

Person(s) Responsible: PRINCIPAL	Principal: JAY LOCKWOOD
Date Approved: 11 OCT 16	.
Date of Review: 3 YEARS	

Behaviour Policy

Our Behaviour Policy gives a positive framework for all members of our school community to work within. Its rationale is clear: **allowing teachers to teach, students to learn and all members of the Logic community to feel safe and secure.**

Our students behave well and want to learn. They value praise, and respond to high quality teaching and learning experiences. Good learning behaviours are essential for our students to achieve to the best of their ability.

The key to a successful approach to our Behaviour Policy is **consistency**. Staff must put the core principles of this policy at the forefront of their management of learning and this will assist all colleagues.

The foundations are based on praise and recognition of effort and a positive attitude; a punitive system that focuses on persistent punishment for the minority of students who do not engage with our systems, will disenfranchise the majority. The majority are well motivated and hard working. It is this student body who may not get the daily recognition they deserve for their positive attitude to learning.

The Behaviour Policy, consistently applied by all who work at the school, will continue to support our ongoing drive for excellence in all we offer. Building on excellent lesson planning and use of assessment for learning, to ensure that every student succeeds.

Governors' Behaviour Statement

Our Behaviour Policy is based on the following premises:

- Every student has the right to learn
- Every teacher has the right to teach without interruption
- Every parent/carer has the right to information about their child's progress and to work in partnership with the school to ensure the highest standards

All stakeholders must play their part if we are to realise our values and develop an outstanding learning community. This is best achieved by:

1. Students – knowing how they are expected to behave and knowing the consequences of their behaviour

2. Staff – presenting good role models of behaviour and managing behaviour in a fair and consistent manner
3. Parents – agreeing to the Behaviour Policy and actively supporting it with the school
4. Governors – monitoring and supporting the policy and evaluating its impact

The following principles support our aims and rationale:

- All staff and pupils have a responsibility to create good order in the school and maintain high standards of behaviour
- Every member of staff has the authority to reprimand and discipline pupils for actions that the teacher considers to be anti-social, dangerous and disruptive. Ignorance of the school rules on the part of the student is not an excuse for poor behaviour
- Everyone at Logic Studio School has the right to be treated in a courteous and considerate way. Bullying, racism, sexual harassment or any other forms of unkind and upsetting behaviour will not be tolerated
- Individual staff are responsible for ensuring a stimulating, challenging and purposeful learning environment for the students. Heads of Departments (HOD) and the Senior Leadership Team (SLT) will support staff in this
- It is more constructive to praise and reward than merely punish. Sanctions must always be fair and must be consistently applied. The lowest level of sanction appropriate to the misdemeanour, in order to bring about change, should always be set
- It is important that parents/carers share the responsibility for their children's behaviour and they have the right to be kept informed and involved. By sending their child to Logic Studio School they have undertaken a commitment to support the school
- When challenging or sanctioning a student, it is the action/behaviour which should be criticised and not the individual
- Staff must always seek to model appropriate behaviour, and ways of speaking to and engaging with students

Legal Framework

Section 88 of the Education and Inspections Act 2006 says that every school must have a behaviour policy, which must include the school rules. Governing bodies are required to make a written statement of general principles (as set out above) determining measures to promote good behaviour and discipline among students. This statement must be published on the school website available for all stakeholders especially parents.

The Education Act 2011 strengthened the authority to school staff when handling matters of discipline. The main statutory guidance on student behaviour in schools was issued in July 2013, which:

- Increases the authority of teachers in all schools by strengthening their powers to search pupils without their consent for any dangerous or banned item
- States that schools no longer need to give 24 hours written notice to parents for detentions
- Confirms the guidance to all schools on the use of reasonable force on pupils. School staff have legal powers to use force on pupils without parental consent
- Grants anonymity to teachers when accused by pupils and enables schools to speed up investigation. Teachers should not be subject to automatic suspension while an investigation is conducted, although suspension may be used if these on reasonable alternative.
- Strengthens the Principal's responsibility to maintain discipline beyond the school gates

- Expects schools to take a stronger stand against bullying

In September 2015 the guidance was further revised and lays even greater emphasis on the following principles which must be clearly stated in a behaviour policy: Screening and searching students, the power to use reasonable force or make other physical contact, power to discipline beyond the school gate, pastoral care for staff accused of misconduct, when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Screening and searching pupils -

School staff can search students with their consent, for any item of concern. School staff are not required to carry out a search if they are uncomfortable with doing so.

Banned items in school which may be searched for:

Mobile technologies if seen or heard
Laser lights
Chewing gum

The Principal and staff authorised by the Principal have the power to search students or their possessions, **without consent**, where they have reasonable grounds for suspecting that the student has a **prohibited item** eg:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, lighters or matches
- Fireworks
- Pornographic images
- Threatening or bullying messages
- Any article that the member of staff reasonably suspects has been, or is likely to be , used to commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the student).

The Principal and authorised staff can also search for any items banned by the school which has been identified in the rules as an item which may be searched for.

When a student is being searched without consent the member of staff must be the same sex as the student and there must be a witness (also a member of staff) and, if at all possible, they should be the same sex as the student being searched. The only exception to this rule is if the member of staff believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

During the search, the person conducting the search may not require the pupil to remove any clothing other than outer clothing. Outer clothing being clothing that is not worn directly against the skin but does not include hats gloves boots shoes and scarves.

It is not recommended that staff use force but they can use force as is reasonable given the circumstances when conducting a search for an item on the prohibited item list. They cannot use any force to search for a school banned item

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Members of staff can use their discretion as to whether to retain and/or destroy any item found as a result of a **'with consent'** search so long as it is reasonable in the circumstances. Where any item is thought to be a weapon it must be passed to the police.

What the law says should be done with items found as a result of a **'without consent search'**.

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of **alcohol** as they think appropriate but this should not include returning it to the pupil.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- **Fireworks** found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds a **pornographic image**, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.
- Where an **article that has been (or could be) used to commit an offence or to cause personal injury or damage to property** is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds **an item which is banned under the school rules** they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible

Statutory guidance for dealing with electronic devices

- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device:
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search although the school considers it good practice to record such an incident on the behaviour tracking system.
- Schools should inform the individual pupil’s parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.

The power to use reasonable force or make other physical contact.

Key Points:

- School staff have a power to use force and lawful use of power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force
- Senior leaders should support their staff when they use this power

What is reasonable force?

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Reasonable force is usually used either to control or restrain.

- guiding a pupil to safety by the arm,
- removing a disruptive students from the classroom where they have refused to follow instructions to do so, preventing a student from leaving the room where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour and/or safety of others.
- breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Such control would only be used if, in the member of staff's judgement, the student was likely to cause further serious disruption or posed a threat to another students or member of staff.

Restraint means to hold back physically or to bring a pupil under control. It would be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention or when a student has lost control of their emotions and is likely to hurt themselves or another person.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of staff have the right to use reasonable force. *They have the power not the duty.* The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances of the case. Reasonable adjustments must be made for disabled children and children with special educational needs.

No member of staff would be allowed to use force as punishment. It is always unlawful to use force as a punishment.

A panel of experts have identified that **certain restraint techniques presented an unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Telling parents when force has been used.

It is good practice to speak to parents about serious incidents that have occurred in school and this would also apply to any situation in which force had to be used in a serious incident. Such an incident would be recorded on the schools behavioural database.

Other physical contact with students.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

- When comforting a distressed student
- When a student is being congratulated or praised
- To demonstrate how to use an instrument or exercise routine in PE
- To give first aid

- To assist in correct wearing of uniform

The power to discipline beyond the school gates

'Disciplining beyond the school gates' covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises, and which is witnessed by a member of staff or reported to the school.

The head teacher will follow up and discipline students for bad behaviour.

- Any bad behaviour when a child is on a school trip, or travelling to and from school, or wearing school uniform or in some way identifiable as a member of the school.
- Misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all such circumstances, the Principal will consider whether to notify the police. This will always be the case if the behaviour is criminal or poses a threat to the public.

If the misbehaviour may be linked to the child suffering harm or being at risk of suffering harm the school will follow the safeguarding policy.

Pastoral care for school staff

KEY POINTS

- If an allegation is made against a teacher the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays will be eradicated.
- In response to an allegation staff suspension will not be the default option. An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded and the staff member will be notified of the reasons.
- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

All allegations will be reported **straight away**, normally to the Principal or Executive Principal, the Chair of the Local Governing Body will be reported to in the absence of the Principals or in cases where the Executive Principal is the subject of the allegation or concern it would be to the Chair of the Board of Directors.

The contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases:

Sally Gregg or Hetsie Van-Rooyen – 020 8583 3066

For additional information refer to our Safeguarding Policy

When a multi-agency assessment will be considered for students who display continuous disruptive behaviour.

- Ongoing behavioural concerns picked up through monitoring of incidences. Intervention or small group work put in place but little improvement made.
- Deemed at high risk of permanent exclusion or managed transfer due to level of ongoing concern and numbers of fixed term exclusions and/or respite provision.
- Number of incidences of dangerous behaviours have continued despite monitoring, support and parental engagement.

Rewards and Sanctions

Rewards

The purpose of a formal Rewards Policy at Logic is to promote a positive ethos, placing the emphasis of the school on not only achievement, but also the behavioural attitudes and processes that lead to success. This should be evident in both staff and student behaviour towards their colleagues and peers. Every member of the school community should adopt a “five a day” attitude in their actions, giving positive affirmations, compliments or rewards that recognise and value the achievements of others, thereby highlighting exemplary behaviour and providing encouragement for all. Every member of staff is expected to use praise more frequently than to impose sanctions.

All pupils should feel valued by the school, and a formalised system of rewards will go some way to achieving this. Moreover, the school seeks to encourage self-discipline, independent learning and organisation, so pupils should be rewarded when these are demonstrated. It is important to maintain and develop consistency in the implementation of the rewards policy.

The Logic Rewards policy has deliberately eschewed traditional reward models in the form of collecting points in order to exchange for a sticker/certificate in favour of a verbal and written approach to praise. Research suggests that rewards reduce intrinsic motivation in children¹ and instead create students who are compliant but only within the rewards system. We hope that students who leave Logic will be intrinsically, rather than extrinsically, motivated and will choose to behave in an altruistic manner. As a result, our rewards policy aims to model effective praise through all members of the school community.

The reward system at Logic is based on a business model where verbal and written praise are valued by all those at Logic. With that in mind, communication with students and parents is at the heart of the rewards policy. Each member of staff is expected to use 15 minutes of prep time each day to contact 3 parents, either by email, text, phone call or postcard/letter. Staff then need to record this action on SIMS. As a result of this focus, the language of praise needs to be carefully examined and used effectively by all members of the school community. Effective praise² may:

¹ R.A. Fabes, J. Fulse, N Eisenberg et al. “Effects of rewards on children’s prosocial motivation: a socialisation study”, *Developmental Psychology* (1989) 25:509-15

² Psychologists Hederlong and Lepper J. Hederlong and M.R. Lepper, “The effects of praise on children’s intrinsic motivation: a review and synthesis”, *Psychological Bulletin* (2002); 128(5):774-95

- Praise with sincerity and specificity
- Praise only traits that are possible to change
- Praise using clear, descriptive language
- Praise for the desire to master skills more than outcomes
- And does not mix praise with a putdown or a but e.g. “That’s excellent use of similes but...”

Type of Reward	Awarded by	Reasons for award	Frequency
“Five a Day” – verbal praise, positive affirmation, compliment or action	All in the school community	<ul style="list-style-type: none"> • Recognition and, acting on, the Logic School Attitude. 	Daily
Informal Email, Text or Phone call	Prep teacher	<ul style="list-style-type: none"> • Any of the below reasons 	Daily
Good News Card - Classroom	Class teacher	<ul style="list-style-type: none"> • Excellent homework • Excellent contribution in class • Excellent collaborative work • Big improvement in work • Achieving above or on target grade during an in class test 	Daily/Weekly
Good News Card - Pastoral	Personal Coach / Support and Admin staff.	<ul style="list-style-type: none"> • Perfect attendance and punctuality to school • Excellent uniform for a week • Friendly and helpful to other students 	Daily/Weekly
Good News Card - Work Placement	Employers Vice Principal CEIAG Co-Ordinator	<ul style="list-style-type: none"> • Demonstrating The Logic Attitude 	Daily/Weekly
Employee of the Week	Staff body	<ul style="list-style-type: none"> • Students can be nominated for displaying any of the Logic Values or demonstrating success in class or work placements. • This will be openly displayed on noticeboards around the school. 	Weekly

The LOGIC Student	Student Body Nominated	<ul style="list-style-type: none"> Those who have gone above and beyond school values fulfilling personal goals 	Fortnightly
Letter of Commendation	Staff nominated, principal sign off.	<ul style="list-style-type: none"> 2 Exceptional students per subject area – one for achievement and one for demonstrating The Logic Attitude 	Every half term

Letters of Commendation

In addition to the above, subject teachers will be expected to send letters home once a half term as follows:

- Every half term, 2 letters of commendation will be sent home from each subject/class, one for effort / demonstrating The Logic Attitude and one for achievement. A model letter will be provided and subject teachers will be expected to add the name, subject and one line of personal comment for each student nominated.
- Completion dates will be placed on the calendar and subject teachers reminded by administrative staff. Subject teachers will be expected to submit the names of students by the dates on the calendar.

Sanctions and Consequences

The vast majority of our students behave well and want to learn. However, at times it is necessary to impose a sanction on a student who has not followed the classroom code of conduct, or who has behaved in an antisocial manner.

School Rules

The following rules support the aims and ethos of the school:

1. Key Stage 4 students must remain on the school site between 8.55-16.45 pm Monday to Thursday and 8.55 and 1.50 on Friday
2. Students must wear the correct uniform as per our uniform policy
3. Students must sit according to the seating plan for that lesson and settle quickly to the starter activity without needing a reminder
4. Students should be prepared to work independently and co-operate with others in group, or team activities allowing everybody to achieve and enjoy their learning
5. Abide by the Mobile Phone Policy
6. Students need to have a 'teacher pass card' to be out of classrooms
7. The whole Tudor Park site is legally a smoke free zone
8. Students should move around the school in a purposeful and calm manner
9. Students must respect the school environment keeping it tidy, litter, chewing gum and graffiti free
10. Any dangerous, or illegal items/substances are strictly prohibited
11. Be respectful of our neighbours and the wider community on their travel to and from school

Our community does not tolerate bullying or any form of harassment. If you have any concerns 'Tell Someone' (see our 'Safe to Learn' policy)

Consequences Ladder:

1. A verbal warning
2. A second warning, noted on the board, as a last chance to improve.
3. Set a class teacher detention of up to 15 minutes – this must be set for the end of the day. Staff **MUST** consult with the student and resolve the issue that was presented in the lesson. Students must **not** be kept back in between lessons.
4. A yellow card is issued and the student will be sent to another identified member of staff, as per the yellow card rota. A class teacher detention must also be issued as a result of this and a member of SLT will additionally sanction the students as per the below 'Logic Studio School Service sanction.'

All detentions must be logged on SIMs with a full explanation.

Remember, the majority of students behave the majority of the time. For most students, a calm warning and a reminder of the consequences is all that is required to put them 'back on track'. It is usually better to comment on and highlight the positive behaviours.

Students should only be placed outside a classroom for 2-3 minutes, to allow you to set up the class with work before speaking to that student, or as a cooling off period. Students should be given a teachers green permission card while outside. Students should not be sent out of class and told not to return. Only one student should be allowed to leave the class at any one time.

Any student who is out of class without a teacher's green permission card will be issued Logic Studio School service time.

In a case of emergency, when a member of staff needs immediate support, a sensible student should be sent to the nearest teacher. Another sensible student could be sent to Reception. Such a unique situation would be immediately followed up by a member of SLT.

If a teacher is having ongoing issues with a student, or group of students, which is impacting on successful learning outcomes for all, they should consult with the Vice-Principal. Class teachers will need to provide evidence of the following before referral:

1. The setting of their own detention
2. Parental contact
3. Evidence of changes made in the classroom where appropriate e.g. change of seating plan, differentiated work etc.

This information should be logged on SIMs. A meeting can be arranged between the student, classroom teacher and the relevant member of SLT to facilitate a resolution and agree a way forward.

On the rare occasion that a student accumulates a number of sanctions in 1 day they will be picked up by the Vice-Principal and the appropriate action taken.

Regular analysis of detentions informs the Behaviour Intervention meeting (BI meeting) where patterns of behaviour are highlighted and intervention strategies are discussed.

Logic Studio School Service:

A service sanction is a consequence for consistent or a serious incident of inappropriate behaviour. This can only be issued by a member of SLT.

Logic Studio School service describes a period of up to 30 minutes where a student performs an activity which is improving our school environment or positively impacting on the running of the school. This activity will take place at a time decided upon by the SLT member and could occur before the school day, at break time or lunchtime, or during enrichment time.

Friday afternoon one hour School Detention:

Students who fail to complete their Logic Studio School service will be issued a 1 hour school detention at the end of school on Friday. The administration team will inform the Principal and a letter/phone call home will be made.

This form of sanction will also be used at the discretion of the Principal for more serious offences or as part of the overall 'Consequences Ladder' for ongoing issues of unacceptable behaviour that threaten the discipline and good ordered running of the school

Internal Exclusion 8.30am – 5.00pm:

Students who fail to attend a SLT detention will be immediately set an internal exclusion. Students should not be on site until 8.30 am where they report to the Principal's Office. Their mobile phone will be handed in at the start of the day and will be kept until the end of the internal exclusion. All mobile technologies are banned from the exclusion room.

A letter will be sent home informing parents/carers when the internal exclusion will take place. This form of exclusion will also be used at the discretion of the Principal for more serious offences or as part of the overall 'Consequences Ladder' for ongoing issues of unacceptable behaviour that threaten the discipline and good ordered running of the school.

Fixed Term External Exclusion:

The school will use alternative options to exclusion wherever possible. We will work with students to try and resolve conflict using a range of strategies including: restorative justice, mediation, circle time.

However, the Principal will use a fixed term exclusion as part of the 'Consequences Ladder' to managing behaviour and to signal to our community that certain behaviours will not be tolerated. It may also be used in response to more serious incidents:

- Persistent and defiant behaviour
- Bullying
- Sexual or racial harassment
- Possession of illegal substances
- Threatening / intimidation of others
- Theft
- Extreme verbal or physical abuse
- Health and safety issues – e.g. posing a danger to themselves or others, or leaving the site without permission

Parents/carers will be informed of the reason for the exclusion, the number of days and work to be completed. There will be a return to exclusion meeting set up on the return of the student with either the relevant SLT member and/or the Principal. A contract or Pastoral Support Plan maybe set up.

The number of days given will depend on prior history, of any exclusions, and will increase accordingly. In exceptional circumstances where the exclusion warrants more than 5 days there is alternative educational provision put in place on the 6th day. This is provided by the IEC (Interim Education Centre) which is located in Brentford Football Club.

Governors' Disciplinary Panel:

The Principal may organise an interview with the Governors Disciplinary Panel if there have been a number of exclusions and/or the student has become at risk of Permanent Exclusion. This panel will also be convened to consider the circumstances of such an exclusion if it is more than 15 days in any one term or brings the total over 15 days.

Permanent Exclusion or Managed Transfer:

Permanent exclusion will be used in most cases as a last resort, after a range of measures have been used to improve the student's behaviour. The decision will usually be the final step in a process for dealing with disciplinary offences after following a wide range of strategies which have been tried without success. A permanent exclusion is a clear acknowledgement that the school has exhausted all available strategies for dealing with the student.

The Executive Headteacher and or Principal reserves the right to permanently exclude a student from school:

- a) in response to serious breaches of the school's Condition for Learning Policy; and
- b) if allowing the pupil to remain in school would seriously harm the education, welfare of the pupil, or others in the school.

There will however, be exceptional circumstances where, in the Executive Headteacher or Principal's judgement, it is appropriate to permanently exclude a child for a first time, or 'one off' offence. This offence may have been carried out inside or outside of the school community.

Examples include, but are not limited to:

- Serious actual or threatened violence against a student, or a member of staff
- Sexual abuse or assault
- Supply of illegal drug
- Carrying or using an offensive weapon

It is a legal requirement that parents/carers supervise their children and ensure that they are not in a public place during school hours if they are excluded.