

School Policy 4 – Discipline

“My child, don’t reject the Lord’s discipline, and don’t be upset when he corrects you. For the Lord corrects those he loves, just as a father corrects a child in whom he delights.” Proverbs 3:11-12

The Governors’ Committee responsible for this is the Ethos and Pastoral Care Committee.

In 2019/20, the person in the school who prepares the text of this policy for the Governors is the Assistant Headteacher with responsibility for Learning Culture, supported by a team of nine, for the Headteacher.

Discipline is an important concept in Christian education, linked to the three great Christian virtues of faith, hope and love. St. Paul talks about *the obedience of faith* - it is our actions which reveal what we really believe. Proverbs links vision and discipline – *where there is no vision (or word of the Lord), the people cast off restraint*. The writer to the Hebrews recalls Proverbs: “My child, don’t reject the Lord’s discipline, and don’t be upset when he corrects you. For the Lord corrects those he loves, just as a father corrects a child in whom he delights.” Love does not allow us to continue going the wrong way uncorrected, but there is a difference between human discipline of children, “for a short time as it seemed best to them” and the love and discipline of God, which is “for our good”. School discipline is therefore important, but provisional, and needs much thought.

Introduction – Governors’ statement

1. Archbishop Tenison’s is a Church of England comprehensive school, seeking to provide ‘academic excellence for each person in a Christian community’.
2. The Governors recognise that good discipline in school and cordial relationships depend on positive liaison and cooperation between home and school. Parents and carers need to join the school in having high expectations, praising constructive behaviour and in making clear that poor behaviour is unacceptable.
3. Within school, the Governors appreciate that an interesting curriculum with well taught lessons, in which pupils know that they are learning and progressing, is at the heart of good discipline. Pupils and older students alike, of whatever ability, need to feel that their work is valued and to receive encouragement and to know how they can develop further.
4. The Governors believe that a culture of praise and reward is far more effective and beneficial than one that is overly critical and demeaning. However, spurious praise is self-defeating. The Governors’ policy is that the school should develop an effective system of rewards and where needed, of sanctions.
5. There is a link between good discipline and good learning, as each subject has its own way of working, which has to be accepted and appreciated, if pupils are to progress in it well.
6. The school’s pastoral system should ensure that every child or student is well known and that his/her needs are carefully considered. It should facilitate good contact between school and home, to alert parents/carers of notable successes or potential problems.

7. We are responsible for the safeguarding and well-being of all pupils. See the Anti-Bullying Policy, Equal Opportunities Policy and Safeguarding Policy.
8. The Governors will give strong support to the Headteacher and staff when it becomes necessary to deal with breaches of school rules and the Home-School Agreement, whether these are 'one-off incidents', a pattern of poor behaviour or persistent disruption of lessons. The disruption of lessons is particularly serious as it involves depriving other pupils of their education. The Governors will support the Headteacher in taking vigorous action against all conduct which contravenes UK law.
9. Archbishop Tenison's is a church school and the Governors believe that it is and should be permeated by Christian values, including generosity and forgiveness. However, the Governors and Headteacher are responsible for the progress and welfare of all the pupils and students. This can make it a sad necessity, occasionally, temporarily or even permanently, to exclude a pupil or student whose conduct is detrimental to the welfare and progress of others or of good school discipline.
10. The Headteacher has responsibility for the internal organisation, management and control of the school and for implementation of the strategic framework (of which this is part) established by the Governing Body.

Rationale

It is the aim of this policy to establish the accepted reasons behind poor self-discipline and the strategies and actions used to promote good behaviour and address poor behaviour. The best form of discipline is self-discipline; the encouragement of self-discipline is what leads to an individual changing their behaviour.

Responsibilities

The Headteacher is responsible for implementing this policy across the school community and is assisted in this by senior leaders, Heads of Year and Heads of Department and all members of the school staff.

Proper records must be kept of both rewards and sanctions and parents/carers must be kept informed.

Principles

Good behaviour can be learned and taught and has to be modelled by adults, senior students and peers. High expectations are vital for achieving high standards.

Good discipline is present in a school where the focus is on the teaching and the learning and the progress of individuals and where behaving well has a purpose.

Committed and consistent follow-up of both rewards and sanctions by all staff is vital.

There are many reasons why a pupil or student might behave in a way which is not acceptable; these include but are not limited to:

- Low self-esteem
- Anxiety

- An inappropriate curriculum
- Poorly-planned lessons that lack challenge
- Lack of motivation
- Problems at home
- Problems with peers
- Feelings of alienation
- Connections and reputation outside of school
- Staff inconsistency
- Medical problems
- Adverse childhood experiences
- Poor self-discipline
- Lack of resilience

Code of Conduct

'I have come that you may have life and have it to the full'. (John 10 v 10)

In our Christian context, the Code of Conduct is underpinned by the Cs of:

Courtesy - whatever the circumstances

Calmness - and self-control around the school

Concentration – fully on the task in hand

Confidence - that we all have the ability to fulfil our calling as pupil or student

Consideration - of others. Show faith, hope and love.

The code of conduct is seen in the Home/School agreement which highlights the relationship, the rights and the responsibilities of pupil, parent/carers and the school.

(See **Appendix A** for a copy of the Home-School Agreement)

School Rules

- Mobile phones, headphones and earphones are to be kept out of sight on site and are brought in at pupils' own risk (see Mobile Phone Policy).
- No items of value are to be brought to school; the Governors will not accept responsibility for personal property that is lost or damaged.
- Staff and Sixth Form students only use the main entrance to school.
- Movement around the school follows the one-way system; everyone walks on the left-hand side of corridors and stairs.
- Pupils may only drink water in lessons; other drinks are kept for break and lunch, however, energy drinks are banned in school.
- Football and other ball games are not to be played in the quad or by the seating area at the front of the school.

Supporting good discipline

'Emotionally mature adults... are patient, encouraging and kind. Through the fog of anger they keep everyone safe... Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others.' (Paul Dix)

'There's no rule that says someone who sets the agenda and is in charge cannot be natural, warm and humane.' (Andy Vass)

Positive framing serves as a reminder to a pupil about their self-discipline and allows them to correct their own behaviour.

Persistence counts.

It is well said that it is not the severity of the consequence which makes it effective, but the certainty.

When we work as a team to the same standards, then it does make it easier for everyone; we are not working in isolation, what happens in this classroom has a consequence beyond it and the school as a whole also has a role to play in making each lesson a good one. Heads of Department are responsible for the good discipline within their areas of the school. Heads of Year are responsible for the good discipline of the pupils in their care. This includes having policies for how things work in their area, developing strategies with their teams for effective support of one another and encouraging each member of staff to make an important contribution to the whole. Both have their own weekly detentions as one part of their repertoire. Both belong to a strong middle leadership team in the school, have a direct connection to a member of the Senior Leadership Team and the opportunity to make formal contact with parents/carers, when necessary. The Teacher on Duty is the immediate expression of the school's support for classroom teachers at this level.

(See **Appendix B** for Tenison's micro-scripts that were created by our staff to support us in our use of a Tenison's Universal Language. Key idea: to support staff in their careful PPICK-ing of the language we use with our pupils. It should be: Professional, Positive, Inclusive, Consistent, Kind.)

Language and Communication

You can only control your own behaviour in the classroom.

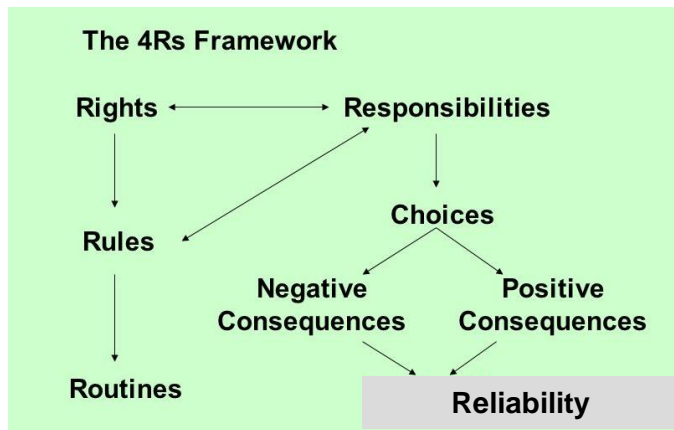
Recognise that young people will make mistakes; they will test the boundaries – this is normal and natural.

Everything you say and how you say it triggers emotional response.

It is important for us to work as a whole staff on developing a consistent, reliable language

These 10 actions help to ensure that the classroom climate is a good, positive one!

1. Plan for good behaviour- know your class and prior data, referring to the SEND policy and SEND Passports. Also, planning for a positive start- for example... Greet at the door, a seating plan, knowing names
2. Work within the '4Rs' framework



3. Use the language of choice

Rights

- *Each person has the right to be taught and to learn*
- *Each person has the right to feel safe*
- *Each person has the right to be treated with dignity and respect*

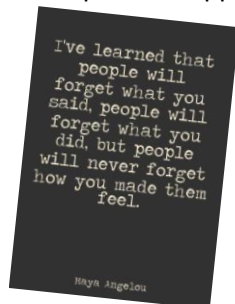
Rules

- *The school rules e.g. following the one-way system*
- *The teacher's classroom rules e.g. when the teacher is talking the pupils are listening*

Routines

- *For example, moving between lessons calmly and with purpose*

4. Separate inappropriate behaviour from the child



Primary behaviours
(often the most common behaviours that annoy teachers)
e.g.

- Not following instructions the first time
- Talking out of turn
- Out of seat
- Disrupting others

Secondary behaviours
e.g.

- Going off on a tangent to redirect attention from the original behaviour
- Huffing, puffing, kissing teeth.
- Last word syndrome

5. Keep the focus on primary behaviours
6. Actively build trust and rapport
7. Model the behaviour you wish to see.
8. Work to repair and restore relationships
9. Always follow up on issues that count
10. **Teaching** pupils what you expect (by explanation, demonstration, modelling and practice) and **training** them (instilling routines, insisting that they take their responsibilities seriously and giving recognition when something is done well) equips them for their calling.

Rewards

As with all areas of this policy – consistency is key. When we all work as a team to the same standards it makes it easier for everyone with both rewards and sanctions.

Following a pro-active approach to behaviour and positively reinforcing behaviours we want to see in our school community is key. The 5:1 ratio theory is that for every criticism or complaint the teacher issues, they should aim to give five specific compliments, approval statements and positive comments or non-verbal gestures.

Note of achievement:	Examples of why you might award an achievement point:	Recorded by:
House Point (5 House Points is equal to 1 Merit)	Quick start to work Good point made in class	Teacher / Tutor in planners (House Point cards are given, by pupils, to Reception, who will put the Merit on SIMs)
Merit	Excellent classwork or homework Service to the school and/or local community	Teacher / Tutor on SIMs

Accumulation of merits and exceptional achievements:

What:	Who organises this?	When is this rewarded?
10 merits	Mrs Banks requests that Mrs Yeates prints certificates weekly. Tutors sign certificates and put them in the box in the staffroom (on the windowsill).	Head of Year gives certificates out in Head of Year assembly, weekly.
25 merits	Head of Year contacts home.	Weekly.
50 merits	Mrs Pinto organises certificate.	Termly.
Tenaciter badge- blue writing 40 merits or more for two terms	Organised by Miss Eyre, given out by Head of Year.	Head of Year in end of term assemblies.
Tenaciter badge- yellow writing 40 merits or more for four terms	Organised by Miss Eyre, given out by Head of Year.	Head of Year in end of term assemblies.
Tenaciter badge- silver writing 40 merits or more for six terms	Organised by Miss Eyre, given out by Head of Year.	Head of Year in end of term assemblies.
Tenaciter badge- black writing 40 merits or more for eight terms	Organised by Miss Eyre, given out by Head of Year.	Head of Year in end of term assemblies.
Tenaciter badge- black writing x2 40 merits or more for ten terms	Organised by Miss Eyre, given out by Head of Year.	Head of Year in end of term assemblies.
Headteacher's Commendation Exceptional achievements of any kind.	Any member of staff to email Mrs Rathbone with nominations.	Headteacher, weekly.
Governor's Commendation Issued to 1 or 2 outstanding pupils in a Year Group, for academic success and effort as well as participation in school activities.	Head of Year nominates two pupils in their Year Group for each Governor's Reception.	Given out by Governors at the Governor's Reception twice per year. Cash prize.

Further recognition of positive contributions to our school community and attitude to learning include, but are not limited to:

Presentation evenings

Sports' Presentation Evening

Departmental awards such as Sports Colours: Bronze- represent our school in a sport on 3+ occasions (KS3); Silver- represent our school in a sport on 3+ occasions (KS4); Gold- representing the district in a sport. Music Colours: in YR7-11 When a pupil has performed publicly 5 times, they earn a bronze Music badge, 5 more earns silver, 5 more earns gold. For Sixth Form, they earn a pin badge after 5 performances.

Certificates to celebrate achievement in different subjects, for example, commitment to 1-1 music lessons, excellent effort in English, most improved pupil, etc.

Letters from Departments and Heads of Year celebrating successes.

Reward trips- pupils will be invited on rewards trips on a termly basis (for example after school ice skating etc).

Senior Leadership Team stickers given for courteous behaviour or excellent work seen in learning walk etc.

Progress check template- praise for those who are all lilac/progressing from all Head of Year. Plus, follow-ups for those who do not- email and meeting with Head of Year.

Sanctions

Good classroom management seeks to remind pupils of good behaviour and to redirect them early, allowing them to correct and regulate their behaviour and further develop their self-discipline. Allowing pupils time to correct their behaviour can avoid a formal sanction and develop and improve relationships.

Pre-levels (signal/word/note)

The pre-levels are used to support and reinforce the self-discipline we expect. Green levels are used as reminders and amber for pupils who continue to need reminding of expectations.

Signal	<ul style="list-style-type: none">- Use a non-verbal 'signal' e.g. pushing the palm of the hand down matched with a raise of the eyebrows and a smile- Consider focusing attention on positive behaviours of others to allow the pupil 'take up time' and a chance to not lose face. <i>Standing staring and waiting only presents the challenge of will you or won't you..</i>- If the pupil often shows challenging behaviours consider repeating this stage again using a different signal or proximity etc.
Word	<ul style="list-style-type: none">- Have a 'word' with the pupil e.g. a simple rule reminder... <i>'remember the rule about..'</i>- Again, consider focusing attention on positive behaviours of others to allow the pupil 'take up time' and a chance to not lose face. <i>Standing staring and waiting or directly challenging the pupil in front of the class only presents the challenge of will you or won't you.</i>- Consider using statements to encourage cognitive dissonance e.g. <i>'when you are out of your seat it makes it hard for me to teach the class, if you stay in your seat the class is more focused and can make better progress together.'</i>- If the pupil often shows challenging behaviours consider repeating this stage again using a different word or tonality, proximity etc.
Note	<ul style="list-style-type: none">- Use a written 'note' e.g. a message to the parents/carers or tutor in the planner, an e-mail to the tutor.- Consider using the language of choice alongside this strategy. E.g. <i>'if you choose to continue ignoring this instruction the consequence will be to.. stand outside briefly while I get the class started/stay at the end of the lesson/come back at break/lunch or suitable alternative.'</i>

Formal action.

Following the use of the pre-levels, it may be necessary to move to formal action, moving on to the red phase of teacher action:

- Demerit (issued for not listening or working quietly/in silence when requested)- see below for details of consequences following the issuing of a demerit.
- ToD – Teacher on Duty should be called to support the classroom teacher. On arrival at the classroom, the Teacher on Duty can then take out a pupil who is disrupting the class and decide with the teacher whether this pupil is:
 - (a) now ready to resume the lesson
 - (b) returns only subject to certain conditions
 - (c) is moved to another classroom according to the parking rota for that subject or

- (d) has to be removed immediately by the Teacher on Duty for a potentially serious reason.
- Parking – used for persistent disruption to learning or defiance.
- Teacher detention- see Detentions Pathway.
- Seclusion- staffed from 8am to 3pm each day. Dawn Hutchinson (HUD) oversees the organisation of this room and collects work from teaching staff for pupils as well as general work from Departments. It has three purposes:
 - supervised silent work (such as a pupil who needs to catch up on a test missed)
 - seclusion (booked in advance for a day at a time)
 - somewhere to put a pupil for safeguarding reasons (e.g. has been involved in an altercation at lunch-time and needs to be kept safe until sent home).
 - It is not used for “parking”.

Other formal actions include Everyday Detentions and Late to School Detention.

Demerit	Consequence
One	Logged on to system as a record. Tutor has conversation with tutee. Communicated home automatically via School Gateway. Teacher to email / call / letter home as appropriate if issue is reoccurring.
Five	Tutor Detention: Tutor actions letter home and issues detention of up to 30 minutes. Tutor report.
Ten	Head of Year Detention: Head of Year actions letter home and issues detention of up to 60 minutes. Head of Year report and meeting with parents/carers.
Twenty	School Action: School 1 Detention of up to 90 minutes. Senior Leadership Team actions letter home.

Demerits will be calculated on a termly basis with Head of Year monitoring this and ensuring those who are close to five / ten / twenty by the end of the term are closely monitored next term.

In addition to consequences outlined above, those who rapidly accrue demerits may be referred to the Pupil Support Room by Head of Year. Please see Pupil Support Room Policy for more details.

The grids here illustrate the stepped approach to sanctions in our school, however, there will be some cases where it will be appropriate to instigate a higher-level consequence immediately because of the severity of the actions of the pupil.

Detentions Pathway.

At each detention, the pupil begins by completing a reflective questionnaire (Appendix C- the reflective questionnaire) which is given to the relevant member of staff to inform their follow-up restorative meeting which should take place before the next lesson.

Detention type	Set and run by	How long?	Set for	How to set	What if a student does not attend?
1 Tutor's Everyday Detention in Year Teams *	Tutors after school as required	Day 1- 15mins Day 2- 30 mins Day 3- refer to Head of Year for Middle Leader Detention	No pen/equipment Not having correct uniform Not arriving on time Not starting / ending lesson properly Not moving around the site properly	Teacher records on SIMs, Ms Hutchinson will run a report and pass to tutors via registers for pm registration.	Check if pupil was in school. If present, refer to Head of Year for Middle Leader Detention. If pupil was absent, re-set detention.
Tutor Demerit Detention		30mins	Demerit		
2 Middle Leader	Head of Department and Head of Year	60 mins	Reasons include, but are not limited to: Failure to attend Teacher Detention Persistent failure to complete homework Persistently late to lesson Persistent disruption to learning Being parked from a lesson- one subject- Head of Department 2 Demerits in one week- Head of Year. Defiance	Teacher/tutor places note or sticker in planner, or emails/calls home	Check if pupil was in school. If present, refer to Senior Leadership Team link for Senior Leader Detention. If pupil was absent, re-set detention.
3 Senior Leader (School 1)	Senior Leadership Team	90 mins	Reasons include, but are not limited to: Failure to attend Middle Leader Detention Persistent defiance Being parked from more than one lesson in a week Repeatedly late to school Repeated defiance	Head of Department/Head of Year emails or calls home	Check if pupil was in school. If present, pupil to be seen by Senior Leadership Team first thing Thursday morning. If pupil was absent, re-set detention.

4 Headteacher (School 2)	Senior Leadership Team	2 hrs	Reasons include, but are not limited to: Failure to attend Senior Leader Detention Repeated Senior Leader Detentions for defiance Truancy	Formal letter sent by Mrs Rathbone	Check if pupil was in school. If present, Governor's Exclusion issued.
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*Everyday Detentions are over-seen by Heads of Year and take place Tuesday – Friday. Each tutor from each Year Team is responsible for one day per week. As tutors may be responsible for running Demerit Detentions for their Tutor Group in addition to this detention, it is advisable to run the 30 minute Demerit Detention on the same day as tutors are responsible for Year Team's Everyday Detention. As from September 2020 30 minutes of Directed Time per week has been made available for teacher to contribute to this system of Tutor Everyday Detentions. Those teachers who are not Form Tutors in Years 7-11 are asked to contribute to the supervision of the Late to School Detention instead (see below).

If a pupil does not complete the detention in the manner that is expected, i.e. the pupil is defiant or uncooperative, the pupil will be sent home and will complete the next level detention the following day or when next available.

Late to School Detention.

In addition to the Detention Pathway, pupils will receive a Late Detention if they arrive late for school; this detention will be daily for 30mins for the first time the pupil arrives late in a week, 60 mins for the second time, School 1 for the third time, School 2 for the fourth. More details can be found in the Punctuality Policy.

Teacher on Duty.

For each lesson in the week a Middle or Senior Leader is assigned as the *Teacher on Duty*. The Teacher on Duty will be supported by a second school leader, usually a member of the SLT, who will support the Teacher of Duty with removals or follow-ups as needed. This colleague is easily contactable by pressing the top right-hand button on SIMs which will alert Reception that Teacher on Duty is required. Reception will radio the Teacher on Duty who will have collected their Walkie-Talkie promptly at the start of the period.

On arrival at the class, the Teacher on Duty can then take out a pupil who is disrupting the class and decide with the teacher whether this pupil is:

- (a) now ready to resume the lesson
- (b) returns only subject to certain conditions
- (c) is parked and moved to another classroom according to the parking rota for that subject or
- (d) has to be removed immediately by the Teacher on Duty for a potentially serious reason.

Parking.

An incident of parking must be logged by the classroom teacher on SIMs by right-clicking on a pupil's name and selecting 'parked' and the classroom teacher must follow-up with a HoD Detention, informing home of the incident. If a pupil is removed from a lesson, the HoD will arrange for the pupil to complete their next lesson for that subject in the subject's parking room. This must be carried out alongside a restorative meeting between teacher, pupil and HoD.

If a child is parked twice in one day, they will complete an immediate Formal Review with their HoY or a member of SLT; it may also be possible for the child to go to the Pupil Referral Room. They will not go to any further lessons that day. The pupil will either be with SLT, in Seclusion, in the Pupil Support Room for an immediate assessment or further action may be taken- see section below. HoY or SLT will call home to inform home of the incident which will be informed by the Formal Review already complete, they will also keep teachers from the lessons the pupil has been parked from informed of follow-ups. A copy of the Formal Review will go to HoY and kept on the pupil's file and a copy will also go to the Assistant Headteacher for Learning Culture. Unless a more serious sanction applies, the pupil will then complete a School 1 Detention. Reception will keep note of pupils parked as the day progresses.

(Please see **Appendix E** for a copy of the Formal Parking Review.)

Pupils who continue to not adhere to the discipline policy or respond to its rewards and sanctions:

Further actions include:

- Senior Leadership Team Report
- Pastoral Support Plan – in conjunction with Head of Year and Senior Leadership Team Link to be used with pupils considered to be at high risk of permanent exclusion.
- Use of the Supervision Room for a day's seclusion (8am to 2.10pm with supervised break and lunchtime)
- Referral to the Pupil Referral Room by Head of Year
- Governors' Exclusion for serious misdemeanours or persistent and deliberate poor discipline. (2pm to 5pm followed by meeting with parent/carer, Senior Leadership Team member and Governor. The pupil will remain out of lessons until this meeting has taken place.)
- Fixed-term exclusion.
- Within the borough of Croydon there is an agreement between schools to enable managed moves to take place between one school another when this is considered necessary.

Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules.

Any such physical contact with students should be reported immediately to a member of the Senior Leadership Team and Headteacher. Where reasonable force has had to be used parents/carers will be included in the report of the incident.

Appendix C

Reflections

‘I have come that you may have life and have it to the full’. (John 10 v 10)

Code of conduct link here:

This sheet will help with the conversation you will have with your teacher before your next lesson.

Points of reflection:	My thoughts:
Describe the reason you’re here in detention.	
What were you thinking at the time?	
Who was affected?	
How were they affected?	
What do you need to do differently in the future?	

Other points I would like to make:	

Appendix D

Quotations for this appendix are taken from the following document: 'Exclusion from maintained schools, academies and pupil referral units in England' -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Exclusions.

'Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.'

Fixed-term Exclusions:

'A fixed-period exclusion does not have to be for a continuous period. (Annex B of this guidance, a nonstatutory guide for head teachers, summarises the requirements for head teachers, but should not be used as a substitute for this guidance or the relevant legislation.)

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.'

Permanent Exclusions:

A permanent exclusion can be made in accordance with the guidance issued by the DfE.

'permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.'

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with a child and should normally be used as a last resort. There will, however, be exceptional circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a child for a first or one-off offence.

Categories for exclusions as used by the local authority for recording any school exclusions-

- **Physical assault against a pupil**
Includes: fighting, violent behaviour, wounding, obstruction and jostling
- **Physical assault against an adult**
Includes: violent behaviour, wounding, obstruction and jostling
- **Verbal abuse/threatening behaviour against a pupil**
Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse harassment, verbal intimidation
- **Verbal abuse/threatening behaviour against an adult**
Includes: threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation,

- **Bullying**
Includes: verbal, physical, homophobic bullying, racist bullying
- **Racist abuse**
Includes: racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying, racist graffiti
- **Sexual misconduct**
Includes: sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti
- **Drug and alcohol related incidents**
Includes: possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking alcohol abuse, substance abuse
- **Damage**
Includes: damage to school or personal property belonging to any member of the school community: vandalism, arson, and graffiti
- **Theft**
Includes: stealing school property, stealing personal property (pupil or adult), stealing from local shops, on a school outing
- **Persistent disruptive behaviour**
Includes challenging behaviour, disobedience, persistent violation of school rules
- **Other**
Includes: incidents which are not covered by the categories above but this category should be used sparingly
- **Possession of an offensive weapon**

Appendix E.

This form must be passed to the pupil's HoY to be put in the pupil's file and a copy must also go to the Assistant Headteacher for Learning Culture.

Formal Parking Review Record

Name:

Tutor Group:

Day:

Date:

HoY or SLT member conducting Formal Review:

Lessons from which this pupil had to be removed and period:

First lesson:

Second lesson:

Reason for each removal:

First lesson:

Second lesson:

What the pupil needs to do differently in future:

1. _____
2. _____

Signature of pupil, agreeing that this is a fair and accurate account of why they have been parked and that they agree with the steps they must take to ensure they are not parked again:

Summary of discussion with home:

Members of staff who were teaching the lessons pupil was parked from who need to be informed of follow-ups: