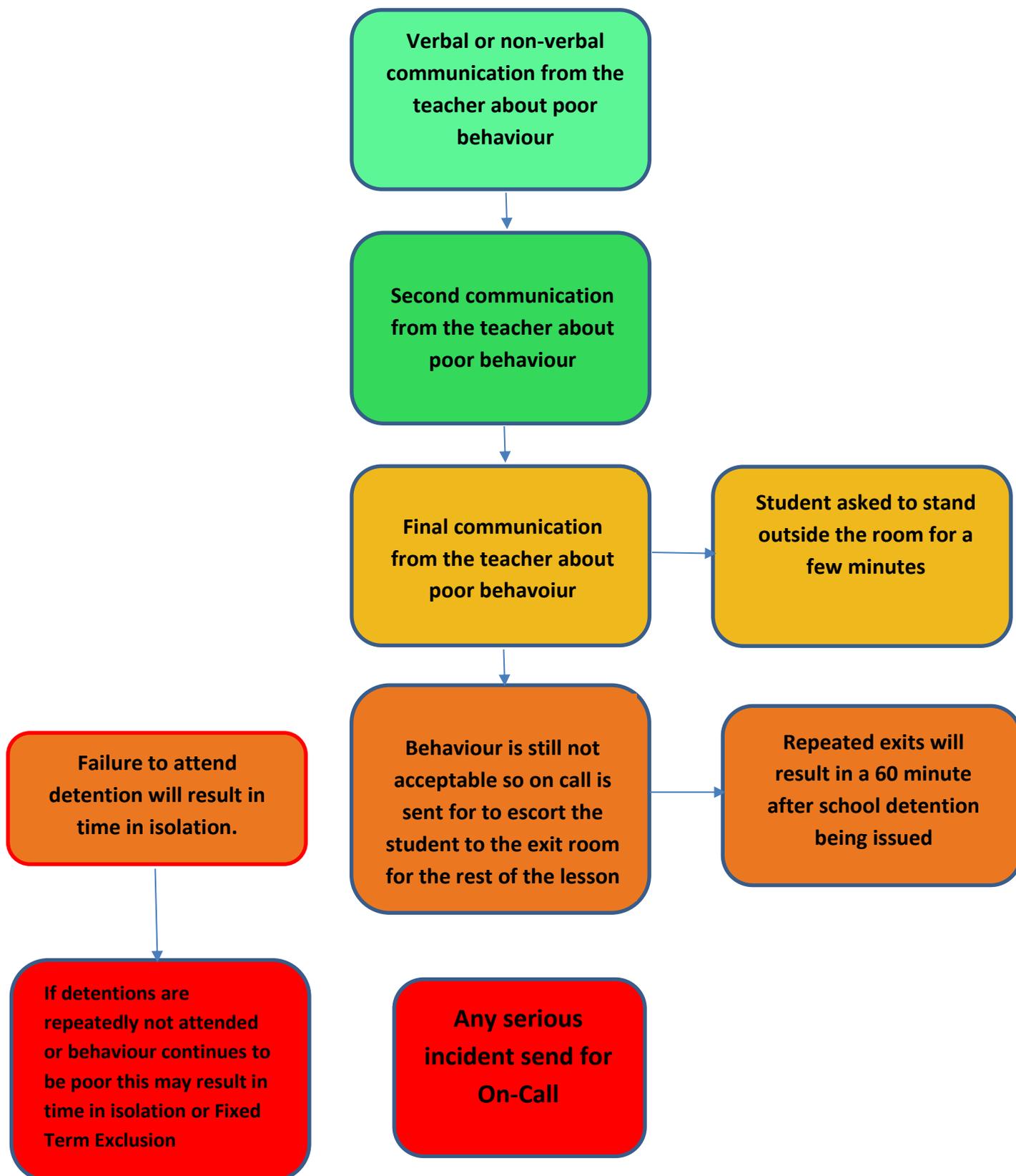
Students can be removed from the school site for the following criminal, medical, or uniform reasons:

- a) Accusations of a serious criminal offence that took place outside the school's jurisdiction. This may mean the student is educated off site for a certain period, subject to review at regular intervals.
- b) Medical reasons where a student's presence on the school site represents a serious risk to the health or safety of other students or school staff. In these circumstances, after consultation with parents, the Head of Academy may send the student home.
- c) Where a student is breaking the school's rules on appearance or uniform the school can authorise a student to leave the school premises briefly in order to rectify. This is not exclusion but an authorised absence. www.education.gov.uk.

Behaviour Modification Process (BMP)



NETHERTHORPE SCHOOL
BEHAVIOUR PROCESS – CLASSROOM



6th Form Behaviour Modification Process

