

Jasper City School Behaviour Policy

Introduction:

Jasper City School seeks to create an atmosphere in which effective teaching and learning can take place. Adults and children flourish best, especially academically, in an ordered and calm environment, therefore, we will work to maintain fair discipline throughout the school with a clear code of conduct that all staff and parents uphold.



What is discipline?

At Jasper City School the word discipline is defined as training within a loving relationship.

The long-term goal of discipline

To develop mature, self-controlled young adults who live to please and serve God, fulfil their destinies and are effective citizens of the world.

We shall teach the pupils to respect authority as given by God to parents, teachers and other adults in the school and wider community. The principles underlying this Behaviour Policy are based on having respect for one self, others and the environment.

The short-term goals of discipline

- To correct and train in the day-to-day situations arising from school life.
- To face and resolve the results of disobedience.
- To restore relationships between quarrelling students, or between staff and pupil
- To maintain a healthy environment for learning.

The importance of relationship in discipline

Successful discipline can only take place in the context of strong, loving relationships between staff and pupils. Teachers will make every effort to build good relationships where there is mutual love and respect with pupils. Teachers accept the responsibility that they themselves impart their own standards and attitudes to the pupils. Teachers will be honest and admit to the children that they are not perfect, and that they themselves are under the loving discipline of the Holy Spirit. Teachers will not see it as a sign of weakness to apologise to a child if they are in the wrong.

Child development and discipline

It will always be made clear that although the behaviour is wrong the child is still accepted and loved. Discipline of children should involve considering their age and stage. Young children need many external controls, and they need to be trained in first time obedience. The increasing maturity of the children means that the adults gradually remove some controls to let them exercise choice, suffer consequences and learn from mistakes. Through this process, the children's behaviour will increasingly be shaped by self-control and less by external controls. The individual child's level of maturity and understanding will be considered when dealing with any behavioural problems.

The School Rules

Jesus said that all rules are summed up in these two commandments: "You shall love the LORD your God with all your heart, with all your soul, with all your strength, and with all your mind," and 'your neighbour as yourself.'" Luke 10:27.

The apostle Paul said that the whole law is summed up in this single commandment (Galatians 5:14), and James said that if you keep this royal commandment you will always be doing what is right (James 2:8).

These two great commandments, therefore, will be used as the standard by which the behaviour of the School community is judged.

Statement of general policy:

- We will work to maintain fair discipline with a clear code of conduct that all staff and parents uphold
- We will teach the children to respect authority
- We will have firm boundaries and expectations regarding behaviour
- We will give positive encouragement and rewards for those who follow them
- We will operate a reward & sanctions system as detailed below

Our pupil numbers in each class will be small with a ratio of one teacher/TA to ten pupils. Apart from when teachers are delivering teaching using a board, or electronic interactive devices/tools at the front of the class, teachers and TA's will be 'at the table' with their students whilst their students are working, observing their students, on hand to give advice & assistance quickly with minimal disruption to other learners. Of course, if a longer time must be given to a learner, then the teacher will use another space in the room to assist the learner further. We are hopeful that the 'teacher at the table' method will reduce distractions and disruptive behaviour.

We will not encourage the raising of one's hands to answer teacher's questions. Instead the teacher will go in a round for any answers, so that each learner has a turn to answer something. Again, learners will be given time to process, think and give an answer. We will continue to go around the class until the question is answered or is reverted to the teacher. We are hopeful that this method will reduce distractions and disruptive behaviour.

Expectations of good behaviour at Jasper City School:

Rule – RESPECT each other, RESPECT uniform, RESPECT equipment and environment

Respect each other by:

- Greeting teachers, other pupils and visitors with a smile and be ready to let others go first.
- Talking politely and calmly to all staff and other students.
- Listen to all staff, do not interrupt.
- Willingly do what teachers ask.
- Speak kind words to others. Teasing and name calling of others should not be a part of school life.
- Put your hand up if you want to say something in class, unless an emergency.
- Use the words "PLEASE" and "THANK YOU".
- Wash your hands after using the toilet.
- Be honest.
- Stand up when guests of distinction enter the room
- Avoiding inappropriate contact
- Be punctual for lessons

Uniform: Abide by the school uniform and dress code and present one-self neatly.

- Environment: Respect the need for a quiet learning environment. Enter and leave school carefully. Always walk around the site and do not run. Help to keep the whole school tidy. Show courtesy by holding doors open for others. Eat food and drink only in the provided areas. Keep the general office area and main doorway area free for access. Show consideration for our neighbours and pedestrians by not blocking the area outside the school. Behave well on the way to and from school. If you come to school by car, never distract the driver by disobedience or bad behaviour. Follow Health and Safety regulations on the school site. Treat the decoration of the building sensibly at all times. Always ask for permission before leaving the school premises. This clause will be developed when we have secured a site.

Equipment: Look after the area where you are working, use table and chairs sensibly, and any equipment entrusted to you. Respect the school buildings and the school equipment. Respect the

property of others.

Rewards and corrective measures system:

A reward and corrections system will be operative within the school where the students are rewarded for good behaviour and corrected for misbehaviour.

Rewards

The purpose of rewards is to honour and encourage good attitudes and behaviour. Encouragement is one of the most important approaches we have to help children to learn and to behave well. The success of our curriculum will rely greatly on encouragement. Our approach will encompass short, middle and long term goals. We will also help to bolster motivation and enthusiasm.

Rewards include-

- Nursery and Year Reception - Happy faces (with gemstone colours),
- Years 1 to 8 - Gemstone coloured tokens (with numerical values),
- Years 9 to 11 - Mineral tokens (with numerical values).

Tokens will be issued for:

- Completing a learning by heart assignment.
- Excellent piece of work / particularly neat work
- Full marks in a unit test /passing a unit test (depending on ability)
- Helpfulness, diligence, neatness, good attitude
- Extra effort, hard work, good attitudes etc.
- Character awards

Character rewards (tokens) can be given for:

- Comforting someone who is hurt or upset.
- Forgiving someone who wrongs you.
- Showing appreciation and thankfulness.
- Persevering when finding something difficult.
- Being honest and owning up even though it may get you into trouble.
- Sacrificing what you want to do in break time to help someone else.
- Saying sorry when you realise you are in the wrong.
- Owning up to something when you know you could keep quiet and possibly get away with it.
- Showing respect for, and being helpful to, visitors to the school.
- Producing a piece of work which, for you, is a great achievement.
- Helping to keep the premises tidy and free from litter.
- Offering to help pupils or staff when you see they need help.

The children will 'save' their weekly tokens and may choose to redeem them at the 'JCS trade shop' on Friday afternoons or at the end of term.

The list above is not exhaustive. We must be consistent and generous, giving out copious happy faces/tokens and avoiding crushing children with endless deductions or the withdrawing of privileges. The token system can also be tailored for each individual child, identifying with the child what are suitable rewards and sanctions for him/her. Tokens will be linked to one or more of the requirements of a privilege and tokens will be carried over weekly.

Tokens and deductions can be most effective when used in conjunction with privileges and other incentives. Younger children will have tangible daily incentives yet the older children will accept monthly or termly rewards.

We should avoid giving rewards:

- As bribes, for example to gain classroom control
- On demand
- In a way which causes embarrassment
- In a way which devalues their worth to others (by overuse)

JCS privilege system:

Privileges are a means of recognising a child's readiness for responsibility and rewarding him accordingly. They really are a significant part of the system of encouragement.

At Jasper City School we will have a three-tier system, J, C and S, where 'S' is the top privilege. Each privilege has its own list of responsibilities and rewards, which will be tailored to our school environment and the student's opportunities.

Oral reports and book reports may also be prerequisites for a privilege.

Excellence Commendations:

These are given to students by their teachers when they have displayed service beyond expectation or a consistently high standard of work or behaviour or a marked improvement. We ask parents to recognise these as very important to the students and reward their children appropriately.

Praising students is also an effective tool to recognise and cement desirable behaviour. Praising learners will help to raise self-esteem, help them to learn to accept praise with humility and meekness, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement and should be given when:

- It is above the standard for that class
- It is above the standard for that student
- It is of a consistently good standard

Other ways to praise a student:

- Positive comments in class and/or reinforcement at the end of a lesson.
- Use the contact book effectively – this is a way of letting both teachers and parents know about learner's behaviour.
- The use of the contact book needs to be discussed regularly with staff and parents.
- A letter/note home to parents.
- Parents' Evenings / Whole School Assemblies / Awards Ceremony – use these as a means of praising where appropriate.

Strategy: Procedure for promoting good behaviour:

- We firmly believe in a 'hand-in-glove' partnership between the parents and the school.
- Praising students for good behavior, (e.g. letters home, notes in contact books)
- Broadcasting information about successful events via school newsletter
- Daily assemblies and award time in classes which help to promote good behaviour
- Staff being visible around the school, being seen to be interested in the students and in good self-discipline
- Learning the names of students to let them know they belong
- Displaying examples of good student work
- Rewarding good behaviour as appropriate
- Employing a flexible approach to the curriculum to attempt to meet the needs of all students
- Pleasant school environment
- Adults as role models
- Creating calm and orderly movement around the school
- Use of professional and positive language when dealing with students

- Aim for self-discipline. Help students by providing a checklist relating to positive expectations

Corrective measures:

Corrective measures will be used in the school for prescribed mild to moderate misdemeanours, these include –

- Nursey and Year Reception - Sad faces (5 sad faces will amount to time out)
- Years 1 to 8 – Deduction of tokens, with a prescribed number of token deductions resulting in writing lines of the desired positive behaviour (depending on ability and age).
- Years 7 to 8 – A prescribed number of times writing lines will result in a detention. In detention, the pupil will look up the positive behaviour expected in a dictionary and write out its definition a number of times (depending on the age and ability of the learner).
- Years 9-11 – the same as from years 1 to 8 with additional privileges and honours withdrawn.

Deductions:

Tokens are deducted (or in the case of EYFS sad faces given) for distracting others from their work, inattention, unhelpful attitude in assembly, running, pushing, shoving and shouting, talking out of turn in lesson time, wasting time, not preparing for a test, impoliteness, procedures violation, laziness, bad attitude, disrespect towards other students, foolishness/foolhardiness, care not taken of other people's property, bad time keeping.

Detentions:

A specified number of deductions, resulting in lines in one day or a serious violation of the school's behaviour code or rules will be met with a detention where the child will be required to write lines related to the definition of the behaviour that is desired. A specified number of detentions in a period will require a parent-teacher meeting to discuss the child's behaviour and a way forward to admonish and correct misbehaving. In addition to detentions being given for a number of prescribed lines being issued, detentions will be automatically given when homework is not completed or handed in on time, and for repeated serious misdemeanours. Detention takes place at break time and lunch time.

Corrective measures can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- Below the standard expected by the school
- Below the standard of that student
- Of a consistently poor standard

We must try to avoid:

- Negative comments – especially about the person
- Punishing a whole group
- Inconsistency
- Threatening sanctions and not following through
- Ridicule, humiliation and sarcasm
- Causing intentional embarrassment
- Labelling the child instead of confronting and correcting their unwanted behaviour

We should never:

- Impose excessive sanctions
- Shout aggressively
- Punish a child for a decision made by the parent
- Exacerbate a child
- Usurp our authority as an adult

Corporal Punishment

There will be firm boundaries and expectations for behaviour, and positive encouragement and rewards for those who follow them. Physical punishment will never be used or threatened for misbehaviour. Corporal punishment is illegal and a crime. Although staff may need to assert their

voice, the students will not be shouted at aggressively.

The Discipline Cycle – a redemptive approach

This approach to matters of discipline follows God's pattern of dealing with Adam and Eve's disobedience as recounted in Genesis 3.

- Accountability – v.9: "Then the LORD God called to Adam and said to him, "Where are you?""
- Questioning – v.11: "Have you eaten from the tree of which I commanded you that you should not eat?"
- Consequences – v.22-23: "Then the LORD God said, "Behold, the man has become like one of Us, to know good and evil. And now, lest he put out his hand and take also of the tree of life, and eat, and live forever" – Therefore, the LORD God sent him out of the garden of Eden to till the ground from which he was taken."
(There were several serious consequences for all concerned in this account; the preceding example shows, however, that God acts out of love, not vindictiveness.)
- Restoration – v.15: the promise of the coming Saviour – "And I will put enmity between you [Satan] and the woman, and between your seed and her Seed; he shall bruise your head, and you shall bruise His heel."

The process summarised in the following diagram may take around 15 – 20 minutes. It is to be done in private following incidents of persistent disobedience and moral violation such as bullying, fighting, stealing or lying. It must not be done in anger but with the aim of restoring relationships. It may be necessary for pupils to have a period of cooling off so that the process can take place calmly. This cycle also works in smaller discipline issues.

Biblical Discipline (cycle):

- Disobedience (breaks relationship), 2. Confrontation (did you?), 3. Owning responsibility (I did it), 4. Understanding (I see why I was wrong), 5. Confession (I'm sorry), 6. Discipline (I agree), 7. Restitution (I will put it right), 8. Prayer (receives forgiveness).

For moderate to serious misbehaviour, in addition to deductions, the discipline cycle detailed above should be implemented. However, there may be occasions when further action is necessary. If incidents are repeated or other than brief discussion is required, more than one member of staff should be present.

Other ways to correct a student:

- Make your disapproval clear – by a look, by talking to the student, by showing your disapproval in front of others (without humiliating them!).
- Insist that work is repeated / completed. Always give a deadline and check.
- Students should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Use the Contact Book to record information which you wish to pass on to parents/guardians.
- Meet with student and Deputy Head Teacher to discuss future conduct.
- **Sending a pupil to the Head Teacher**
Any incident of a serious nature or an emerging pattern of repeated poor behaviour should be reported to the Head Teacher.
- **School Discipline and the Home**
In the event of a serious disciplinary issue or a constant refusal by a pupil to comply with the ethos of the School, there will be a formal interview with the parents attended by the Head Teacher, any teachers concerned and, depending on the seriousness of the matter, by a representative from the governing body. At this meeting an appropriate course of action, including placing a pupil on report, or the possibility of exclusion will be discussed.
- **Pupils on Report**
Where a pupil's behaviour is consistently below that which is expected by the school, they may be put 'on report' (appendix 2). The Head Teacher will place the child on report, having first spoken to the parents to notify them of the situation. The purpose of this is to emphasise the seriousness of the situation to both pupil and parents and to enable staff to help the child

towards improved patterns of behaviour. When a pupil is 'on report', they carry with them each school day for a period of one or two weeks (as decided by the Head Teacher) a report form, which must be signed by each teacher that they have during the day and by each person on break duty. If their behaviour has not been acceptable, a brief note of explanation is recorded on the form. The Head Teacher will review the report with the pupil at the end of the designated period. The pupil comes 'off report' when behaviour has sufficiently improved. If no improvement is forthcoming, the matter will be referred to the parents by the Head Teacher.

There are higher levels of corrective measures, which may be imposed after consultation with appropriate staff:

- Withdrawal of privileges
- Internal exclusion
- After school detention
- Ask parents/guardians to come in
- Fixed term exclusion (suspension) from school
- Permanent exclusion

Strategy: Procedure for discouraging poor behaviour

- Using corrective measures as appropriate
- Staff being visible around the school, being seen to be interested in the students and in good self-discipline
- Learning the names of students to let them know they belong.
- Counselling/disciplining poor behaviour, not the child but their action
- Pleasant school environment and suitable organisational strategies
- Seeking information and support from students
- Bullying monitoring sheets
- Use and support of parents
- Adults as role models (e.g. punctuality, adhering to dress code etc.)
- Creating calm and orderly movement
- Providing students opportunities to identify undesirable behaviours
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy
- Daily truancy/late checks and action

Informing Parents

Parents will be informed of behaviour that is repeated but not overly serious with green slips and asked to suitably deal with the matter. More serious matters will also be dealt with by the parents, who will be informed by either yellow or red slips. Parents are asked to deal with situations appropriately and inform the school that action has been taken.

Green Slip:

If a child receives six deductions in a day for minor/mild offences a green slip will be sent home to notify parents and for them to support the school by communicating the matter with their child.

Yellow slip:

These will be sent home to notify parents of moderate offences, for them to support the school by communicating the matter with their child. The parents may decide to give appropriate correction or discipline at home. These would be given for asking permission when previously refused by another adult, careless attitude to property, disrespect towards adults, swearing, blasphemy or inappropriate language.

Red slip:

These will be given for the most serious offences and will also be sent home to notify parents, for them to communicate with their child about the matter and its seriousness, for them to give the appropriate correction or discipline at home should they choose to. These would be given for, bullying, repeated offences after warning given, cheating, lying, disobedience, rebellious attitudes, violent

behaviour, repeated swearing, blasphemy or inappropriate language. These offences could result in expulsion if given consistently.

Disciplinary Statement:

Extreme offences such as racial or physical abuse, bullying or violent behaviour will result in a 'Disciplinary Statement' being filed detailing the reason for disciplinary action being taken and the actual action taken. Repeated offences of this nature (of which we hope there will not be by following a prevention strategy) will result in the pupil being excluded.

Recording and Monitoring Good Behaviour & Sanctions

When any misbehaviour requires more than issuing sad faces (EYFS) or deducting tokens a 'Sanction Record Sheet' will be filled in (appendix 1). This will record the nature of the unacceptable behaviour, the sanction applied and the steps taken to resolve the situation. Any further concerns or issues arising from the incident should also be recorded and filed alongside the relevant 'Sanction Record Sheet.'

Monitoring will be carried out in formal and informal ways by staff where needed:

- Record of exclusions – Head Teacher/ Deputy Head Teacher
- Comments in contact books – Head Teacher / Teacher / TA's
- Referral to outside agencies – Head Teacher / SENCo / Deputy Head Teacher / Senior Office Administrator
- Students' academic projections /progress reports / reviews – Deputy Head Teacher / Teacher
- Incident sheets / logs – Head Teacher / Teacher / TA's
- Annual Reports – Head Teacher / Teacher / Senior Office Administrator
- Personal Development Plans - Head Teacher / Teacher / SOA
- Interviews/'phone calls/letters to parents – Head Teacher / Teacher / SOA
- Registration / non-attendance and late comers – Office Administrator
- Medical information – Office Administrator
- Direct observation of student behaviour in/out of lessons – Head Teacher / Teacher
- Detention records – Head Teacher (& Deputy) / Teacher
- Weekly meetings of the Head Teacher, Teacher, TA's and Senior Administrator wider behaviour-related issues.

Support for staff:

- It is important to remember that all members of staff need to work collectively to ensure and maintain the highest standards of behaviour.
- Rather than work in isolation it is much better to seek help and use the procedures that exist. Several staff will have dealings with a given student or group of students and there will be information available that could prove useful in assisting your classroom management.
- Enlisting a senior member of staff to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.
- Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all students know what is expected of them.

Philosophy and procedure for exclusions:

The policy for exclusions at Jasper City School will be underpinned by the shared commitment of all members of the school community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed;
- The second is to realise the aim of reducing the need to use exclusion as a sanction

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's behaviour policy;

- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Head Teacher (or, in the absence of the Head Teacher, the Deputy Head Teacher). Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's behaviour policy - verbal abuse to staff and others, verbal abuse to students, physical abuse to/attack on staff, physical abuse to/attack on students, indecent behaviour, damage to property, misuse of illegal drugs, misuse of other substances, theft, serious actual or threatened violence against another student or a member of staff, sexual abuse or assault, supplying an illegal drug, carrying an offensive weapon, arson, unacceptable behaviour which has previously been reported and for which school sanctions, when other interventions have not been successful in modifying the student's behaviour. This list is not exhaustive. Alternative strategies to exclusion can be found above in the behaviour policy.

Our procedure for exclusion:

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The DfES regulations allow the Head Teacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.
- Arrangements will be established to review promptly any permanent exclusion from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term.
- Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the school board
- A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team, the Head of Department and other staff where appropriate.
- The school will place the student on report to the Head of Department, usually for one week, to monitor behaviour and work.
- If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, student and parents.
- A fixed term exclusion will result in the student being required to remain at home because of the severity of the incident or because of practical and logistical constraints
- During this fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/guardians.

The purpose of a fixed term exclusion is to:

1. Show the pupil and parents the seriousness of the situation.
2. Make clear that this sort of behaviour will not be tolerated at school.
3. Give the pupil and his/her parent's time to talk, think and pray through the way ahead.
4. Give the school leadership time to put together a plan of action to help the pupil concerned settle back into school smoothly.

During any period of a fixed term exclusion, it will not normally be appropriate for the pupil to enter any part of the school premises unless he/she has specific permission from the Head Teacher and is properly supervised.

Permanent exclusion may come about for various reasons:

1. Continued poor behaviour over a lengthy period with no desire to change.
2. Several fixed term exclusions for serious offences indicating an unwillingness to comply with the ethos of the School.
3. A first time offence which is so serious that the only appropriate action is to exclude the

pupil permanently from school.

4. Exclusion can only be administered by the Head Teacher with the agreement of the School governing body. In some cases, where exclusion is to be implemented, the Head Teacher may invite the parents to remove the child from the school to avoid a letter of exclusion being issued.

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.
- It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist, homophobic or gender based bullying) or repeated possession and or use of an illegal drug on school premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon *.
- Arson.

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head Teacher will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations considering the Behaviour, Equal Opportunity and Equality Policies.
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- If the Head Teacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

In reaching a decision, the Head Teacher, in his/her discretion will always look at each case on its own merits. Therefore, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher, and school board when it meets to consider the Head Teacher's decision to exclude, will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- The effect that the student remaining in the School would have on the education and welfare of other students and staff. Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion.

This School Board will require the Head Teacher to explain the reasons for the decision and will look at appropriate evidence, such as the witness statements and the strategies used by the School to support the student prior to exclusion.

Students' behaviour outside school, on school 'business,' for example school trips and journeys, games lessons or a work experience placement is subject to the School's Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body. If students' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the school criteria for exclusion, then the Head Teacher may decide to exclude.

In deciding on whether to exclude for a drug-related offence the Head Teacher may seek advice from the LEA's Drugs Education Advisor if appropriate.