



King Arthur's School

Behaviour for Learning and Exclusion Policy

Ready, Respectful, Responsive



King Arthur's Document Control Table	
Document Title	Behaviour for Learning and Exclusion Policy
Author	Headteacher
Version	2.7
Date approved by LGB	April 2026
Date of next review	April 2027

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Please note for the purposes of the 2006 Education Act (updated 2011) this document details the powers given by the Head teacher, to staff and other adults working in the school to issue sanctions (in school time and on other occasion), confiscate items and to use reasonable force.

Section 1

1.1 Rationale

This policy is designed to ensure good Behaviour for Learning at King Arthur's School. It promotes the qualities of being Ready, Respectful and Responsive, ensuring that all students can feel safe and learn without fear of intimidation or bullying. The policy is designed to be inclusive and benefit the whole community. We actively encourage a community that celebrates diversity, creativity and develops the whole child.

The Behaviour Policy recognises its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with Special Educational Needs and Disabilities (SEND).

1.2 Expectations

At King Arthur's School, we encourage students to positively engage with their peers, the adults in the school and the world around them. This positive approach is encapsulated within our three King Arthur's School expectations.

Ready – to learn, in correct uniform, ready for school, to start the learning.

Respectful – to peers, staff, visitors, themselves, the school environment and local community.

Responsive – to engage in learning, participate in lessons, support other learners, and to do as requested.

Reader – to engage in Reading activities within the classroom

Promoting positive behaviour: being READY, RESPECTFUL, RESPONSIVE, READER

At King Arthur's School, we base our vision and ethos on these core values. We believe that demonstrating these values will ensure learning can take place and enable the success and wellbeing of all in our community. We understand the importance of these values in ensuring success in later life for our students and far beyond their time at King Arthur's School. We are committed to modelling positive behaviour, we require conformity to expectation, and it is our duty to all students to correct behaviour demonstrated in our school community that is not Ready, Respectful, Responsive.

Responsibilities:

Students recognise that being Ready, Respectful, Responsive and Readers will support them as lifelong learners and ensure they can learn in the very best way.

Students are clear that everyone has a right to be educated and feel safe in their school, and that their behaviour and conduct must enable this for all.

Staff recognise that lesson content, curriculum design, classroom management, teaching and learning strategies, alongside a strong understanding of each individual, will promote a positive learning environment.

Staff also recognise the importance of the right behaviours being necessary for a safe environment for all. This includes managing behaviour during all unstructured (non-lesson time).

Staff will actively promote the very best behaviour and reward this appropriately. They will also apply the BfL policy fairly and appropriately to support the very best behaviour from all students at all times.



Ready	I have all my equipment, including reading book and PE kit
	I am focused and ready to learn
	I arrive on time to school and to lessons
	I sit in my designated seat straight away
	I start the Do Now task straight away
Respectful	I listen to others and always allow others to learn
	I am respectful of other people's views and beliefs
	I do not talk out of turn
	I respect all equipment, facilities and resources and treat them carefully
	I follow the school rules
	I am polite
	I take pride in my work
Responsive	I always engage in learning and complete tasks to the best of my ability
	I ask questions and participate in group discussions – I am happy to share my ideas
	I make sure I understand the teacher's feedback and use it to improve my work
	I ask for help when I need it
	I listen to instructions
	I support other learners
	I ask for extensions if I finish early
Reader	I always engage in reading and complete tasks to the best of my ability
	I ask questions and participate in group discussions around reading material
	I make sure I understand what I am reading
	I ask for help with vocabulary when I need it
	I track & listen to class reading
	I support other readers

1.3 Aims of policy

- To create an environment which supports achievement and learning for all.
- To promote high expectations of all students and staff.
- To improve teaching and learning by reducing disruption and therefore maximising learning.
- To ensure that there is a clear set of rules that everyone follows, consistently.
- To ensure there are clear procedures with lines of accountability and responsibility regarding rewards/sanctions.
- To ensure hard work and effort are rewarded.
- To promote consistently positive behaviours across our school community. To remind, redirect, and rebuild where behaviours are not appropriate.
- To ensure that the consequences of poor behaviour are understood and clearly communicated to relevant stakeholders, with the expectation for change and clarity about what this looks like to be communicated.
- To work effectively with parent/carers and all agencies to promote positive behaviours for the benefit of all.

1.4 Legislation and statutory requirements

This policy has been created in accordance with the Department for Education (DfE) through:

- The Education Act 2006 (updated 2011)
- The Equality Act 2010
- Keeping Children Safe in Education 2023 (KCSIE)
- Behaviour and discipline in schools: Advice for head teachers and school staff (updated February 2024)
- Searching, screening and confiscation (updated July 2022)
- Use of reasonable force in schools (updated July 2013)
- SEND

Every Child Matters

This policy is about how we can help our students to develop effective Social and Emotional Attitudes for Learning and develop learning for their whole lifetime.

The aims of our curriculum are to enable all young people to become successful learners, confident individuals and responsible citizens.

We have a legal responsibility to take into account every individual student's needs. This means when you are applying school guidelines you must use 'Intelligent Consistency'.

Intelligent consistency is the application of the school rules in a way that takes into account the different needs, backgrounds and experiences of individual students. As teachers, we can make a difference and need to ensure that we become the teacher that children want to remember for our compassion and understanding.

Please remember – if you notice a change in a child's behaviour, or attendance, this could be a sign of the need for further action – please refer to our Child Protection (Safeguarding) Policies and Procedures for further guidance and contact your child's head of year as soon as possible.



1.5 Responsibilities

Academy Committee	To provide accountability for all school leaders in a way that challenges and supports. To review the policy annually. To provide a panel of Academy Committee Representatives (ACR) to hear disciplinary issues when required.
CEO/Head teacher	To ensure the policy is adhered to and to ensure strategies are effective.
SLT	To promote positive ethos among students through participation, and role model the core values (Ready, Respectful, Responsive) and support students to achieve these. To ensure the policy is adhered to and ensure strategies are effective. To provide support and direction to staff and students as appropriate. To ensure that student behaviour positively contributes to learning. To liaise with parents/carers and other external agencies/organisations to secure positive student behaviour.
Associate Assistant Head of Behaviour & Attitudes /Heads of Year/Pastoral Staff	To promote positive ethos among students through participation, and role model the core values (Ready, Respectful, Responsive) and support students to achieve these. To reward and celebrate success in a way that encompasses as many students as possible. To monitor behaviour through liaison with tutors, support staff through line management of staff. Where issues concerning a student arise across several subjects, to co-ordinate appropriate interventions to remove barriers to learning. To support tutors in implementing the expectations of the Ready, Respect, Responsive, Reader policy.
Tutors	To be consistent in the use of the Ready, Respect, Responsive, Reader policy. To mentor students in acknowledging achievements, celebrating success, and challenging concerning behaviour/conduct. To liaise with Heads of Year /Pastoral team, and parents/carers.
Curriculum Team Leaders	To ensure class teachers promote Ready, Respectful, Responsive, Reader and use appropriate rewards and sanctions in their provision. To encourage the consistent and regular use of rewards. To support class teachers with day-to-day routines that promote good behaviour.
Class Teachers	To be responsible for celebrating student successes within their classrooms. To ensure all children behave in a way that supports the learning of all. To be consistent in their use of the Ready, Respect, Responsive, Reader policy. To plan for the needs of all learners and provide appropriate structure and systems to best support this. To set behaviour expectations in line with the Ready, Respectful, Responsive policy.
Support Staff	To follow the Ready, Respect, Responsive policy and seek clarification if unsure.
Parents/carers	To ensure their children adhere to the school rules (BfL policy), the school's code of conduct as noted in the Home/School agreement. To liaise with the school when appropriate, i.e., to keep pastoral staff informed of situations out of school, which may affect behaviour, in order that staff may be better informed to support appropriately. To liaise with the school to celebrate achievements of students both in and outside the school.
All Staff	Ensuring a diverse, safe, positive culture in our school is everyone's responsibility. To develop relationships that enable positive behaviour for learning and self-agency. To foster strong relationships with all stakeholders and colleagues.



Section 2

2.1 Positive Behaviour – being Ready, Respectful, Responsive, Reader

Expectations of behaviour for learning in classrooms:

- students are engaged in the work set and are motivated to do well.
- students are independent learners who are responsive to all learning opportunities.
- students are supporting each other in their learning.
- students take responsibility for their behaviour.
- students ensure they have the appropriate equipment with them and arrive on time.

Expectations of behaviour for learning in the wider environment:

- students have regard for their own safety and that of others.
- students are courteous and respectful to all.
- students are aware of their behaviour and how it reflects on the school.
- students show responsibility towards their environment.
- students follow school routines and rules.
- students participate in enrichment activities.

2.2 Expectations of staff

All staff will observe the policy guidance here and follow up, when necessary, with the appropriate consequence. All consequences will be recorded by the initiating member of staff on the school MIS. Staff are encouraged to use their professional skills and judgment when creating a positive climate, in which students learn best. This judgment is based on the consideration of ensuring reasonable adjustments have been made that are both inclusive and consistent. Staff members should also use their knowledge of the students and take into account any learning passports or behaviour plans.

Staff will ensure:

- Positive learning climate
- Culture of rewards
- High expectations for all students
- Planned seating arrangements.
- Well planned and structured lessons that account for all learning needs



Section 3

3.1 Rewards rationale

Positive attitudes to learning are key to student success. Rewards play a pivotal part of this in motivating and encouraging students to achieve.

Examples of rewards at King Arthur's School include; phone calls home, subject letters, certificate of achievement, Ready/Respectful/Responsive/Reader award points, house points, golden ticket. All rewards carry points towards the annual House Trophy.

At King Arthur's School we:

- provide a whole school framework for rewarding students.
- ensure that students develop a sense of personal responsibility.
- motivate and inspire students to excel and achieve through regular and consistent rewards.

3.2 House Points, Ready, Respectful, Responsive, Reader points and Expectations

House Points and Ready, Respectful, Responsive, Reader points are awarded by **ALL STAFF** to students for showing effort, care, kindness, extra-curricular activity, selflessness, being helpful beyond the normal expectations. This list is not exhaustive.

King Arthur's: House points and Ready, Respect, Responsive, Reader Points		
Level	Reward	Action
BRONZE	50* amount of house points achieved per half term	All certificates are issued through the Rewards Lead and given out during celebration assemblies each half term for both KS3 and KS4.
SILVER	100* House points achieved per half term	
GOLD	200* House points achieved per half term	
PLATINUM	250* House points achieved per half term	
Golden Ticket	Friday afternoon 'Jump the Canteen Queue' or end of week Treat	Tickets issued by teacher and collected by golden ticket lead.



100 Score	Each half term every student will be given a score out of 100. This will be measured against attendance/ATL/HTL/Behaviour	100 score will determine each student's eligibility to get a school reward.
Star of the Week	Teachers to nominate students per week for outstanding contributions based on Ready, Respectful, Responsive, Reader	Students to be announced in assemblies, praised & issued with a 'Well done You're Ace' card
Attendance Reward	All students rewarded for 100% for a half term completed.	Reward collected at the end of Term in an Attendance Assembly

***Quantity of points at each threshold to be at the discrepancy of the school.**

Section 4

4.1 Supporting positive behaviour.

In order to support positive behaviour, some students may be placed on reports and/or individual plans. Reports are paper copies that are scanned and added to a student profile. It is the student's responsibility to demonstrate the necessary improvements when placed on report.

Report	Duration
ATL (Attitude to learning) Report Subject specific Report/Subject report cards	Two-week report generated by the Tutor to track attitude across lessons.
IBP (Individual Behaviour Plan) Report	Four-week review periods. Plan monitored by tutors to monitor behaviour and escalated to Heads of Year or Curriculum Team Leader to track, monitor, set targets and review. Interventions are recommended due to deterioration of behaviour.
SLT (Senior Leadership Team) Report card	Two – four-week report card to support students on written warning process.
Written Warning Process	Four-week review period to either escalate to next written warning or de-escalate to lower warning/remove from written warning.
Governor Behaviour Panels	Students at risk of Permanent Exclusion are interviewed with parents termly, to discuss their escalating behaviour. Support discussed & actioned with clear targets set, to show improvement and desire to remain a part of King Arthurs School. Clear consequences outlined if improvement is not made.



4.2 Tiered process of sanction

Where students fail to respond to warnings regarding behaviour, the school will apply a tiered process of sanctions.

Level 1 - Remind

Given by: All staff.

Given for: A failure to demonstrate being Ready, Respectful, Responsive. Student is issued with a Level 1 Reminder – REMIND. For example, this could be given for: behaviour that is not at the required standard, lack of respect or rudeness, deliberate underachievement, lack of respect for equipment, misuse of mobile phone. This list is not exhaustive. The teacher will ensure the student is clear on what change in their behaviour is required.

Consequence: Remind warning issued with intention that student behaviour will change. Remind incidents will equate to one behaviour point logged on the school MIS.

How consequences are issued: Staff will log this event via the school MIS with appropriate reason.

Level 2 - Remove

Given by: Class Teacher, Team Leader, or SLT

Given for: Persistent behaviours already addressed through REMIND, vandalism, bullying, being disrespectful to peers, being disrespectful to property, inappropriate use of language, comments promoting a culture that goes against that of the ethos of the school, inappropriate use of IT. This list is not exhaustive. When in doubt as to whether an offence is Level 2, the decision of a member of CTL/SLT should be sought.

Teacher action: Inform student they will be removed from class and why they are being issued REMOVE. In the first instance, student directed to the Camelot room (internal isolation). The student has 4 minutes to arrive at the Camelot room. On arrival they will be met by a duty member of staff who will log their behaviour and ensure the student completes their learning. If the student refuses to go to the 'Camelot' the student will have an additional period of Refocus or further sanction as required.

Consequence: For a REMOVE student will work hard in isolation. Following two removals in a day a student will remain in internal isolation (Refocus) where they can reset and reflect on how to improve. Following three REMOVES in a week the student will receive a period of suspension. REMOVE will be recorded on the school MIS and equate to two behaviour points.

How consequences are issued: Staff will log this event on the school MIS with appropriate reason. The teacher will call home to discuss the conduct of the student. The pastoral team will call home with any further information about sanctions. Calls to be logged on the school MIS. When phoning home we will inform parents of the issue and any next steps.



Level 3

Given by: Curriculum/Pastoral Team Leader/SLT

Given for: Recurring Level 1 or/and 2 behaviours following intervention by class teacher and CTL and/or persistent disruptive behaviour (this may occur in one day or across several). In addition to this, instances of bullying, theft, vandalism, truancy, inappropriate language towards staff, harmful sexual behaviour, bringing alcohol/drugs to school, absolute and repeated refusal to cooperate with requests following removal, absolute refusal to cooperate with requests, comments deliberately promoting inappropriate behaviour, bringing the school into disrepute, discriminatory abuse (sexist, racist, homophobic), public defamation of the school, persistently being caught smoking/vaping or bringing banned materials onto school site. This list is not exhaustive. When in doubt as to whether an offence is of a Level 3 category, the decision of a member of the SLT is final.

Consequences: students may have any stage consequence appropriate to the situation, or they may be applied sequentially:

- Stage 1: Removal and/or internal Refocus, involvement of outside agencies may be sought.
- Stage 2: Student is put on an IBP – parents are requested to come into school.
- Stage 3: Student IBP updated – Team Around the Child meeting is requested and external agencies are invited.
- Stage 4: Fixed Term Suspension - Parents attend re-integration meeting where written warning maybe used. IBP support plan is devised or amended.
- Stage 5: A direction offsite to another school considered/used as needed.
- Stage 6: Governor Behaviour Panel – students and parents will be required to meet the Chair of Governors to discuss the escalating behaviour and their future at King Arthur's School.

The decision as to which consequence(s) are appropriate will be determined by a member of the SLT. Where a meeting with parents is necessary, this will be conducted by the SLT member together with the CTL. A 2-hour SLT detention may also be deemed necessary.

How consequences are issued: SLT records on the school MIS copying in tutor and pastoral team. Removal of student to internal isolation (Refocus). SLT will arrange a phased return to lessons. Student then completes detention/refocus/Suspension. CTL/SLT meet with parents. Pastoral team review, devise strategy for support. If behaviour continues then student moves to the next stage.

A first written warning (see Section 4.3 below) may be issued for a level 4 sanction or repeated level 3 sanction. If a child is on a written warning, an escalation of the written warning process may be necessary.

Level 4

Given by: HEAD TEACHER

Given for: Failure to respond to interventions agreed in Level 3, serious assault, bringing weapon/s on site, drug related activity, harmful sexual behaviour, arson, incitement of hate or discriminator abuse (i.e., sexist, racist, homophobic), the internet / electronic communications, malicious allegations against a member of staff. The list is not exhaustive, and it is for the Head teacher to determine whether any action



is sufficiently serious to warrant a Level 4 intervention. The Head teacher must record the reasons for the decision.

Consequences: Fixed Term Suspension OR Permanent Exclusion.

4.3 The Written Warning System

A Level 4 sanction will automatically trigger a written warning. The purpose of the written warning is to make it clear to both the student and their parents that their future at the school is now under consideration. There are three stages to the written warning system.

Stage 1: First Written Warning

Deputy Head (or member of SLT) or the Pastoral Lead may issue this to a student: The letter must set out the reasons why it is being issued and the consequences for not addressing the behavioural problems identified. At the same time, an Individual Behaviour Plan (IBP) is created in discussion with parents and the student. The warning stays active for 4 weeks. If the student's behaviour improves for this length of time (i.e. no level 2 or above sanctions), the warning is removed. If behaviour has not improved, the warning can either remain active for a further four weeks (this decision must be confirmed in writing to the student and the parents) or Second Written Warning issued. In both of these cases, there should be a meeting with the parents and student to review the IBP and to examine why the student's behaviour has not improved and what change is required in the student. It is open to the Deputy Head (or member of SLT) and the Pastoral Lead to consider whether an Off-site Direction might be in the student's best interest.

Stage 2: Second Written Warning

Deputy Head (or member of SLT) or Pastoral Lead may issue this to a student: The letter must set out the reasons why it is being issued and why the first written warning has failed to achieve the desired effect. It must also set out the consequences of failure to comply with the required behavioural changes. The system used to support the student is the same as for the first written warning. It is possible that at this stage outside agencies will be invited to support the student involved and the Individual Behaviour Plan (IBP) is updated. If the student's behaviour improves for 4 weeks (i.e., no level 2 or above sanctions) the level of warning is moved down to first written warning. Failure to respond to the support offered will result in the issue of the final written warning. There may be an option to extend a level 2 written warning beyond the four-week period as decided by the appropriate member of SLT.

It is for the Deputy Head, member of SLT, or the Pastoral Lead to consider whether an Off-site Direction might be in the student's best interest.

Stage 3: Third and Final Written Warning

Deputy Head or member of SLT may issue this to a student: The letter must set out the reasons why it is being issued and why the first and second written warnings have failed to achieve the desired effects. The letter must request the parents and the student to attend a meeting with the Head teacher, Deputy Head, a member of SLT, or the Pastoral Lead, including a warning that failure to attend may result in a



decision to move to a Stage 4 Permanent Exclusion without further discussion. An Academy Committee Representative (ACR) may also be present at this stage. The letter must make clear that alternative educational provision is now under active consideration, including an Off-site Direction to another school. Failure by the student to comply with the required behaviour change will result in a Stage 4, Permanent Exclusion. If the student's behaviour improves for 4 weeks (i.e., no level 2 or above sanctions), the level of warning is moved down to second written warning. The IBP is updated further to ensure that the student has the best possible chance to improve their behaviour and the support in place for the student is clear. There may be an option to extend a level 3 warning beyond the four-week period, if deemed necessary by a member of SLT.

There may be occasions where the student's behaviour in a one-off incident is sufficiently serious that a Final Written Warning is issued without any of the previous stages. This must be approved by the Head teacher and the reasons for the decision recorded.

As set out above, at any stage during the written warning process it may be considered that a Direction Off-site to another school within the trust or other secondary school is in the student's best interests. Such a decision is the responsibility of the Head teacher or Deputy Head (member of SLT) who will also be responsible for overseeing the process. A Direction Off-site is decided by the Head teacher and agreed by the Chair of Academy Committee. It should be discussed with the parents and the student and executed (see Section 5.2 below).

Stage 4: Permanent Exclusion

Head teacher may issue this to a student: Used in response to a failure by the student to respond to the third written warning or because of a very serious event e.g. bringing a weapon into school, drugs/alcohol related incident, arson, incitement to racial/gender identity hatred, harmful sexual behaviour, serious assault, serious theft. The determination of a very serious event is for the Head teacher to decide in consultation with the Chair of the Academy Committee. The involvement of the Chair is not required if a Final Written Warning has been issued.

Section 5

Off-Site Provision

5.1 Approach to Off-Site Provision (Direction by Academy Representative)

Where interventions or targeted support have not been successful in improving the behaviour of a student, off-site direction should be used to arrange time-limited placements at an Alternative Provider (AP) or another mainstream school. During the off-site arrangements to another school, students must be dual registered, and attendance coded as D. However, Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the student being registered at any other school.

Depending on the individual needs and circumstances of the student, off-site provision 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 with the other provider. Parents should be notified as part of the planning phase for an off-site direction. A further review with the parents should take place



at least two weeks before the maximum time period is reached so that a permanent resolution can be agreed. All travel costs/arrangements associated with an off-site direction are the liability of the parent.

The Academy Committee must review all off-site provision arrangements on a six-monthly basis. Parents of students in off-site provision must be invited to submit their views before review meeting and given the opportunity to attend the review if they so wish. The results of any review must be documented.

Parents and the local authority can request, in writing, that the Academy Committee hold a review meeting; especially, where the student has an EHC plan. When this happens, the Academy Committee must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

5.2 Off-site Direction (Direction by Academy Committee)

An off-site direction must be part of a planned intervention and may only be considered once a student has reached a Level 4 sanction (Fixed Term Suspension). The willingness of the proposed school to accept the student must be confirmed before there is any discussion with either the student or their parents. An offsite direction should only be recommended when it is the view of the school that the student is not able to respond to the behaviour requirements of King Arthur's School, and that the change of circumstances afforded by the move could work to their advantage.

Where an off-site direction is successful after the agreed time frame, the student may return to King Arthur's School or they will be taken on roll permanently at the receiving school. However, where the move at another school fails, the student may be permanently excluded or return to the parent school on a permanent final written warning.

Fixed term suspensions (FTS) and Permanent Exclusions (P Exc)

5.4 Approach

Suspension and exclusion are used as part of the Level 4 and Level 5 sanctions, as detailed above.

King Arthur's School follows the approach to suspensions and exclusions within the statutory framework as set out in the Department for Education 'Statutory Guidance Exclusion from maintained schools, academies and student referral units in England 2012 updated 2015, 2018, and 2023', 'Changes to the school exclusion process during a coronavirus outbreak updated September 2021' and 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement' updated most recently in September 2023.

Suspensions are used to provide a clear message as to what constitutes unacceptable behaviour and that they risk being permanently excluded. Repeated suspensions will be viewed as a sign that the student has refused to listen to and/or respond to those messages.

Permanent exclusions are either a last resort, when all other avenues have been tried and failed, or where the offence is so serious that no other action is possible. The decision to exclude a student permanently exclusions will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy



and/or

- where allowing the student to remain in school would seriously harm the education of either the student or other students, or would seriously harm the welfare of the student, other students, staff, or others in the school.

In this context, persistent has the normal, dictionary meaning.

The following is a, non-exhaustive, list of offences that would warrant suspension or permanent exclusion:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or any prohibited item that has been prohibited by the Behaviour Policy
- Possession of any bladed item
- Harmful Sexual Behaviour
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Use, possession or supply of illegal drugs.

There are special provisions that apply to students with Special Educational Needs, including those with Educational Care and Health Plans, and those who have an appointed Social Worker. The Head teacher must follow the statutory guidance in these cases and inform the Chair of Academy Committee of the issues and the proposed approach.

5.5 Processes

Only the Head teacher can suspend or permanently exclude a student on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded. If the Head teacher is not available to make a suspension or exclusion decision, then the matter must be referred to the CEO of the Trust.

A student's behaviour outside school can be considered grounds for a suspension (FTS) or permanent exclusion. Any decision by the Head teacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful; reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension (FTS) or permanent exclusion decision the Head teacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head teacher should accept that something happened if it is more likely that it happened than that it did not happen. The Head teacher must take account of their legal duty of care when sending a student home following an exclusion.



The Head teacher should take the student's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. The Head teacher should inform the student about how their views have been factored into any decision made. Where relevant, the student should be given support to express their view, including through advocates such as parents or, if the student has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the Head teacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

Arrangements will be made for students who are not in school to have work made available through the on-line learning platform 'Oak Academy'.

Parents/carers will be notified as soon as possible of the decision to fixed term suspend or exclude a student and the reason for the exclusion. This will be done on the day being authorised, by either phone contact or a face-to-face meeting. A written confirmation of the fixed term suspension or permanent exclusion including the term of the exclusion, reasons and right to appeal to the Academy Committee will be sent to parents/carers on the same day. A student who has been excluded will normally have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature and consequences of their misbehaviour.

In the event of new evidence coming to light, further fixed term suspensions or permanent exclusion may be issued. The Chair of Academy Committee will be notified of all Permanent Exclusions by being sent a copy of the exclusion letter on the same day that it is produced.

5.6 Cancelling Fixed Term Suspension (FTS) or Permanent Exclusions

The Head teacher may cancel any suspensions (FTS)/exclusion prior to it being reviewed by the Academy Committee.

In such cases, all relevant parties must be informed, including the Local Authority and the Academy Committee. The parents of the excluded student must be given the opportunity to meet with the Head teacher.

5.7 Students Returning from Fixed Term Suspension (FTS)

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting accompanied by a parent/carer. This meeting will reinforce expectations and seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between the student, parent, and school. On return from a Fixed Term Suspension, students may be placed on an Individual Behaviour Plan. Where this happens, it will be reviewed after 4 weeks. Under some circumstances, on return from a Fixed Term Suspension a student will be required to be educated in isolation.

5.8 Appeals

All correspondence notifying a parent/carer of an exclusion from King Arthur's School will inform them of their right to appeal to the Academy Committee Discipline Panel against the decision to exclude. The person who should be contacted to lodge an appeal is the Clerk to the Academy Committee at the school.



5.9 Academy Committee (previously Local Governing Body)

The Head teacher must, without delay, notify the academy representatives of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the student).
- any fixed term suspension or permanent exclusion which would result in the student being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any fixed term suspension or permanent exclusion which would result in the student missing a public examination or national curriculum test.

The Head teacher must confirm to the Academy Committee that all relevant parties have been informed of the exclusion and that the parents have been advised of their rights of appeal and the timeframe for exercising those rights.

When notified of an appeal, the Academy Committee shall establish a discipline panel of at least three members. If it is not possible for three members to attend the panel hearing, Academy Committee Representatives from other schools within SAST may act as alternates.

When considering an appeal, the discipline shall receive and consider written representations from both the Head teacher and the Parents prior to the hearing. The representation from the Head teacher must contain details of the steps that have led to the exclusion and a confirmation that that all relevant regulations, policies, and procedures have been complied with.

At the hearing, the discipline panel will hear any additional representations from the Head teacher, the student, and the student's parents. The discipline panel may ask any questions of clarification that it wishes.

The discipline panel will then consider two questions:

1. Whether the correct processes have in fact been followed
2. Whether the decision to exclude is reasonable, given the facts presented.

In reaching the decision, the panel will note which facts are agreed and which facts are disputed. Where facts are disputed, the panel will determine and document which version of events they believe, based on a balance of probability. The agreed and determined facts must then form the basis of the decision. The discipline panel may either:

- Uphold an exclusion; or
- direct reinstatement of the student immediately or on a particular date.

The decision of the panel may be given verbally but must be confirmed in writing within fourteen days of the date of the hearing.



The Academy Committee must review the use of exclusions and suspensions on an annual basis to consider whether the pattern suggests that the Head teacher has met the requirements of being lawful, reasonable, fair, and proportionate.

Supporting documentation

Appendix 1 Use of Reasonable Force

The DFE guidance on “The Use of Reasonable Force”, revised July 2013 and as part of KCSIE sections 163-165 updated September 2023, is held in staff resources/school policies.

In certain circumstances, school staff have the power under the guidance to use reasonable force to ensure the safety and wellbeing of all students. Circumstances when restraint may be appropriate include

- A person causing harm to themselves or others.
- A person causing damage to school property.
- A person causing forms of disorder.

Any incident involving the use of force will be reported to the head teacher and safeguard lead. A report will be completed and stored by the person involved.

Appendix 2 Powers of Searching, Screening and Confiscation

The law was amended in 2007 to support schools in their use of confiscation. Clear Government guidelines on screening, searching and confiscation, which were revised in January 2018, and updated most recently in July 2022, are available on staff resources\school policies. These guidelines should be adhered to.

In line with the King Arthur's School Behaviour Policy and Department for Education Guidance, ***prohibited items not allowed on the school site/trips include:***

- Drugs, Alcohol, Weapons (or anything deemed to be able to be used as a weapon), knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, electronic cigarettes, vapes and associated liquids/paraphernalia, fireworks, pornographic images, any article that could be used to cause harm and any item banned by the school rules.

Any member of staff has the legal power to request a student to show or hand over any items banned from school and can seize any item, however found, if detrimental to school discipline or due to safety concerns. Confiscation includes Mobile Phones, AirPods, other electronic items, vapes. This list is not exhaustive. It must be borne in mind that confiscation must be used in a reasonable and measured manner. Any search will be reported to the Senior Leadership Team and anyone conducting a search will follow guidelines regarding child protection and the school's Confiscation and Search guidance.

In general, if it is noted that a student is in possession of an item that is liable to be confiscated, the item can reasonably be confiscated until the end of the day. Should the item need to be repeatedly



confiscated, it will be held until a parent/carer collects it. Until that point, it should be held in the school safe or locked in a suitable location, in a labelled envelope. The confiscation should be noted on the school MIS. Items which might be considered harmful, e.g., matches, lighters, vape can be confiscated and only returned when collected by a parent or guardian. These items should also be held in the school safe/suitable location and the parents contacted by an appropriate member of staff. If it is suspected that a student has an illegal item in school, e.g., drugs or a weapon, this should be reported immediately to a member of SLT who will take appropriate action.

The Head teacher and, in the Head teacher's absence, members of The Senior Leadership Team, have the authority to search student and their belongings without their permission where there are reasonable grounds to suspect contraband items are held.

Appendix 3 Electronic Devices

King Arthur's School recognises and accepts that parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety. It is the expectations that parents/carers support school in making sure electronic devices are used safely and securely at home. At school, we will continue to deliver a programme of education making sure all students are aware of the dangers of misusing technology.

At King Arthur's School, we use the phrase 'Off and Away' in accordance with the following principles:

- Mobile phones must be out of sight, unless authorised by a teacher. This means on entry to the school site the mobile phone should be turned off and put away in a bag or locker.
- Use of the mobile phone during a lesson may be allowed with the agreement of the teacher for the explicit purpose of supporting learning.

If a student is found using a mobile phone without permission, it will be handed in to the school office where it can be collected at the end of the day. Persistent breaking of this rule will be sanctioned in line with the behaviour policy and by collection of the item only being possible by a parent/carer.

- On the first infringement of this policy, the mobile phone would be confiscated by the teacher and taken to reception, where it would be securely stored. The student will be able to collect the mobile phone at the end of the school day.
- On a first confiscation, but where there are aggravating factors such as rudeness on the part of the student, the imposition of an additional sanction will be considered.
- On the second infringement, the mobile phone would be confiscated by the teacher and taken to the student reception, where it would be securely stored. Parents/carers will be informed of the situation, and a request will be made that a



parent or carer collects the phone.

- For repeated offences, students may be required to hand in their phone at the beginning of the day and collect it at the end of the day. This will be applied until deemed necessary by a lead staff member.
- Any infringement which involves the disruption of learning or teaching will be given an appropriate sanction, at the discretion of the teacher.

Refusal to comply with the sanctions included in this policy will be treated as refusal to follow instruction and may result in fixed term suspension. The school reserves the right to involve the police authorities for an incident(s) if deemed necessary.

Appendix 4 Uniform Expectations

What the government state about uniform in schools - <https://www.gov.uk/schooluniform>
"Each school decides its uniform and must not discriminate based on gender, race, disability, sexual orientation or belief. The head teacher can discipline your child for not wearing the school uniform. Your child can be suspended or expelled if they repeatedly ignore the uniform rules. Talk to the head teacher if your child is not wearing the uniform, including PE kit, because you cannot afford it. The school should give you time to buy the right clothes. If you are in England, you may also get financial help from your local council."

As noted in section 3, students repeatedly not wearing the correct uniform will be addressed through contact home. A letter will be sent home to explain to parents what needs to be amended/corrected. If there are repeated offences, the behaviour policy of consequences and sanctions will be called into use.

Refusal to comply with the sanctions included in this policy will be treated as refusal to follow instruction and may result in fixed term suspension.

Appendix 5 Bullying

Bullying of any kind is unacceptable at the school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Bullying will not be tolerated in any shape or form.

Our pledge

- Students should not suffer verbal abuse.
- Students should not be physically hurt or injured.
- Students should not be subject to abuse based on their ability, gender, race, religion, or sexual orientation.
- Students will not suffer abuse via social media.



We consider bullying to be any form of behaviour that is repeated over time and makes another person feel uncomfortable or intimidated.

Anyone observing anti-social or racist behaviour should report it immediately.

The school is opposed to all forms of discrimination and any incidents of racist behaviour will be reported to the Local Authority.

Appendix 6 Application of the Behaviour Policy Outside of School

The law was amended in 2007 to support schools in applying their Behaviour Policy outside of school. This policy applies at all times to students on school trips and visits. Adults accompanying trips and visits in a supervisory capacity are considered as school staff for the purposes of this policy. When students are travelling to and from school, we reserve the right to apply this policy as is appropriate. To serve as an example, students bullying other students travelling to and from school should expect to be dealt with by the school. Where a student is known to attend King Arthur's School and their behaviour brings the school into disrepute, their conduct may be considered under this policy.

Appendix 7 Partnerships with Parents

It is essential that we work in close partnership with parents in all aspects of behaviour management. Email provides a simple way of communicating with home. Parents like to hear good news as well as not so good news! If a student is causing concern, their parents should be contacted before a situation escalates to enable them to work effectively with us in support of improving the behaviour of their child.



Glossary

SLT	-	Senior Leadership Team
PTL	-	Pastoral Team Leader
CTL	-	Curriculum Team Leader
IBP	-	Individual Behaviour Plan
FTS	-	Fixed Term Suspension (formerly Exclusion)
PEX	-	Permanent Exclusion
MIS	-	Management Information System
ACR	-	Academy Committee Representative

The Government expects: ('Ensuring Good Behaviour in School' 2011)

'All students are to show respect and courtesy to their teachers, towards other staff and towards each other.' Parents are expected to 'encourage their children to show respect and support the school's authority to discipline students.'