



Behaviour for Learning Policy



MONK'S WALK SCHOOL

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The Monk's Walk School Behaviour for Learning Policy has been developed in collaboration with staff, students, parents and Trustees. This policy has been written in conjunction with the document: Behaviour in schools: Advice for headteachers and school staff DfE September 2022 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

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Aims

The aims of the Monk's Walk School Behaviour for Learning Policy are:

- To maintain a safe environment in which each student's behaviour is conducive to effective learning and to achieving their full potential.
- To encourage personal standards and develop learning habits which prepare students for successful employment and a positive contribution to society in their adult lives and to their own and others' wellbeing.

Principles

Like all of us, students work best when they have clear structures and guidelines which they understand. The Monk's Walk Behaviour for Learning Policy is based on:

- Clearly defined expectations for all students.
- Teaching learning habits based on the Hertfordshire Skills and Employability Framework that, when demonstrated, illustrate positive and productive behaviour.
- Teaching desirable behaviours and routines through the behaviour curriculum 'The Monk's Walk way'
- An emphasis on recognising, celebrating and rewarding progress and achievement using a staged and structured approach.
- Clearly defined consequences for not meeting the School's expectations, using a controlled, staged set of sanctions.
- On-going training for all staff in classroom management strategies, especially preventative strategies that reduce the need for consequences..
- The power to use reasonable force when necessary, as advised in the DfE guidance on the use of reasonable force (see "Use of reasonable force - advice for head teachers, staff and governing bodies", July 2013).

Purpose

The underlying objective of the behaviour for learning policy is to create a safe and calm environment in which all pupils are treated with dignity, can learn and reach their full potential.

School systems and social norms

Our Expectations (daily consistencies)

Students are expected to conform to these five basic daily consistencies at all times while at school:



- Attend School and all lessons every day
- Arrive to school and all lessons on time – being punctual.
- Wear the correct school uniform in the correct way every day.
- Maintain a positive attitude to learning at all times.
- Arrive to school and lessons with everything required to work (equipment)

Students will be awarded six points at the start of the day (one point for every lesson, plus one for form time). Students will have points deducted if any of the above daily consistencies are not met. Only one daily consistency point can be deducted in a single lesson. Daily consistency points will not be awarded to students that are absent that day. Students should maintain a minimum weekly average of 25 points to be showing that they are consistently following our 5 basic expectations. Access to school trips, fixtures and the school prom may be affected by a low overall conduct score.

Teaching behaviour through our MONKS Learning Habits.

To ensure that we have a positive approach to behaviour management, we have developed a framework of learning habits that will be taught alongside the main curricular and extracurricular activities as well as in the wider school community (during lesson changeover and at break and lunch time for example). The MONKS learning habits form a key part of our school culture and ethos and are outlined in our mission statement, as well as being displayed around the school.


Every classroom will display the MONKS behaviours as shown below and students will be taught and encouraged to demonstrate these habits that have been developed from the Hertfordshire Skills and Employability Framework. There are also visual reminders across the school site.

Every time a student demonstrates one of the habits, they will be recognised for this and awarded with either an M, O, N, K or S achievement point on EDULINK. This will contribute to their overall achievement points score but will also help to form a learning habit report for each ARD (Academic Review Day) and enable target setting for behaviour for the following term. The most valuable benefit of this system is that Monk's Walk students will hopefully feel better prepared for work and further education. **NB. The MONKS report will only report on the points that reflect the learning habits demonstrated below and not include points gained for attending school.**

Students can achieve MONKS achievements anytime and anywhere during the school day and on trips, visits, fixtures and through extracurricular activities. We believe that learning to become 'employable' is our responsibility not just in the classroom but throughout the whole school community.

The Monk's Walk way

As well as the MONKS learning habits, our behaviour curriculum 'The Monk's Walk Way' aims to teach students desirable behaviours so that they understand what behaviour is expected and encouraged and what is prohibited. This is taught once a week in form time and upon induction at year 7 and reinforced through assemblies. Teachers are encouraged to use aspects of this in lessons, for example for class entry and exit. Staff have been trained to use routines to teach and reinforce the behaviours expected of all pupils.

	Character Habit	How Do We Know?
M	<p style="text-align: center;">Be Motivated</p> <p style="text-align: center;"><i>prioritise and be proactive</i></p>	<ol style="list-style-type: none"> 1. Show a readiness and enthusiasm to learn 2. Show curiosity and independence in and outside of the classroom 3. Show how your work links to other things you have learnt in this subject or others 4. Take care and pride over the presentation of your work 5. Set yourself challenges and high expectations to meet your goals/targets
O	<p style="text-align: center;">Take Opportunities</p> <p style="text-align: center;"><i>be ambitious and adaptable</i></p>	<ol style="list-style-type: none"> 1. Take part in extracurricular and House activities and events 2. Improve yourself and your work by responding well to feedback 3. Ask questions to improve your understanding or further your knowledge 4. Attend sessions and use resources outside of the classroom to help support or improve academic work 5. Take a risk by attempting challenging tasks outside of your comfort zone
N	<p style="text-align: center;">Be Notable</p> <p style="text-align: center;"><i>confident and a team player</i></p>	<ol style="list-style-type: none"> 1. Volunteer for roles and responsibilities 2. Cooperate with others and recognise their skills and contributions 3. Show a willingness to positively contribute verbally to the class and to smaller groups 4. Communicate with adults and peers confidently and respectfully 5. Lead by example and bring out the best in others
K	<p style="text-align: center;">Be Kind</p> <p style="text-align: center;"><i>show respect and have good manners</i></p>	<ol style="list-style-type: none"> 1. Listen to others and their views without prejudice and with interest 2. Recognise the feelings and emotions of others and show empathy 3. Use manners during your interactions with staff and your peers 4. Look after the school and wider environment 5. Offer practical help and encouragement to support others
S	<p style="text-align: center;">Be Self-Regulated</p> <p style="text-align: center;"><i>resilient and self-reflective</i></p>	<ol style="list-style-type: none"> 1. Use equipment carefully 2. Follow instructions and rules without argument 3. Reflect on your actions and learning and make sensible choices 4. Show resilience and determination when faced with challenge 5. Report information to staff that helps reduce the risk of harm to others

Rewarding and Celebrating behaviour at Monk's Walk School

Our behaviour policy is designed to promote and reward positive behaviour. Students achieve points for attending school, demonstrating learning habits and fulfilling the daily consistencies. These points are recorded and tracked throughout the school year. Where students offer their services to the school community as guides, student receptionists, librarians or reps for school and year councils, these will be recognised through the MONKS learning habits. Similarly, achievements outside of school can also be recognised in this way. The number of achievement points will differ from a student's conduct score. This is because a conduct score is calculated by subtracting behaviour points from achievement points.

In addition to the numerous other ways we praise and reward success at Monk's Walk there are three main recognition awards that are presented at the end of year celebration assembly by the headteacher.



Gold award – Top 10% of overall conduct points* in the year group



**Silver award – Top 20% of overall conduct points* in the year group
(i.e. 11-20%)**



**Bronze award – Top 30% of overall conduct points* in the year group
(i.e. 21-30%)**

Our methods of celebrating achievement

- Achievement Assemblies for each year group take place termly, celebrating subject, pastoral, and extra-curricular achievements.
- Half-termly House Assemblies to share successes across age groups.
- Key Stage 3 and Key Stage 4 Celebration Evenings, attended by students, staff and parents.
- Headteacher commendations
- Headteacher and Head of Year achievement letters
- Departmental postcards – for students regularly demonstrating excellent attitude to learning and making high levels of progress in individual subjects.
- Year team postcards - contribution to the life of the school, or excellent or improved attendance/ATL.
- Examples of students' work displayed in classrooms and public areas.
- Departments, Houses and Year Teams use the school newsletter to celebrate achievement. Headteacher's commendation for outstanding achievement.
- Students conduct score will be recorded weekly in their planners.

*Conduct points are the total achievement points minus any behaviour points.

Our aim should be to create an environment where students are immersed in a culture of learning, achievement and success.

Term/Assembly	Achievement	Reward
Autumn Term - October Half term	<ul style="list-style-type: none"> • Gold conduct score – top 10% in year group 	<ul style="list-style-type: none"> • Head of Year letter, personally signed and posted home
Autumn Term - Christmas Achievement Assemblies	<ul style="list-style-type: none"> • Gold, Silver and Bronze conduct scores – top 10%, 20%, 30% of the year group • Attendance (outstanding 100% and excellent 97-99.9%) • Top MONKS scores in each category 	<ul style="list-style-type: none"> • Gold, Silver, Bronze certificates from HOY (A5) • Chocolate Gold medal for Gold winners • 100% attendance certificate • Bonus conduct points for attendance (100% = 25, 97-99.9% = 10 points) • Top MONKS Certificate and MONKS badge • Letter to parents posted home; Headteacher to sign Gold, HOY Bronze and Silver
Spring Term – Easter achievement Assemblies	<ul style="list-style-type: none"> • Gold, Silver and Bronze conduct scores – top 10%, 20%, 30% of the year group • Attendance (outstanding 100% and excellent 97-99.9%) • Top MONKS scores in each category • Subject MONKS Character awards (2 per subject) 	<ul style="list-style-type: none"> • Gold, Silver, Bronze certificates from HOY (A5) • Chocolate Gold medal for Gold winners • 100% attendance certificate • Bonus conduct points for attendance (100% = 25, 97-99.9% = 10 points) • Top MONKS Certificate and MONKS badge • Subject MONKS Character certificates
Summer Term – End of year achievement assemblies	<ul style="list-style-type: none"> • Platinum Awards (students with 3 x gold certificates) • Gold, Silver and Bronze conduct scores – top 10%, 20%, 30% of the year group 	<ul style="list-style-type: none"> • Platinum certificate in frame (A4) from Headteacher and HT commendation badge • Gold, Silver, Bronze certificates from HOY (A5)

	<ul style="list-style-type: none"> • Attendance (outstanding 100% and excellent 97-99.9%) • Top MONKS scores in each category • Subject student of the year awards 	<ul style="list-style-type: none"> • Chocolate Gold medal for Gold winners • 100% attendance certificate • Bonus conduct points for attendance (100% = 25, 97-99.9% = 10 points) • Top MONKS Certificate and MONKS badge • Subject student of the year certificate • Letter to parents posted home; Headteacher to sign Platinum, HOY Gold, Silver and Bronze
Celebration Evenings	<ul style="list-style-type: none"> • KS4/5 Presentation evening December • KS4 Celebration evening March • KS3 Celebration evening June 	

Staged Approach to Behaviour Management

CONSEQUENCE	EXAMPLES OF BEHAVIOUR MAY INCLUDE:	POSSIBLE SANCTION
C1	Calling out. Talking while the teacher is talking. Reluctance to follow an instruction. One-off minor misdemeanour. Slow to work.	Verbal warning Name on the board
C2	Failure to respond to a C1 action. (daily consistency) Lack of equipment. (daily consistency) Uniform infringement. (daily consistency)	Second verbal warning formally recorded on EDULINK
C3	Failure to respond to a C2 action. Lack of equipment or prep (2 nd offence+). Defiance. Behaviour which has a negative impact on the learning in the classroom. Anti-Social Behaviour Mobile phone infringement. Late to lesson (daily consistency)	40 min after school detention on the same day
C4	Lack of prep/equipment (3 rd offence+). Inappropriate use of language. Dangerous behaviour. Ongoing disruption or defiance. Arguing with staff/dishonesty/wasting staff time.	1 hour after school detention on the same day
C5	On-going disruption to the learning of other students in several subjects (two C3s in a day). Refusal to adhere to uniform policy Missed C3 detention. Misbehaviour at a C3 detention. Smoking/vaping or equivalent Physical aggression/intimidation//bullying. Discriminatory language or abuse Whilst an investigation is taking place/refusal to cooperate	Removed from lesson/time in ACE/
C6	Persistent lateness or truancy from lessons or school. Leaving school site. Not responding to C3 and C4 detentions.	2 hour Saturday morning detention
Pre-Suspension warning meeting (see Suspension policy) for behaviours (C1-C6) that may lead to a Suspension		
C7	Swearing/abuse towards staff. Assault. (including coughing or spitting at others) Repeated and widespread disruption/defiance. Theft or vandalism Inappropriate use of the school's IT systems and hacking. Proven malicious allegations against staff Possession of prohibited items. ref points of clarification Persistent bullying (inc.cyber) or abuse.	Suspension
C8	Serious actual or threatened violence towards staff or another student. Sexual abuse or assault. Possession, supply or intent to supply an illegal drug (including psychoactive substances) Carrying an offensive weapon (including a bladed article) Persistent misconduct/serious breaches of the school behaviour policy.	Permanent Exclusion

"THE EXAMPLES GIVEN IN THE TABLE ABOVE ARE INTENDED TO ILLUSTRATE THE KINDS OF BEHAVIOUR THAT MIGHT WARRANT THE IMPOSITION OF A PARTICULAR SANCTION AND DO NOT CONSTITUTE AN EXHAUSTIVE LIST. THE SCHOOL WILL APPLY SANCTIONS AS CONSIDERED APPROPRIATE IN THE CIRCUMSTANCES".
PLEASE SEE THE TRIPS AND VISITS POLICY FOR TRIPS CRITERIA AS REMOVAL OF A SCHOOL TRIP OR ACTIVITY MAY BE APPLIED AS A CONSEQUENCE.

Points of Clarification

Proven malicious allegations against staff.

A suspension will be imposed in the event that an allegation made by a pupil against a member of staff is found to be false and with malicious intent. Malicious allegations can have serious consequences for the member of staff in question. School staff are valuable to any school in particular to Monk's Walk School and a zero tolerance approach to this will be taken.

Psychoactive substances

A psychoactive substance is a harmful drug containing one or more chemical substances that produce similar effects to drugs like cocaine, cannabis and ecstasy – and formerly known as 'legal highs'.

Restrictive Physical Intervention

Restrictive Physical Intervention is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain students in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence likely to cause harm to self or others
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property which might lead to the harm of self or others (e.g. starting a fire)
- To stop the child from engaging in any serious behaviour which is prejudicial to maintaining the good order and discipline at the school.

More information about Restrictive Physical Intervention can be found on the school website.

Searching, screening and confiscation

The Headteacher and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item. For a non-exhaustive list of prohibited items see list on page 22. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. For more detail please see our searching, screening and confiscation policy on our school website which is consistent with the DfE guidance document "Searching, screening and confiscation: advice for schools", July 2022 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

The school will keep a log of any searches and confiscations as well as informing parents via email. This data will be monitored by the pastoral team and reported to trustees.

Sanctions and Consequences: Support Strategies

The school has a clear set of expectations based on this policy. There are clearly defined consequences for students who fail to meet the school's expectations. The policy is based on a phased, step-by-step approach to behaviour management. It is important that teachers adopt an incremental, stage by stage approach. Students may on occasions 'fast track' to a higher level of sanction as appropriate.

Comparatively few students should progress beyond a C3 (detention). The knowledge that further more serious levels of response exist will usually be enough to modify the behaviour of most students.

A RANGE OF STRATEGIES ARE IN PLACE TO SUPPORT STAFF IN MANAGING STUDENTS WHO PROGRESS BEYOND C3

C3 Detentions

Central school C3 detentions take place every day. C3 detentions are only to be imposed after lower-level behaviour management strategies have been applied without success. **The office will inform parents by text and email of the detention on the day it is set.** Detentions must be logged on EDULINK. Students who miss a detention will be placed in the ACE Room for a day (see page 10 and 12 for description of ACE room) until 4:20pm. Regular interrogation of this detention data by Heads of Subject and Heads of Year should lead to the implementation of alternative strategies for students not responding to detentions as a sanction.

SLT Department Link

Each member of SLT is linked to a Subject/Year Team. The SLT link will be responsible for supporting the Head of Year/Department in dealing with serious behavioural concerns. Where a student is causing on-going difficulties, the Subject or Year Head will involve their SLT line manager.

Report Cards

Three levels of Report Card will be used to monitor student progress and encourage improvement, each indicating a greater level of concern:

- Green card: Form Tutor's report
- Yellow card: Head of Year report
- Red card: SLT report (monitored by a member of the Senior Leadership Team)
- Purple card: Positive report card
- Blue card: Attendance and punctuality report card

Rapid Response

The response to serious incidents (eg physical assault or swearing at a teacher) should be 'fast-tracked'. Under normal circumstances a serious incident should be investigated, and a response made within 24 hours. Students being investigated for serious incidents should be isolated until the outcome of the investigation, normally under supervision in the ACE Room (see page 10 and 12 for description of ACE room)

SLT & Heads of Department/Year Learning Walks

Members of SLT, Heads of Year, Heads of Department and the behaviour support managers will conduct learning walks regularly, visiting classes to support learning.

Staff Presence

Staff Duty roles are clearly defined. Staff on duty are supported by the Duty Team Leader. All staff should be prompt for duties, to relieve pressure on colleagues.

All staff should supervise the corridors at lesson changeovers, controlling exit and entry to rooms, stairways and buildings.

Recording

Any incidents and actions ranging from C2-7 should be recorded on EDULINK.

SUPPORT STRATEGIES: Withdrawal of a student from a lesson

Where a student needs to be removed from a lesson, either at short notice for 'cooling off' time or as a planned withdrawal, the following alternatives are available:

Local Subject Supervision

A teacher in an adjacent room is often able to take a student at short notice. A timetable of teachers in the local area who are available to take a student at particular times should be available.

Where a student reaches C5 in a particular subject, the Head of Department may arrange a planned withdrawal from the subject for a fixed period. In such circumstances the student will work under the supervision of the Head of Department or a nominated member of the Department. This facility should only be used by prior arrangement with the designated teacher and will allow Heads of Departments to implement a planned withdrawal of a student from a subject for one or two lessons where necessary. Parents must be informed by the Head of Department. The re-admittance to lessons must be carefully managed with the student being set precise and monitored targets. Subject isolation should be for a maximum of three lessons.

On-Call

Behaviour Support Manager will attend a lesson in an emergency if the Head of Department is unavailable to provide support and may, in consultation with the subject teacher, remove a student from the class to work in the ACE Room for the duration of the lesson. This support can be accessed by contacting the ACE Room (Ext. 233 or 213). The subject teacher must provide work for the student. It is important that all staff are familiar with the On-Call Protocol (P.12)

The Alternative Centre for Education (ACE)

The ACE Room is used for:

- Emergency 'cooling-off' time for students removed from lessons in response to On-Call
- Students identified by Heads of Year/SLT as persistently disrupting the learning of other students
- An alternative to Suspension for appropriate incidents.

Students working in the ACE Room will be supervised by the Behaviour Support Managers and will follow an alternative timetable denying them contact with other students in the school. Work will include subject work, along with project and re-education work to deter reoffending. Students will have access to the same curriculum they would usually have on that particular day, as well as time for lunch, rest/toilet breaks and a walk. The usual amount of time spent in ACE will be for one day, however, this may increase up to a maximum of five days for more serious incidents. A reflection document and 121 meeting with a behaviour manager will be completed to aid reintegration.

Behaviour outside the classroom

It is clearly the responsibility of all staff to deal with incidents of unsatisfactory behaviour they encounter outside lessons; either at break or lunchtimes, or between lessons. Often a warning or a reprimand will resolve the issue. Where further action is required, the incident should be reported to the Head of Year who will deal with the matter through the pastoral structure.

Corridor behaviour can be significantly improved by:

- Teachers arriving at lessons before their students, greeting them and controlling their queuing and entry to the room.

Behaviour outside the school premises

The school has the power to discipline students for misbehaviour outside the school premises:

when the student is:

- taking part in any school-organised or school-related activity or

- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

Behaviour in schools: Advice for headteachers and school staff DfE September 2022, pg 26-27

On-Call Protocol

The ACE Room provides an effective response to students removed from lessons as a result of on-call. To maximise its effectiveness, the following procedures should be adopted.

- The On-Call facility is only to be used for the following reasons:
 - a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - c) to allow the pupil to regain calm in a safe space

and when the Head of Department is unable to provide support.

- The facility should not be used as part of a teacher's day-to-day classroom management strategies or to short-cut the normal staged approach to behaviour management defined in the Behaviour for Learning Policy.
- The subject teacher must provide work for the student.
- The role of the Behaviour Support Manager is to facilitate teaching and learning by removing a student who is making that learning impossible. They are not expected to deal with the misbehaviour on behalf of the teacher. That responsibility lies with the teacher, liaising with the Head of Department and SLT link where appropriate.
- On occasions, the Behaviour Support Manager summoned in response to on-call, may decide to talk to the student outside the classroom, calm them and return to the classroom with the teacher's consent; staying with the student for a while if necessary, to settle and refocus them before leaving.
- Where a student is known to have behavioural difficulties in a particular subject often leading to on-call, a Behaviour Support Manager may be present in the classroom before the student arrives, to support the teacher in receiving and settling the student. The start of the lesson is often the time when things are likely to go wrong for some students. The Behaviour Support Manager will leave when the student is on task.

Follow-up to On-Call

- As follow up, the behaviour which led to the on-call must be dealt with by the teacher and the Head of Department concerned in line with the Behaviour for Learning Policy, involving parents if necessary. It is not acceptable to simply have the student removed. If the behaviour is not dealt with effectively, it is likely to re-occur in the next lesson.
- The on-call incident and the action taken by the Department must be recorded on EDULINK with details of the incident.

- On-call should result in a phone call home that day from the Department, informing parents of the removal, emphasising the seriousness of being removed from a lesson, and explaining how the incident is being dealt with by the teacher and department concerned.
- Students who are removed from a lesson in response to an on-call will receive a one-hour detention in the ACE Room on the same day, supervised by the Behaviour managers. A Behaviour Manager will contact parents during the day to inform them of the detention. Where possible, during this detention, a restorative meeting between the teacher and the student will take place before the student returns to their next lesson to facilitate a successful reintegration back to lessons.
- Heads of Department, Heads of Year and SLT links should regularly access the electronic log of on-call incidents (*T Drive > Admin > Pastoral > Monitoring Data*) to monitor incidents and plan intervention/support where needed. On-call data is reported to trustees in each Headteachers report.

The Alternative Centre for Education (ACE)

Identified students who have difficulty responding to the School's Behaviour for Learning Policy will work in isolation in the ACE Room for a fixed period (between one and five days, depending on the circumstances). The room will contain a maximum of ten students.

The Aims of the ACE Strategy are:

- To maintain an orderly atmosphere of high quality learning and behaviour in lessons.
- To improve the behaviour of identified students with particular barriers to learning.
- To promote inclusion by providing a more constructive educational alternative to Fixed Term Suspension.

Target Group

- Students identified by Heads of Year/Heads of Department or SLT as persistently disrupting the learning of others.
- Students facing a possible Fixed Term Suspension for a particular incident. (Fixed Term Suspension will continue to be used in appropriate cases.)

Operation of the ACE Room

- Students working in the ACE Room will be supervised by a team of three Behaviour Support Managers with the support of SLT and Heads of Year/Heads of Department.
- Students will report to the ACE Room at 8.35am each morning and will end their school day after other students have left the school.
- Students will study in silence at individual desks, using work and resources provided by their normal subject teachers to ensure continuity of learning.
- Students will work through break and lunchtimes. A supervised toilet break will be allowed while other students are in lessons.
- Students will be required to bring in a packed lunch or purchase food from a menu consisting of one or two alternatives of sandwiches and drinks. The food will be delivered to the ACE Room. Students who receive free school meals will be provided with a lunch.
- Adjustments to the operational procedures of the ACE room to meet the needs of students with characteristics protected by the Equality Act, 2010. A decision as to what may be deemed reasonable will be made on a case by case scenario. This may include consideration to the length of time or utilising the support and expertise of staff from the Student Support Centre.

Referral Procedures

- Heads of Year will make a verbal referral to the Behaviour Support Managers if they feel a student is persistently disrupting the learning of others and is not responding to other forms of sanction or support.
- Alternatively, the Headteacher may take the decision to place a student in the ACE Room as an alternative to Fixed Term Suspension.

- If it is necessary to exclude a student from a subject for a lesson because of previous behaviour in that subject, the Head of Department may, after consultation with their SLT link, place a student in the ACE Room for a period if no suitable accommodation is available within the department.

Provision of work

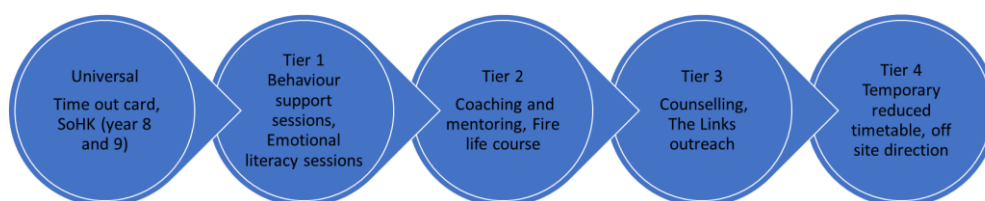
- All staff are expected to respond promptly and professionally to written requests for work for students in the ACE Room. On the grounds of inclusion, it is important that students access to the normal curriculum is maintained as far as possible.

Pupil transition

All student complete a reflection document whilst in the ACE room and have a restorative conversation with staff in order to aid reintroduction to lessons and to reduce the likelihood of the behaviour reoccurring.

Pupil support

The school has a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.



Child on child abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school follows the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. Each incident will be considered on a case-by-case basis and will be dealt with by the DSL team in conjunction with the head of year and/or SLT.

The school is clear in every aspect of its culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Staff are trained on the importance of challenging all inappropriate language and behaviour between pupils. The school will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We will advocate strenuously for high standards of conduct between pupils and staff; and will demonstrate and model manners, courtesy and dignified/respectful relationships. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence

or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and we will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, the school will ensure any further action they take does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

More information can be found in When to call the police (NPCC GUIDANCE).

Restricted use of mobile devices.

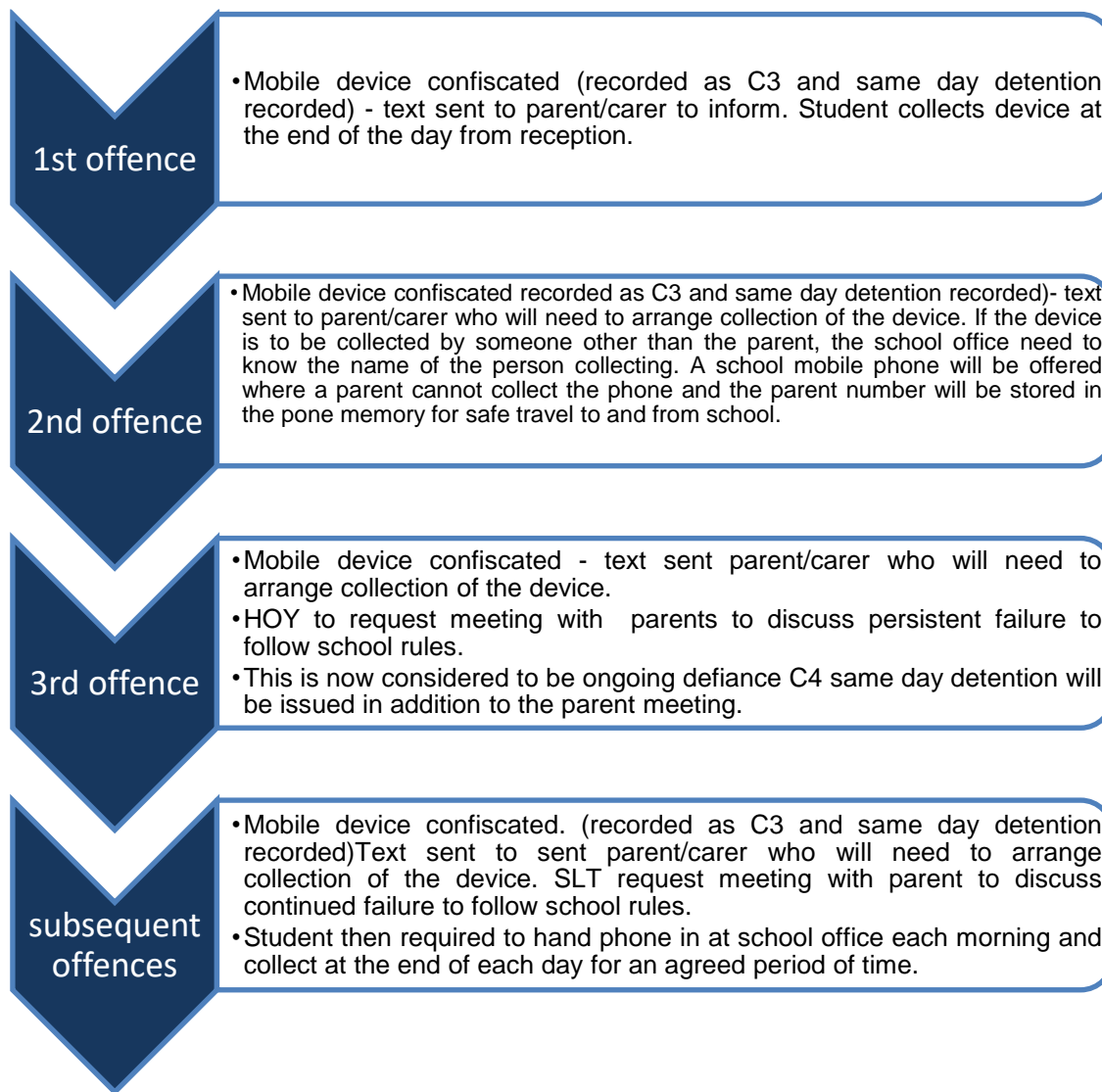
Rationale:

The school is committed to ensuring that Student Wellbeing and the climate for learning is the best that it can be. The rule governing the use of mobile devices including speakers and headphones is clear. We understand that some students may have mobile phones in their possession for safe travel to and from school. However, **they are not allowed to be seen or heard anywhere on the school premises unless a teacher instructs their use for educational purposes.**

It is important that students who have a mobile device (as defined above) follow a series of consequences that are clear and proportionate. The stages below are designed to encourage students to manage their use of phones and other devices appropriately.

Sixth form students

This policy applies to all students, including sixth form. The only exception for sixth form students is that during study periods, students are permitted to use their phones for educational purposes in the Sixth Form study area and free teaching rooms where they have been assigned for sixth form use.



The Pastoral Dimension: Support from the Year Teams

Transition (Prior to admission to Monk's Walk School)

The school takes steps to support students in transition prior to admission where it is indicated from a primary setting that issues have arisen in the past. These steps may include the following.

- Additional visits for students and meetings with key staff.
- Face to face meetings between primary and secondary school teachers to discuss need and appropriate strategies to use in and out of the classroom.
- Small group outreach workshops from the Links Academy.
- Summer school transition days designed to give the students more of a taste of school life and to pre learn some of the behaviour expectations.

It may be that behaviour becomes an emerging issue soon after admission to Monk's Walk School. Where this is identified, we will follow both the support and sanction aspects of this policy but will quickly enlist the support of parents to try and understand the antecedents to the behaviour and determine a way forward. The role of the form tutor and head of year is very important to the life of a student at Monk's Walk whatever stage they are at. The roles of each are outlined below.

Once admitted to Monk's Walk School.

1. The Form Tutor

Form Tutors are responsible for:

- Monitoring student progress and providing academic support and guidance where appropriate.
- Ensuring good attendance from all students, making contact with parents where appropriate.
- Ensuring that students attend school properly prepared with planners, equipment and uniform.
- Student wellbeing and support.
- Monitoring behaviour data on a weekly basis and putting in appropriate sanctions and/or support.

The Form Tutor has a responsibility for monitoring the progress of members of the Form, providing guidance and support where appropriate. It is important therefore that Tutors are informed of any concerns through the Student Planner and EDULINK. In this way, Tutors can support the work of any subject teachers and can have an impact on the performance and achievements of each member of the Form. Regular communication with subject teachers puts tutors in a much stronger position when they discuss student progress and targets with parents at Academic Review Days. Form Tutors will be supported by their Head of Year who will provide guidance and support in dealing with difficult issues and will take over particularly problematic cases. Form Tutors will receive on-going training in guidance and support strategies.

Form Tutors have a key role in recognising and celebrating their students' successes (including achievements outside school.) For instance, Tutors can:

- Have weekly discussions on positive and negative behaviour events recorded on EDULINK.
- Award Form Tutor Commendations
- Be involved in the presentation of Certificates during the termly Achievement Assemblies.
- Send postcards praising improvement in attendance, punctuality, attitude to learning and academic performance.

2. The Head of Year

Some students will always find it difficult to conform to the school's expectations and will not respond to disciplinary sanctions alone. Pastoral support is required for such students, helping them to develop the skills and strategies to survive and make progress in the classroom environment. The role of the Head of Year is crucial here. Rather than punishing students on behalf of subject departments, the role of the Head of Year is to be proactive in formulating and implementing intervention strategies through Pastoral Support Programmes, deploying appropriate internal and external resources such as:

- Counsellors
- The School of Hard Knocks rugby programme
- Student mentors
- Student Support Centre
- The attendance improvement officer
- Family support worker
- Senior staff mentors
- Services for Young people (previously Connexions)
- The Education Support Centre outreach team
- Education Psychologists
- Mindful mentors
- Fire Life course

Heads of Year are expected to analyse performance data to identify students who are under-performing and who may require support.

The Pastoral Dimension: Sanctions to be applied by the Year Teams

Head of Year and form tutor detentions may be imposed for offences such as:

- Lateness
- Persistent uniform infringements
- Persistent poor attitude to registration or assembly

- Failure to meet conditions of a Head of Year or tutor report card
- Poor behaviour around the school during breaks and between lessons.
- Regular removal of daily consistencies

Heads of Year should interview students missing a C3 detention to determine whether the detention should be reissued or whether the student concerned should progress to a C4 SLT detention. If there is a medical appointment, proof should be provided. If there is not an adequate reason for missing a detention, the student will be based in the ACE room until 4:20pm the next day.

All detentions must be recorded on EDULINK.

Suspension and permanent exclusions

The following information outlines our suspensions and permanent exclusion processes. Our positive approach to behaviour management includes a clearly defined set of consequences for certain behaviours, suspension and permanent exclusion being the most serious. As a school we work with students and their families to try, wherever possible, to avoid the need to suspend or permanently exclude but, at times, it is a necessary step. As a school, we follow the most up to date version of the DfE guidelines on Suspensions. ([Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022](#))

The school is aware of the provisions of the Equality Act 2010 and will make such reasonable adjustments as are appropriate to support a student with characteristics protected by the Act when applying the behaviour policy. This may include referrals to relevant specialist outside agencies.

The school takes steps to ensure that it does not discriminate unfairly against pupils when making decisions about whether a student is suspended or not. The trustees receive regular reports on suspensions broken down by ethnicity, gender, SEND and Pupil Premium (PP) to detect any indications of unconscious bias.

Suspension and permanent exclusion in general

Suspension and permanent exclusion figures at Monk's Walk School are low. This is because we have generally good behaviour in the school, but also a high threshold before we take the decision to impose a suspension or permanent exclusion. Permanent exclusion from school is the most serious sanction that can be imposed by the school.

Exclusion can take two forms:

- Suspension
- Permanent exclusion

A suspension is where a student is removed from the school site for a fixed period of time, which will be notified in writing at the outset. A student will not be given fixed period suspensions totalling more than 45 days in any one school year. A permanent exclusion is where a student is removed from the school site on a permanent basis and will not be allowed to return to the school. In the event of either a suspension or a permanent exclusion parents have the right to make representations to the Trustees. In certain circumstances the Trustees may decide to reinstate the student.

Suspension can only be imposed by the headteacher or someone acting as the head teacher in the head teacher's absence (an acting head teacher is someone appointed to carry out the functions of the head teacher in the head teacher's absence or pending the appointment of a head teacher).

Behaviours that may lead to a suspension or permanent exclusion will be outlined below. Suspension will only be used as a last resort. The school will use a range of preventative measures to minimise the use of suspension and permanent exclusion. One of the methods we use is a pre-suspension warning meeting.

At Monk's Walk School it is our practice to give a pre-suspension warning before imposing a suspension. This is to give the student another chance to consider their behaviour without having the sanction imposed. Sometimes, if the offence is particularly serious (such as physical assault) we may move directly to imposing a suspension without giving a warning.

Parents are asked to attend a meeting with the headteacher. The student's behaviour will be discussed with parents and then the student asked to join the meeting. At this point the warning will be given and the student is informed that further serious behaviour will result in suspension from school. Following the meeting, the headteacher will write home recording the fact that a warning has been given. A copy of the letter will be placed on the student's file.

The school may at this point decide to put into place a Pastoral Support Plan or Risk Assessment Management Plan (RAMP). These plans contain targets for the student and any support strategies for the student. Parents will be asked to attend school to review the plan. This process is normally led by the Head of Year.

Suspension

Examples of behaviour which may lead to fixed term Suspension are:

- Swearing at staff.
- Physical aggression or assault.
- On-going bullying.
- Repeated and widespread disruption of learning.
- Theft.
- Misuse of drugs.
- Racist abuse.
- Bringing the school's reputation into disrepute.
- Possession of a prohibited item
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that a member of staff reasonably expects has been, or is likely to be used
 - i. to commit an offence, or
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)

The examples given are indicative, not exhaustive and are meant to illustrate the kinds of behaviour which, in the head teacher's judgement, might warrant the imposition of either a suspension or permanent exclusion.

A decision to exclude a student for a fixed period would only be taken after a thorough investigation into any incident that might lead to this sanction being applied. At this point we aim to telephone parents to inform them that an investigation is going on. This investigation is normally carried out by a member of the senior team. As part of the investigation, we will take a statement from the student concerned, or if they refuse, record that fact. The student will be put in the ACE room whilst an investigation is carried out.

The burden of proof is different for schools than it is for criminal law. The head teacher need only to be satisfied that the student's behaviour is proven 'on the balance of probabilities', not 'beyond all reasonable doubt'. In other words, the head teacher need only be satisfied that it is more probable

than not that a student has done what he/she is alleged to have done to apply a suspension if that is an appropriate response to the alleged behaviour.

The colleague carrying out the investigation will then discuss the possibility of a suspension with the headteacher. Parents will always be informed in writing if a suspension is imposed. We are also required to inform the Local Authority of any fixed-term Suspensions. The Suspension is also recorded on the student's school record. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.

Implementing a Suspension

- The duration of any suspension is kept to minimum, to protect the learning of the student. The significance lies in the suspension itself, rather than its length.
- Parents are informed of the decision by the head of year, who will agree a time for a re-admission meeting.
- The student is informed of the decision at the end of the day by a senior member of staff.
- A meeting is set with the parent to readmit the student following the period of suspension.
- During the period of the suspension it is parents' responsibility to keep the student away from the school premises and to ensure they are not in a public place at any time during school hours without reasonable justification. Failure to do so may result in the parents being given a fixed penalty notice or be prosecuted.

Work will be provided during the period of suspension and the student should bring that with them to the re-admittance meeting.

After the meeting the parent will receive a letter from the school summarising the main points of the discussion. A copy of the letter will be placed on the student's file.

Your right as a parent to have the suspension reviewed

If a parent disagrees with the suspension there are a number of things they can do:

Suspensions of between 1 and 5 days in any one term

If the suspension brings the number of days suspended to 5 days or fewer in the term, you can write to the headteacher to express your opinion, although she does not have to change her decision. You also have the right to make representations to the school's Board of Trustees. If you wish to do so, please put your request in writing as soon as possible to the Chair of the Board of Trustees, via the school office (admin@monkswalk.herts.ch.uk). The trustees are required to consider your representations but they cannot direct reinstatement and the trustees are not required to arrange a meeting with parents.

Suspensions which bring the total number of days to more than 5 but less than 16 days in any one term

The requirements are different for suspensions where a student would be suspended for more than five but less than 16 school days in a term. In this case, if you make representations, the board of trustees must consider and decide within 50 school days of receiving the notice of suspension whether the suspended student should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the student. Parents should write to the Chair of the Board of Trustees, via the school office (admin@monkswalk.herts.sch.uk).

Suspensions which bring the total number of days to 16 or more in any one term

If the student has been suspended for 16 days or more in any one term (or has been suspended during a time in which they will miss a public examination) the trustees will meet automatically to discuss the suspension which took the period of suspension over 16 days/required the student to miss a public examination. This meeting must take place within 15 days of the date of the latest

suspension or before the date of the public examination. If the trustees decide to re-instate that fact will be recorded on the student's file.

You will find the number of days your child has been suspended in any one term recorded at the top of the suspension letter.

Managed Moves

If a child has several suspensions and is therefore deemed to be at risk of permanent exclusion, the school may discuss the possibility of a managed move to another school. A managed move is the transfer of a student who is at high risk of permanent exclusion from one school to another school to give them a fresh start and a new beginning. Parents must give consent for a managed move. In considering this, parents should take into account that a managed move is a strategy to avoid permanent exclusion, a very serious sanction which has the potential to significantly affect the student's education and therefore their future. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

The school will request that the parent and child attend a meeting of the inclusion panel to discuss future provision. This panel, organised by the Local Authority, is attended by the parent/carer and child, school staff as well as a range of other professionals. The panel recommends a next step for your child. These may include:

- A move to another school. If this is the case the Inclusion Officer will approach other schools on your behalf. This may take some time as several discussions may be needed to try and secure a place and to arrange suitable support measures to make the chances of a successful transfer more likely
- A managed move to alternative provision. Our provider for this is The Links Alternative Provision Academy in Hatfield. This may be for a short period for intensive behaviour work or for a longer period, according to the difficulties presented
- The panel may also recommend that the student return to Monk's Walk with recommendations for further support.

Off-site direction

Off-site direction is when the trustees requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies like Monk's Walk, we can arrange off-site provision for such purposes under our general powers.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

When possible, in-school interventions or targeted support from AP schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational. Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the board of trustees hold a review meeting. When this happens, governing boards must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

The length of time a pupil spends in another mainstream school or AP and the reintegration plan must be kept under review by the board of trustees, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a board of trustees must give a written invitation to parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The board of trustees must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent. The board of trustees must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews. For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g., a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.

The board of trustees must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting. To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed.

The board of trustees must take into account the views of any persons (the relevant person, the provider, the head teacher of the school, a representative of the board of trustees; and where the pupil has a statement of special educational needs, a representative of the local authority maintaining the statement referred to in regulation) who have attended the review meeting or have submitted their views in writing. If a pupil with a disability or SEN has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

Permanent Exclusions

Permanent Exclusions are rare at Monk's Walk and the decision to impose a permanent exclusion is only taken after the utmost consideration has been given to the circumstances of the case and never taken lightly.

The following incidents or offences will almost certainly lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- Actual or threatened violence against a member of staff
- Possession and/or use of an illegal drug.
- Serious actual violence against another student
- Persistent misconduct/serious breaches of the school behaviour policy.

We have a zero tolerance policy towards the supply of drugs and the possession of weapons in school and any action regarding sexual abuse and exploitation. The following offences will result in permanent exclusion from the school:

- Supply or intent to supply an illegal drug
- Bringing a weapon onto the school premises, or having a weapon in school.
- Sexual abuse or assault.

- Behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming

Note:

For clarification, a weapon is deemed as anything that can inflict harm and may include, amongst other things, a knife, blade, pen knife, swiss army knife or similar.

A decision to exclude a pupil permanently will only be taken if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion is a very serious sanction that could have a significantly detrimental effect on a student's education and therefore their future. In making this decision the school has to balance the impact it would have on the excluded student against the impact of the student's behaviour on the rest of the school community.

A decision to exclude a student permanently would only be taken after a thorough investigation into any incident that might lead to this sanction being applied.

- An investigation into the incident leading to the permanent exclusion is normally carried out by a member of the senior team. During this time the student will spend time in the ACE room. As part of the investigation, we will take a statement from the student concerned, or if they refuse, record that fact.
- The burden of proof is different for schools than it is for criminal law. The head teacher need only to be satisfied that the student's behaviour is proven 'on the balance of probabilities', not 'beyond all reasonable doubt'. In other words, the headteacher need only be satisfied that it is more probable than not that a student has done what he/she is alleged to have done to apply a suspension or permanent exclusion if that is an appropriate response to the alleged behaviour.
- The colleague investigating will then bring the findings of the investigation to the head teacher. At this point the headteacher will review not only the latest incident but the students' behaviour record as a whole, including the number of suspensions imposed. Permanent exclusion can only be imposed by the headteacher or someone appointed to act as the head teacher in the absence of the headteacher.
- If the child is on our SEN register, particularly if it for social emotional mental health (SEMH) reasons, the headteacher will also look carefully at the amount of support that has been given to the student. Some parents tell us it is illegal to suspend or permanently exclude a child with special needs; this is not the case as long as the school is using the suspension or exclusion to achieve a 'legitimate aim' (e.g. safeguard the education and well-being of other students) and has put in place appropriate support (sometimes called reasonable adjustments) for that child. All students at Monk's Walk have to follow the Behaviour for Learning policy.
- It is also our usual practice when considering a permanent exclusion to discuss this with a colleague headteacher as a way of checking that the headteacher's judgement in this circumstance is correct. We may also consult with a member of the board of trustees but not anyone who may later play a part in reviewing any decision that might be taken to permanently exclude.
- It is this school's practice to ask parents to a meeting to inform them of the permanent exclusion. Parents can then choose whether to inform the student themselves or ask that the headteacher does so. Parents will then receive a letter confirming the headteacher's decision to exclude the student permanently from the school. The letter will also provide details of the Local Authority inclusion officer who they can contact to discuss the permanent exclusion and what might happen if the decision is confirmed, as well as organisations which support parents in these circumstances.

- Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable. The headteacher must also inform the local authority.
- During the period of the exclusion it is parents' responsibility to keep the student away from the school premises.
- Work will be provided for the first 5 days of the permanent exclusion. The Local Authority inclusion team then has the responsibility to provide education for the student from day 6 of the permanent Suspension. This is usually, although not always, provided by The Links AP Academy at Hatfield.

As this is a serious sanction, there are a number of checks and balances to judge whether this decision is correct before it is confirmed or not. In cases where a student has been permanently excluded, the trustees will hold a hearing usually no later than 15 school days after notification to consider whether or not the student should be reinstated even if the parents (or the student if over the age of 18) has not requested such a hearing. This is because these exclusions are deemed so serious that they must in any event be reviewed by the Board of Trustees.

Regardless of the level of sanction or exclusion avoidance strategy that has been implemented, parents will be offered guidance throughout each stage of the process as it is understood by all parties that although a necessary part of the behaviour for learning policy, it can be a distressing time. This guidance includes the parental rights to have an exclusion reviewed and the process for requesting this.

End