



# Behaviour Policy

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**Person Responsible** Mr A Ide

**Frequency of Review** Annually

**Authorisation By** Trustees

**Authorisation Date** September 2023



**South Craven School**  
SUPPORTED BY SOUTH CRAVEN ACADEMY TRUST

**Aims:** At South Craven, every person matters. We aim to provide a safe, calm, structured and positive environment within which mutual respect is paramount and students are able to learn and develop their characters to be responsible and content global citizens.

### **1.1 Aims for the Community**

This policy aims to:

- Promote a culture in which all students are able to learn to the best of their ability and teachers can teach the curriculum without disruption;
- Maintain a safe, calm and harmonious environment based on trust, mutual respect and courtesy, in which all members of the community feel protected, valued and able to contribute;
- Provide a clear framework so that staff, students, parents/carers or guardians and all members of the community understand what is expected of them;
- Promote a shared understanding of acceptable behaviour based on our desire to help shape moral, principled and socially aware citizens;
- Ensure that the rights of all are maintained and respected equally.

### **1.2 Aims for the Individual**

The policy aims to ensure that the rights of all members of the school community are upheld and protected.

Each student has the right to:

- Feel safe and protected by the school environment;
- Be able to learn and achieve at the highest level without experiencing disruption to their learning;
- Take responsibility for their own behaviour and actions and accept the consequences these choices bring;
- Be aware of the impact of their behaviour on other members of our community, so that they can become morally sound members of the school and wider community;
- Feel safe, free from bullying or any discriminatory behaviour, be valued and respected;

- Have their successes recognised through praise, encouragement and the rewards system;
- Be consulted about changes to this policy through Student Voice.

Each member of staff has the right to:

- Feel safe and protected in their work environment;
- Be able to work effectively in an atmosphere conducive to good discipline;
- Feel valued, heard and respected;
- Know how to access and utilise appropriate sanctions within their teaching space, and receive timely and effective support in enforcing these sanctions;
- Be given access to appropriate CPD, coaching and support to enable them to develop as behaviour managers, especially when difficulties are encountered;
- Be trained in using the in-house behaviour management systems including Class Charts and Call Out;
- Be supported in their actions and intentions by parents/carers or guardians with appropriate support and input from senior leaders if this support is not forthcoming;
- Be consulted about changes to this policy.

Each parent/carers or guardian has the right to:

- Be informed about the school's expectations and sanctions;
- Be made aware of important issues with their child's behaviour in school;
- Have access to conduct points through Class Charts - both positive and negative with an understanding of why they have been given;
- Know who the most appropriate member of staff is to contact should they have concerns or questions;
- Understand their rights and responsibilities as parents/carers or guardians within the school community;
- Be consulted about changes to this policy through focus groups and our website.

## **2. Scope of the Policy**

The Behaviour Policy applies to all students (Years 7 – 13):

- On school premises, during school hours or during after-school activities;
- On the way to or from school, including on buses;
- Under supervision on off-site visits, including residential trips and sporting events;
- Behaving in a way that could damage the name of South Craven School while in school uniform;
- Representing the school, for example whilst on work experience or visiting another school or education setting;
- Intimidating or threatening another student or member of staff either physically or virtually. The scope of this policy covers these events occurring either on or off school site.

## **3. Roles and Responsibilities**

Students have the responsibility to:

- Attend each school day on time;
- Follow the school's rules and accept responsibility for their mistakes when they fail to;
- Obey without question any reasonable instruction from a member of staff at first time of asking;
- Treat all members of our community with respect, listen to and tolerate their views;
- Report problems to an appropriate member of staff so they can be dealt with in a timely and effective manner;
- Allow teachers to teach and other students to learn without disruption;
- Arrive at lessons on time with the appropriate equipment, devices charged and a positive attitude to work to the best of their ability;
- Complete work and homework to the best of their ability within the time deadlines set by teachers;
- Seek help with work when there are barriers preventing comprehension and understanding;
- Not bully others in any form, including online, abuse them or their property;
- Avoid any forms of aggressive behaviour including verbally aggressive.

- Be in full school uniform as per the uniform policy (including appropriate jewellery, following the make- up rules and skirt length rules): see separate policy on website.

Staff have the responsibility to:

- Plan and deliver appropriate and challenging lessons, taking into account the ability range within the group and any special educational or emotional needs;
- Use the Teaching and Learning Principles;
- Be punctual to lessons;
- Provide a safe, stimulating and orderly environment for learning, encouraging all students to be able to contribute and succeed;
- Provide effective feedback to enable students to improve;
- Support and enforce the school rules consistently and fairly;
- Explain to students the reasons for sanctions and be prepared to listen to their point of view where it is appropriately expressed;
- Communicate with parents/carers or guardians as appropriate to provide them with relevant information to help their child progress;
- Support other staff members appropriately;
- Use the rewards and sanctions systems including Class Charts appropriately.

Parents/carers or guardians have the responsibility to:

- Ensure that they are familiar with school's expectations and rules as expressed in the home school agreement and Acceptable Use of Devices and mobile phone policies as found on the school website and read in conjunction with this document;
- Inform school about any issues that may affect a child's behaviour or attendance at school;
- Support the school in any reasonable action it takes to improve and modify a child's behaviour and/or attendance;
- Treat members of staff with respect and courtesy as expected by all members of our community;
- Model calm behaviour towards their child and our staff when dealing with issues.

Trustees have the responsibility to:

- Ensure that school's procedures are fair and consistent;
- Deal with complaints and appeals in line with the school's complaints procedure;
- Ensure that there is no discrimination or bias in the implementation of this policy;
- Review their statement of principles every two years.

#### **4. Promoting Good Behaviour**

4.1 We promote good behaviour within the school community by:

- Focussing on the positive aspects of students' behaviour through a culture of praise and reward;
- Develop good relationships with students/ parents/ carers and the wider community;
- Informing parents/carers or guardians and students on a daily basis of positives (merits and credits) and negatives (sanctions) recorded on Class Charts and the reasons for them;
- Communicating to students what we mean by acceptable behaviour including through assemblies, tutorials, lessons and by modelling acceptable behaviour as adults;
- Applying commonly agreed expectations, rules, sanctions and rewards consistently and fairly so that students understand what they need to do without contradiction;
- Placing positive and respectful relationships at the heart of our interactions with students, showing them warmth, understanding and mutual respect at all times;
- Providing support, guidance, CPD and effective systems so that staff can contribute to the development and promotion of good behaviour within the school;
- Providing further support, strategies and if needed interventions, to help those students who struggle to understand what acceptable behaviour looks like;

- Engaging parents/carers or guardians as partners in promoting good behaviour by having a transparent, publicly available, behaviour policy for the school which is updated annually.

#### **4.2 Teachers promote good behaviour in lessons by:**

- Using the Teaching & Learning Principles;
- Being skilled in relevant Behaviour for Learning strategies so that students experience a consistent approach to behaviour management within each of their lessons and disrupted learning is kept to a minimum;
- Applying the principle traits of the South Craven Learner when giving merits, credits and faculty/ pastoral commendations to students so that students understand the value of these traits and recognise the foundation of our behaviour ethos across the school;
- Creating a safe, stimulating and orderly environment for learning, maintaining an appropriate balance between praise and sanction;
- Actively use praise and record merits and credits on Class Charts to motivate and encourage students to contribute in class and succeed as a South Craven Learner;
- Planning and delivering appropriate and challenging lessons that are mindful of the ability range of the students and any specific educational need;
- Following the relevant faculty assessment for learning protocols to ensure students are provided with developmental feedback;
- Using Class Charts to inform seating plans that ensure minimum disruption and enhance the learning environment for all;
- Planning and setting homework tasks carefully and clearly so that students of all ability levels understand what they need to do;
- Explaining to students where behaviour is unacceptable and putting sanctions in place accordingly while being prepared to listen to the students' point of view when it is appropriately expressed;
- Challenging poor behaviour calmly and respectfully but firmly ensuring students are clear about the issue – poor behaviour is discussed with the student with the emphasis on modifying future behaviours and creating strong South Craven Learners.

## **5. Taking Account of Individual Student Needs**

A range of support is available to students to help them to overcome difficulties in meeting the school's expectations on behaviour and attendance.

These include:

- Coaching and support from form tutors, Heads of Year and Year TA's, Heads of Key Stages and faculty leaders. For our SEND cohort, Learning Support also offers critical support and guidance to ensure the safety, wellbeing and academic progress of students with an educational need – all SEND students have Learning Passports with specific individual strategies available to staff through Class Charts;
- Involvement of the designated lead for Looked After Children for children who fall into this category;
- In real time monitoring of students of concern by form tutors, Pastoral and Faculty Teams and the Senior Leadership Team through Class Charts;
- Use of support staff such as learning support and pastoral TA's;
- Targeted classroom intervention and strategies implemented by faculties and pastoral team as needed;
- A designated mentor who works with those students in main school who find themselves persistently being isolated or excluded;
- Use of Pastoral Support Plans where appropriate;
- A broad and balanced curriculum allowing student choice;
- Referral to the Attendance office and other external agencies;
- A specific staff member trained to support those suffering with Social, Emotional or Mental Health issues;
- A specific service designed to further the opportunities and outcomes of our disadvantaged students – including Breakfast Club;
- A specific staff member to support Young Carers;
- Professional guidance and advice around LGBTQ+ issues/ Equality and Diversity;
- Staff will always make reasonable adjustment when dealing with behaviour issues and treat each student individually and each case in its own context;
- Please see separate policies for anti-bullying, child on child abuse, including any hate crime.



In line with the DfE guidance for remote learning: The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

Scenarios where this might be necessary include:

- occasions when school leaders decide that it is not possible for their setting to open safely, for example, 'snow days'
- occasions when opening would contradict guidance or direction from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness.

In these circumstances, pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning. This should be done in line with the school's Remote Learning Procedures.

The school monitors suspension, exclusion, attendance and isolation data to ensure that particular groups are not being discriminated against in the application of the policy. This data is reported to Trustees on a termly basis.

## **6. Mobile Phones and Tablet Devices**

This section should be read in conjunction with our Acceptable Use Policy for mobile phones and electronic devices. The presence of a mobile phone or electronic device at school indicates an acceptance of the terms stated in our Acceptable Use Policy by both student and parent. The decision to use devices in lessons lies exclusively with the classroom teacher. Mobile phone use in lessons is not permitted.

Where an infringement occurs:

- Staff will provide the student with one warning to amend their behaviour;
- If this warning is ignored the mobile phone will be confiscated, see below:
- In the case of persistent infringements and refusal to comply with warnings, around mobile phones all staff have the right to confiscate a phone – this may be returned to the student during or at the end of the day by their

Head of Year or to a parent either on the same day or within a specified timeframe depending on the severity and frequency of issues;

- In some instances, mobile phones and tablets may be kept longer and given to the Police by the school to support investigations;
- Students who are placed in isolation will need to hand their phone over to a member of the isolation staff or SLT. This phone will be securely stored in isolation and returned to the student when they leave isolation or at the end of the day, whichever event occurs earlier.
- Students placed into isolation will hand their iPad to a member of isolation staff and given an iPad to use for the duration of time in isolation.
- Staff are encouraged not to confiscate tablets or laptop computers except in extreme cases or to safeguard the student or other citizens both in and outside school. Minor infringements should be reported through Class Charts.

### **Personal Music**

For Health and Safety reasons no students are allowed to move around site listening to music through any form of headphones or AirPods. All staff members have the power to confiscate headphones or other listening devices in this instance.

- Key Stage 3 and 4 (Years 7-11) students are not allowed to listen to music on devices or mobile phones at any time in school; Students are not allowed to use any form of headphones or AirPods anywhere on school site.
- Key Stage 5: students can listen to music in their designated social area during social times.

Students are not allowed to listen to personal music during a lesson at any time.

### **Use of toilets**

- The staff body encourage students to use the toilet at break/ lunchtime/ social times and not within lesson time as this can cause unnecessary disruption/lost learning time.
- Students must use their own year group toilets in their social areas in their social times. If at changeover students are not near their area toilets they may use other years toilets as a last resort.

- However, if there are reasons students do need to use the toilets in lesson time we ask parents/carers or guardians to inform the year team. A toilet pass may be issued.
- Students must not congregate in toilets and only one student is allowed per cubicle.

## **8. Banned Items and General Power to confiscate**

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member a school's staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

In the instance of confiscation items are often returned to the student at the end of the school day but may be kept for longer. While every precaution is taken to ensure that confiscated items are kept safely, the school does not take responsibility for their loss or damage (including mobile phones and electronic devices) and reserves the right to keep the item or dispose of it as they see fit.

All staff have the right to confiscate items from students and must do so when they see an item that is:

- A banned item;
- Against school uniform rules – for example a piece/pieces of jewellery;
- A threat to others – for example anything that could be construed as a weapon;
- A health or safety hazard – for example lighter, matches or a laser pen;
- Illegal for a child to have – for example cigarettes, vapes or vaping equipment, or other smoking paraphernalia or/and alcohol and/or drugs;
- Racist, pornographic or homophobic material, or any discriminatory material;
- Being used by the student to disrupt learning;
- A mobile phone or electronic device being used in contravention to the Acceptable Use Policy;
- Headphones, Air pods, ear buds or other personal listening devices;
- A Bluetooth or other type of speaker used to transmit publicly.

South Craven School maintain the right to amend this list in a way that is deemed reasonable and appropriate to maintain a safe and orderly school at any time during the school year.

## **9. Power to search students**

In order to safeguard our students and school and promote the well-being of our citizens South Craven School reserve the right to search a student or their belongings.

Schools are permitted to search students under the Education and Inspections Act 2006 and DfE Guidance for Schools on Searching, Screening and Confiscation (February 2014).

The power to search has been delegated by the Headteacher to all members of SLT. On the rare occasions where a decision is made for designated staff to search a student and/or their possessions, the student is always asked to comply first, to give consent and help staff in their search.

Designated staff are authorised to search pupils and their possessions without consent where they suspect the pupil has weapons, alcohol, illegal drugs including associated paraphernalia, stolen items, vapes or potentially inappropriate material on devices. Anyone searching a student or their possessions, with or without consent, must have another member of staff present as a witness. In the case of a search being deemed necessary one of the two members of staff should be the same gender as the student being searched. If anything is found staff have the right to remove and report to external agencies, including police if needed.

It is not necessary for South Craven School to seek written or verbal consent from a parent/carer or guardian before implementing a search, as stated in the searching, screening and confiscation advice from the DfE, January 2018.

Parents will be informed once the search is completed.

For use of Reasonable Force, please see separate policy on the website.

## **10. Rewards and Sanctions**

South Craven School operate a positive behaviour policy, with sanctions used only when absolutely necessary as part of a process to amend and modify unacceptable behaviour.

## **10.1 Rewards**

Many rewards are informal and given by the classroom teacher. Verbal praise to acknowledge improved behaviour, effort or excellent work is often the most effective means to motivate a student.

There is also a more formal system of rewards including:

- Merits - these are linked to the core Traits of the South Craven Learner and will be awarded, notified and recorded through Class Charts.
- Pastoral and Faculty Commendations
- Certificates, postcards and letters home for specific numbers of merits achieved
- Discounts or preferences for End of Year trips and prom tickets linked to numbers of merits
- Prize giving events
- Graduation evening for Sixth Form Students
- Head of Year rewards
- Headteacher recognition events and awards
- Rewards for 100% attendance
- Amazon vouchers to reward excellent South Craven Learners
- Competitions and challenges for form groups and between Year Groups
- Celebration assemblies
- Reward events e.g. breakfast mornings/trips.

## **10.2 Sanctions**

Sanctions are used to modify the behaviour of those students not meeting our expectations. Sanctions used are reasonable and proportionate, taking into account the individual needs of the student and the context of their experience of school. Sanctions in the Sixth Form are matched to the PRIDE agenda and exist to maintain the high standards of behaviour developed through pursuit of excellence as a South Craven Learner.

Dealing with low level disruption, minor and isolated incidents in lesson or on site

All staff are responsible for maintaining an orderly environment and insisting on high standards of behaviour at all times. A whole school approach is taken at South Craven School. Classroom teachers use Behaviour for Learning strategies to

deal with low level disruption in lessons; all members of staff are expected to challenge minor incidents they see around school. As every student matters at South Craven School and reasonable adjustment is made, each incident is dealt with taking contextual factors into account. We do not implement a behavioural pyramid system.

Strategies include:

- Clear reminders about acceptable behaviour and expectations around school and with uniform;
- Warnings – either visual or verbal;
- Reprimands;
- Relocation – within the classroom or to another classroom in the faculty;
- Brief time outs from the learning environment;

Where a classroom teacher feels the incident requires the addition of a sanction this should be recorded on Class Charts along with a brief description of:

- The behaviour that created the disruption or incident
- The action of the classroom teacher
- The outcome of the sanction – e.g. change of seating plan, faculty monitoring, break time detention/request for grounding, phone call home to parent.

When a classroom teacher has recorded a sanction on Class Charts in the manner above this suggests that the incident has been dealt with to the satisfaction of the classroom teacher and no further faculty or pastoral action is required.

Sanctions are monitored by form tutors, faculty and pastoral teams and SLT.

Where persistent problems occur further steps will be taken. All Heads of Year have the discretion to authorise, delay or cancel a detention for students who get 3 behaviour or late to school/lesson sanctions in a week.

### **Major incidents, repeated disruption or Non-compliance**

In instances of major incidents, repeated disruptive and unacceptable behaviour, rudeness or non-compliance or the failure of classroom applied sanctions to amend behaviour more serious sanctions will be applied:

- Report forms on class charts are used to record incidents.

- Lunch time groundings.
- Formal detention – this may be requested by Faculty or implemented by Pastoral Leads or SLT. Formal detentions are recorded through Class Charts and notified to parents/carers or guardians and students in this way (see more on detentions below).
- Placement in Isolation – this decision can only be made by Heads of Year and members of SLT and may form part of a CALL OUT process.
- Suspension – This decision can only be taken by the Headteacher or a designated Deputy Headteacher in the absence of the Headteacher.
- Use of placement in another school's isolation/ behaviour support unit.
- Placement in an alternative provision.
- Permanent Exclusion or Suspension - This decision can only be taken by the Headteacher or a designated Deputy Headteacher in the absence of the Headteacher
- A managed move to another school may be considered but the parents/carers or guardians would be involved in this decision.

## **Reports**

Where a student is placed on report this enables a clear partnership between parent and South Craven School.

At South Craven School we use three tiers of report:

1. Form tutor reports – primarily used to monitor the effort of a student
2. Faculty or subject report – where problems are specific to a certain subject
3. Head of Year/SLT report – specific targets formed in agreement with the student.

We ask parents/carers or guardians to look at these reports every day and sign them to prove they have been viewed and discussed at home. It is the responsibility of the student to keep the report card in good condition and report to the appropriate member of staff at the agreed times.

## **SLT Call-Out**

A designated member of SLT is on duty for every teaching session through the day. Where a situation demands it, a classroom teacher can request the support of SLT through Class Charts. If the situation can be resolved and the behaviour

amended it will be the intention of the SLT member to re-integrate the student into the classroom to continue with their learning. If this is deemed to be an unsuitable outcome given the context of the situation, the designated SLT member will remove the student to isolation or another appropriate setting. The outcome of the Call Out will be recorded on Class Charts.

SLT call out numbers are reported to Trustees on a termly basis.

### **School Detentions**

South Craven School has the legal right to place a student in a one hour after-school detention with or without parental consent provided that:

- The sanction is appropriate and reasonable
- Reasonable requests from parents/carers or guardians for a change of day have been taken into account.

The school will attempt to give parents/carers or guardians at least 24 hours' notice through Class Charts but retains the legal right to issue an immediate detention on the same day. The power to issue an immediate detention has been delegated by the Headteacher to Heads of Year and SLT. There is no need for written or verbal parental consent before a detention is issued. A referral to extra hour or study support has the legal force of a detention and can be insisted upon by the school. However, every effort will be made to work with parents/carers or guardians and acknowledge reasonable requests.

### **Isolation**

The isolation room is used to withdraw students from lessons in response to serious breaches of acceptable behaviour or failure to comply. Students may also be placed in isolation while the school investigates an incident or for the safeguarding and welfare of a student.

Students are provided with work and are supervised at all times. Placement into isolation includes social times so students will not be allowed to leave isolation at break or lunchtime (other than to be supervised to the dining hall to get their lunch if necessary). Students eat in the isolation room and are allowed toilet breaks at different times to the rest of the school populace.



Students are placed in the isolation room following a serious incident, call out or, in some instances as a location for internal suspension rather than being at home for a fixed term suspension. Only the isolation room manager, Heads of Year and SLT can place students in isolation.

Students who are placed in the isolation unit must hand their phone over to a member of SLT or isolation staff. This phone will be securely stored in isolation and returned to the student when they leave isolation or at the end of the day, whichever event occurs earlier.

Students placed into isolation will hand their iPad to a member of isolation staff and given an iPad to use for the duration of time in isolation. Members of SLT may arrange for a student to spend time in the isolation room of another local school if deemed necessary. This sanction is always done in consultation with parents/carers or guardians.

Parents/carers or guardians will be informed if a student has been placed in isolation as one aspect of a sanction. This may take the form of a notification on Class Charts, a phone call or an email or letter sent to the current home address held on our data management system. If a student is placed in isolation as part of an ongoing investigation or to write an account of an incident this will be not be notified to parents/carers or guardians unless the placement is subsequently formalised as being punitive. Isolation numbers are reported to Trustees on a termly basis.

### **Suspensions and Exclusions**

The Headteacher, or the delegated Deputy Headteacher in the absence of the Headteacher, may use suspensions or permanent exclusions in response to incidents deemed by the school to be very serious.

A list of incidents leading to possible suspension or permanent exclusion can be found in the Criteria for Exclusion (see below). This list is not exhaustive but gives an indication of the level of incident that may lead to a decision to suspend or exclude.

When deciding upon a suspension or permanent exclusion, the Headteacher will take account of any special educational needs, any disability that might affect the decision and any relevant cultural, religious or other contextual safeguarding

factors. The Headteacher will also keep a record of actions taken during the investigation of any incident that leads to a decision to suspend or exclude a student.

If a child is suspended or excluded from school, the school will:

- Inform the parent immediately, in writing, of the reason for the exclusion;
- Set work for the first five days of any suspension or exclusion;
- Provide alternative provision from Day 6 of any suspension; the LA becomes responsible for providing this in the case of a permanent exclusion;
- Arrange a readmission process in which the reasons for the suspension will be further discussed;
- Where appropriate, arrange for a Trustees' Disciplinary Committee to consider the exclusion or suspension.

A student will be placed in the Isolation Room during investigations leading to possible suspension or exclusion and for the remainder of the day on which a decision to suspend or exclude has been made, unless they are collected before the completion of that day by a parent. Students may also be placed in the isolation room on their return from suspension or exclusion.

Parents/carers or guardians have a legal responsibility to supervise students during the first five days of any suspension or permanent exclusion and can be subject to fixed term penalties if a child is seen out and unsupervised during that time. Suspensions and permanent exclusions are reported to Trustees on a termly basis.

### **Criteria for Suspension or Exclusion**

Suspension or Exclusion is not appropriate for:

- Poor self-discipline e.g. failure to complete homework, occasional lateness to lessons;
- Non-attendance (except in the case of Post 16 Students)
- Minor, isolated infringements of school uniform

Suspension may be appropriate for:

- Dangerous behaviour (where the safety of the student or others is put at risk);
- Deliberate touching or pushing, either actual or implied, with a member of the school community or their possessions with or without their permission;
- Cheating in exams/plagiarism
- Any behaviour that causes offence to a member of school or the wider community including jokes, comments and offensive language;
- Behaviour that challenges or defies staff authority and instruction;
- Persistent failure to comply with school's expectations, despite the use of other sanctions and support systems;
- Repeated referrals to isolation;
- Racially, or homophobically motivated incidents or any involvement in hate crime or discriminatory acts;
- Theft;
- Violation of the school no-smoking policy; including the use of vapes and vaping equipment;
- Repeated failure to comply with expectations around uniform;
- Vandalism or graffiti to school property, including outside of school hours;
- Inviting unauthorised personnel onto school site;
- Drinking of, or possession of, alcohol on school site;
- Arriving in school in an intoxicated state, under the influence of alcohol, drugs or solvents;
- Possession or use of a solvent or drug/substance;
- Possession of vaping equipment
- Threatening behaviour towards a member of staff or their family and/or their property (on or off school site, in person or digitally); including verbal abuse;
- False accusations against staff;
- Persistent bullying of any nature including cyberbullying
- Misusing images of another student or member of staff including image manipulation and editing;
- Being the leader of a bullying gang;
- Behaviour outside of school;
- Being in possession of a weapon on school site;

- Inappropriate internet access or inappropriate use of tablet devices/mobile phones;
- Deliberate activation of the school fire alarm;
- Verbal abuse/defiance towards a member of staff – including swearing or derogatory language;
- Assault – even in cases of self-defence/retaliation;
- Involvement in serious criminal proceedings or other police involvement deemed to be detrimental to the reputation of the school.

In the most extreme or serious incidences of any of the above a decision around permanent exclusion may be considered.

Permanent Exclusion may be appropriate for:

- Use of a solvent/drug/substance/alcohol on school site;
- Supply or trafficking of a drug/substance/alcohol/vapes
- Misusing, editing or manipulating images of another student or member of staff;
- Misuse of a mobile phone or tablet device;
- Bringing unauthorised personnel onto the site of South Craven School;
- Bringing a weapon onto school site;
- Threatening use of a weapon;
- Arson, vandalism or graffiti;
- Theft;
- False and malicious allegations against staff;
- Sexual assault;
- Non-attendance by a Post 16 Student;
- Repeated and persistent misbehaviour, as detailed in the criteria for suspension;
- Assault;
- Racially or Homophobically motivated incidents or involvement in any hate crime or discriminatory act;
- Persistent failure to comply with school expectations;
- Assault (actual or threatened) on a member of staff or their family including damage to their property.

For permanent exclusion to be appropriate, it must also be the case that allowing a student to remain at school would be detrimental to the education and/or welfare of students or other school citizens.

In the course of investigation of incidents, the school maintains the right to contact the police where it is deemed appropriate.

Permanent exclusion can result from a one-off incident where it is felt by the school to be sufficiently serious.

### **Safeguards**

The school will take all reasonable steps to ensure the permanent exclusion of a student is a last resort when all other options have been exhausted.

Such reasonable steps may include:

- Correct and timely use of the sanctions outlined in this policy;
- Interviews with the student and parents/carers or guardians;
- Meeting any special educational needs of the student;
- Negotiating agreements with the student and parents/carers or guardians;
- Issuing formal warnings and contracts;
- Removing the student from normal lessons for a limited period of time;
- Use of isolation and internal suspension;
- Fixed Term suspensions;
- The involvement of additional external support agencies;
- Use of a flexible curriculum;
- A period of time at a Pupil Referral Unit
- Access to other Alternative Provision centres linked to North Yorkshire or Bradford dependent on postcode.
- Accessing support from other schools/colleges in the area through professional hubs.
- Organising a Managed Move to another school.