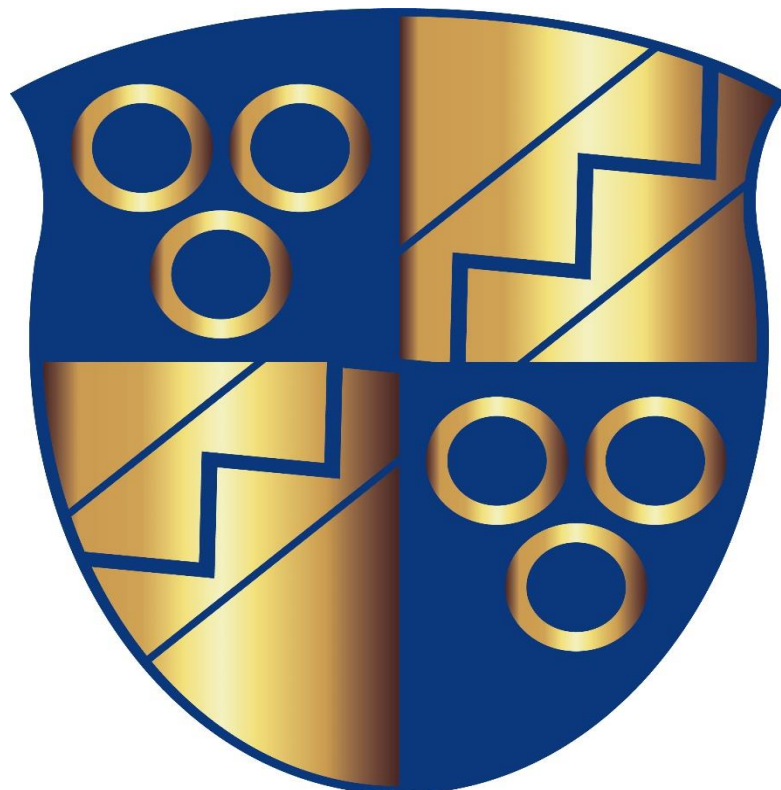


Behaviour policy and statement of behaviour principles

The Oldershaw School



CERTANTI DABITUR

Approved by: Trust Board

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Policy owner: Vice Principal – Pastoral

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to

have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Oldershaw is a proudly inclusive school. Outstanding Behaviour for Learning (BfL) is the responsibility of all staff and is underpinned by:

a. The school's core framework

Vision: *"Excellence, Together"*

Mission: *"Nurturing Happiness and Academic Success"*

Core Values: *Pride, Kindness, Resilience*

b. The school's fundamental principles of Behaviour for Learning:

- Our principles are based on the work of Paul Dix and his book 'When the adults change, everything changes'.
- Our staff want to catch pupils doing the right thing and will use positive noticing as standard practice.
- All staff demonstrate unconditional regard for all pupils.
- We relentlessly care for all members of the school community.
- We have a standardised start and end of lessons - meeting and greeting pupils and dismissing them using controlled end and send routines.
- Pupils are here to learn.
- Adults are in charge and pupils should follow all instructions, "First time, every time"
- Adults never seek or maintain conflict; everything we do is for the benefit of pupils
- Pupil voice is important to all adults (including in disagreement), but must be polite, respectful, and time-appropriate.

It is incumbent upon:

- Pupils to adhere to the school's fundamental principles of behaviour for learning
- Adults to embody and deliver all aspects of our core values and fundamental principles of BfL to the best of their ability, at all times.
- Parents and carers to support the school in the best interests of their child

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform or organisation for learning
- Failure to follow school rules or appropriate adult instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Abusive language or behaviour towards adults
- Any form of bullying (see below)
- Sexual harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation
- Vandalism
- Theft
- Any form of violent behaviour
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or potential weapons
 - Alcohol
 - Illegal drugs/ drug paraphernalia
 - Stolen items
 - Tobacco, cigarette papers or vaping equipment
 - Fireworks
 - Pornographic images
 - Any article a staff member 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Homophobic	To behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality

Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The board of trustees

The trust board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher to account for its implementation.

5.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing and approving this behaviour policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and appropriate dress code.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on Arbor

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly

- To work with the school in support of pupils in a supportive, cooperative and reasonable way

6. Pupil code of conduct

Pupils are expected to:

- Attend school on time
- Every lesson, every day
- Be prepared
- Full uniform (and PE Kit) including black shoes, an appropriate school bag, planner, pen, pencil, ruler & rubber
- Be respectful, reasonable and take responsibility for their actions.
- Follow every instruction politely, first time every time
- Be a focused learner
- No disruptive behaviour, mobile phones, eating or drinking anything fizzy, sugary, or caffeinated
- Be kind and thoughtful
- Treat other pupils, property, and the school site as you would wish to be treated yourself

In addition, pupils are expected to refrain from behaving in a way that brings the school into disrepute, including when outside school.

7. Uniform, Appearance & Organisation for Learning

7.1 Uniform & Appearance

School uniform is compulsory and must be worn at all times within school and whilst travelling to and from school. In emergency situations where a pupil is unable to wear the full uniform a written note signed by a parent or guardian is required. Pupils should present this to their Progress Leader (PL) or Assistant Progress Leader (APL) on arrival to school and a decision will be made regarding the arrangements for that day.

The Oldershaw School Uniform

Blazer and Jumper	Burgundy blazer with badge and a mid-grey 'V' neck jumper or cardigan with optional badge.
Trousers	Mid-grey only - standard cut and style
Skirt or pinafore	Mid-grey, knee length , loose fit or pleated; not bodycon / jersey tube
Shirt or Blouse	White with turn-down, button up collar, worn tucked in
Tie	School tie to be worn at all times full length and correctly knotted
Footwear	Plain all black leather footwear free from logos. Must not be higher than ankle height (see examples below).

Socks or Tights	Grey, or black
Hats	No caps or hats should be worn inside the building. In cold weather pupils may wear hats outdoors
Outdoor Coats	Leather, suede, or other expensive coats are unsuitable for school. Any outdoor coats should not be worn underneath the school blazer.
Bags	The Oldershaw School has a compulsory specially designed bag for all pupils, a suitable non-branded alternative can also be purchased.
Apron	Technology provides an apron

Pupils not in uniform will be dealt with on a case-by-case basis, but behaviour sanctions can and will be applied if necessary. In cases of hardship, the school will support the family as appropriate.

Oldershaw branded PE Kit is compulsory for all pupils in every PE lesson.

Regulations for Appearance and Dress (Years 7 - 11)

1. Piercings

Pupils may wear a maximum of one small stud per ear. Any stud must be in the lower part of the ear. No other forms of jewellery are allowed. Transparent piercing retainers can be worn to maintain a new piercing for a time limited period, but new piercings should be avoided in term time. The school is unable to accept responsibility for the loss of any jewellery.

2. Cosmetics

False nails and eyelashes should not be worn for school. Use of make-up should be subtle and appropriate for a school context.

3. Coats and other garments

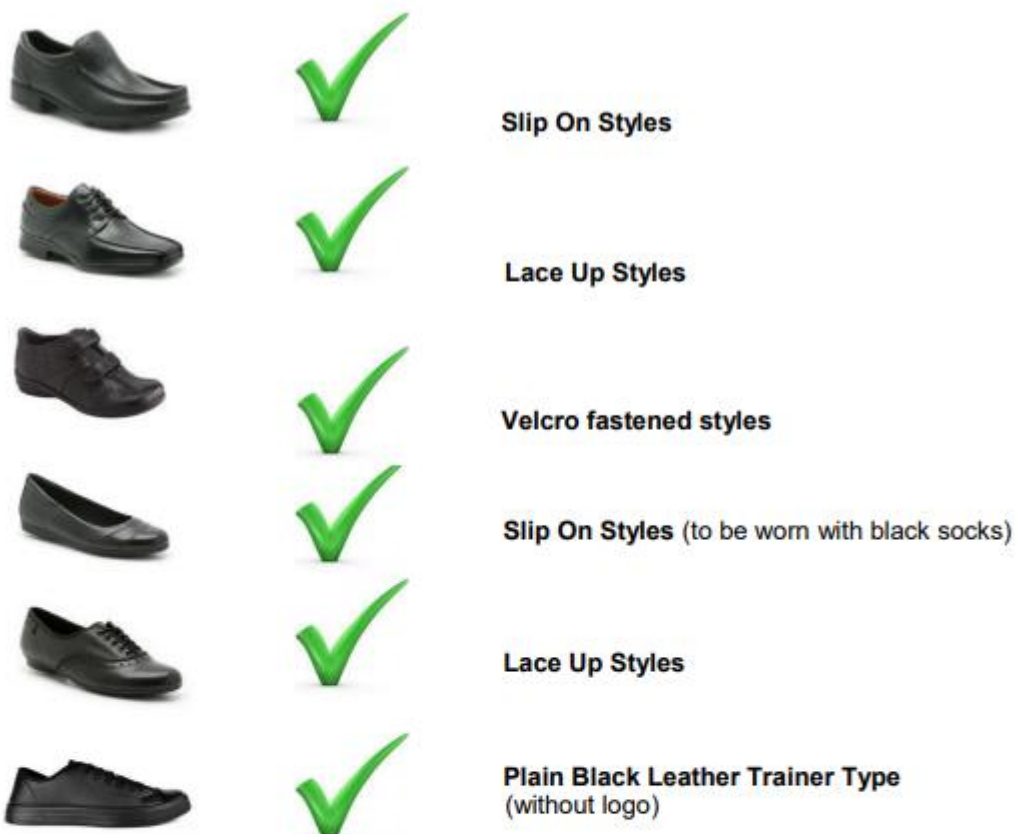
Outdoor coats must not be worn in the hall or classrooms. Sweatshirts, tracksuit tops, fleeces and hoodies should not be worn for school.

4. Parental Support

Parents are expected to provide a written explanation for any temporary uniform infringements with a clear and reasonable time scale for resolution as quickly as possible. Failure to provide such explanations may result in unfirm infringements being dealt with as a behaviour issue with appropriate sanctions applied

Please note: the school has the final say in all questions about standards of uniform and appearance.

Examples of acceptable and unacceptable footwear:



The following styles of footwear do not meet the school's uniform policy:



Please note: this is not an exhaustive list. If in doubt, please consult your child's PL or APL before buying.

The school uniform is available from:

- Wirral Uniform Centre, Birkenhead (sole supplier of Oldershaw School bags)
- Online at www.wirraluniforms.com

The school also may have a supply of ties and badges for sale please contact your child's PL or APL to confirm availability.

Please also see PE Kit policy below.

Uniform Infringements

Day 1

- Form Teacher records Uniform Infringements on Arbor
- A note should be brought from home detailing the reason for the infringement. This note will be countersigned by Form Teacher

Persistent Uniform Infringements

- Form Teacher/Assistant Progress Leader/Progress Leader will make contact with home
- Free time may be restricted

Failure to bring PE kit

- A note should be brought from home detailing the reason for not having a PE kit. This note will be countersigned by Form Teacher
- Recorded on Arbor by the subject teacher

Persistent Failure to Bring PE kit

- HOD will discuss uniform participation with home.
- A 'Review Period' will be served at the end of the school day

7.2 Organisation For Learning

Your child's academic progress is our prime concern at Oldershaw and we therefore expect all pupils to be fully equipped to learn. To that end, please support us by ensuring your child has the following items of equipment every day for school:

An Oldershaw School bag

All students are expected to have an appropriate school bag with them as part of their school uniform every day. Bags should have your child's name clearly marked on the inside and may be personalised with non-offensive tags, badges, or key rings in order to allow easy identification. However, they must not have any writing, drawing, or painting on them of any sort.

Bags that are damaged in this way or lost must be replaced at the family's expense from Wirral Uniform Centre in Birkenhead.

A pencil case with blue/black pen, green pen, pencil, ruler, rubber, and sharpener

Additionally you may wish to provide a calculator, maths equipment (protractor, compass, etc) and coloured pencils.

7.3 Mobile Phones

Mobile phones can distract from learning and present a potential safeguarding risk. Therefore, they must not be seen or heard in school. If they are seen or heard, they will be confiscated and locked away for parents to collect from reception between 8am and 4pm on a school day.

Persistent use of a mobile phone on the school premises may lead to a ban from bringing a phone into school/(A)PL keeping the mobile phone throughout the school day.

We recognise that, at times, parents may need to pass messages to their children during the school day and this can be done via our school office who will arrange for a message to be passed on. Also, should any pupil need to contact home, they will be permitted to use the school telephone with their Progress Leader's permission.

The Oldershaw School shall under no circumstances be liable for any loss or damage for any reason whatsoever when a mobile phone is in our custody. If you have any concerns about our mobile phone policy, then please do not allow your child to bring their mobile phone into school.

8) Punctuality and Truancy

Missed Assembly

Assemblies are vitally important and part of the personal development of Oldershaw School pupils. Essential year group information is shared via this forum, and it is imperative that pupils hear this information. Therefore, if a pupil misses the assembly for any reason, they will be required to stay behind at the end of the day so that the information can be relayed to them by their Progress Leader.

Late arrival to school without a valid reason

Pupils will be expected to stay with their Form Teacher at the end of the day to catch up on morning registration notices/businesses.

Truancy

If a pupil is over 10 minutes late without a note/email after previously been marked present or if a pupil does not arrive at all they are deemed to be truanting.

(A)PL's will investigate the reasons for truancy, they will determine the necessity for and duration of a Review Period at the end of the school day during which they/subject teachers will discuss this with parents/carers.

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Achievement points for Pride, Kindness, Resilience, 100% Attendance, Punctuality
- Subject Teacher, Form Teacher and SLT Commendations
- Emails or phone calls home to parents
- Regular use of certificates for pupils reaching thresholds for achievement points
- Special responsibilities/privileges
- Trips
- Presentation Evening

The school may use one or more of the following sanctions in response to unacceptable behaviour:

Classroom based behaviour:

1. Choose to behave well = achievement points
2. First instance of poor behaviour choices = name on the board

3. Second instance of poor behaviour choices = tick next to name
4. Third instance of poor behaviour choices = removal from the lesson to a Good Neighbour room and a Reflection Period with their (A)PL that night
5. Any instance of misbehaviour within the Good Neighbour Detention will result in a pupil being removed to the Reflect and Restart Room and an extended Reflection Period with their (A)PL that night
6. A failure to attend any Reflection Period without a suitable reason or poor behaviour within the reflection period should result in escalation to a Middle Leader Detention. These detentions will be served in the isolation room after school on Wednesday. Parents will be informed in advance of this detention
7. A failure to attend any Middle Leader Detention without a suitable reason or poor behaviour within the detention should result in escalation to a Senior Leader Detention. These detentions will be served in the isolation room after school on Thursday. Parents will be informed in advance
8. A failure to attend any Senior Leader Detention without a suitable reason or poor behaviour within the detention should result in escalation to an appropriate period of internal isolation. In addition to this period of isolation the after SLT school detention will still have to be served.

Other poor behaviour:

- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use the Internal Isolation Facility in response to serious or persistent breaches of this policy that are deemed to fall below suspension. This is considered on a case by case basis dependent on the needs of the child. Pupils may be referred to the Internal Isolation Facility by their Progress Leader or SLT and they will be expected to complete the same work as they would in class.

Pupils in the Internal Isolation Facility will be on a reflective report all day. If their behaviour is good, they will reintegrate into lessons, but if it falls below expectations, they will be given detention that evening which will be served with their (A)PL.

Pupils in the Internal Isolation Facility are expected to work in silence. Repeat referrals to the Internal Isolation Room on consecutive days are mostly avoided but may be used in unusual circumstances dependent on the needs of the child. Alternative arrangements may be made along with reasonable adjustments – these are at the discretion of the (A)PL and/or SLT.

On the day of an internal isolation the pupil will be asked to hand over their phone to their (A)PL prior to entering the isolation facility.

If this period of isolation is to span break/lunch time they should bring their own break time sack/packed lunch. Alternatively, they can order a 'grab bag' of cold food (sandwiches etc) from our restaurant to eat within the facility at lunch time.

Ultimately, sanctions can extend to suspension or Permanent Exclusion. These are applied on a case by case basis in line with the school's Exclusions Policy and subject to the statutory framework around their usage.

8.2 Behaviour Outside of lessons

All staff will monitor and challenge acts of inappropriate behaviour when not in lessons but on the school premises – before school, after school, break time, lunch time and when in corridors. The response to

advice from a member of staff regarding acts of inappropriate behaviour will be judged to be cooperative or uncooperative. This will be taken into consideration by (A)PL's when they determine an appropriate response/sanction.

8.3 Off-site behaviour

In line with DfE guidance, sanctions may be applied where a pupil has misbehaved whilst representing the school and at any time when wearing their school uniform off-site, such as on a school trip or on the bus on the way to or from school.

8.4 Bringing Bicycles to School

Should a pupil wish to travel to/from school on their bicycle they must do so responsibly and respectfully both on site and within the local community. If a pupil is behaving in an antisocial manner on pavements or public highways, they will not be allowed to travel to school using this mode of transport. As soon as a pupil reaches the external school gates, for the safety of themselves and other members of the school community they will be expected to dismount and walk.

8.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The Executive Headteacher will also consider the welfare of staff accused of misconduct.

8.6 Safer Schools Police Officer

The Oldershaw School, like all Wirral secondary schools, has access to a Safer Schools Police Officer (SSPO) who works alongside pastoral staff in carrying out preventative work, implementing restorative justice and delivering safeguarding education as well as advising on matters related to criminal activity. The involvement of the SSPO is decided on a case by case basis at the discretion of the Executive Headteacher and in conjunction with the Behaviour For Learning Policy.

9. Behaviour management

9.1 Classroom management

As per the Teachers' Standards (Point 7), responsibility for classroom behaviour lies with the classroom teacher and subsequently Head of Department. Teaching and other classroom-based staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Plan an engaging lesson
- Maintain a classroom management plan which accounts for individual pupil needs and contains a seating plan
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom expectations
- Develop a positive relationship with pupils, including:
 - Warmly greeting pupils at the door/corridor at the start of lessons as they enter the room checking uniform standards and encouraging other pupils to move quickly and calmly to class
 - Establishing clear routines, including taking the register formally and in silence at the start of the lesson
 - Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour, e.g. through the frequent and consistent use of praise and reward
- Concluding the lesson positively and starting the next lesson afresh
- Having a plan for dealing with low-level disruption in a proportionate and effective manner
- Using positive reinforcement
- Concluding the lesson in a timely fashion in order to dismiss the class from the door, row by row, on the bell. Pupils should stand behind their chairs in silence when waiting for the bell.

9.2 Physical restraint

Physical restraint is not recommended. However, In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline, including mobile phones which must not be seen or heard at any time in school. These items will be returned to parents, as mentioned above.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Pupil transition

To ensure a smooth transition to the next year staff members hold transition meetings where appropriate.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

All staff training is recorded on the BlueSky system.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Executive Headteacher and Curriculum Standards Committee every year. At each review, the policy will be approved by the Executive Headteacher.

13. Links with other policies

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The trust board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

Appendix 2: Behaviour Interventions and Strategies

	Behaviour	Possible Actions Presanction	Possible Sanction	Post sanction support
1	<ul style="list-style-type: none"> • Late to lessons • Not responding when off task • Answering back • Chewing gum • Inappropriate language heard by a member of staff. • Misuse of school equipment. • Dropping litter • Mobile Phone • Uniform infringement (one off) 	<ul style="list-style-type: none"> • If appropriate allow the child to refocus and calm down • Remind of behaviour expectations and consequences of non-compliance • Refer to previous excellent behaviour/learning as a model for the desired behaviour • Move location within the classroom • Subject teacher to contact home and discuss behaviours • To be recorded on Arbor • To be escalated if conduct does not improve • Report – subject specific (HOD)/cross curricular (PL) 	<ul style="list-style-type: none"> • Period of reflection at the end of the day • Restorative conversations with specific staff • Confiscation of mobile phone • Community service activities 	<ul style="list-style-type: none"> • Restorative conversation with relevant staff member/peers • Discussion with the pupil explaining what they did wrong and the impact of their actions on themselves and others • Communication with parent
2	<ul style="list-style-type: none"> • Late to school • Removal from Good Neighbour Room to Reflect and Restart Room (R&R) • Refusal to hand over mobile phone • Uniform infringement (persistent) • Truancy 	<ul style="list-style-type: none"> • FT to contact home and discuss with parents (lates) • Rewards and incentives 	<ul style="list-style-type: none"> • Period of reflection at the end of the day • Removal of free time during the school day (break/lunch time) • Truancy detention at the end of the day • Assembly lates – review with PL • Any late arrivers to be kept by FT for 20 minutes at the end of the day – key registration activities/information 	<ul style="list-style-type: none"> • Communication with parent/carer • Restorative conversation with relevant staff member. • Longer term behaviour report card. • Specific intervention considered: • Referral to SEND team, anger management, social skills, resilience coaching, counselling

3	<ul style="list-style-type: none"> Failure to attend any Reflection Period at the end of the day Multiple GN/R&R in one day 	<ul style="list-style-type: none"> Subject teacher to contact home PL to log escalation in Arbor 	<ul style="list-style-type: none"> Middle Leader Detention 	As above
4	<ul style="list-style-type: none"> Failure to attend/misbehaviour during the Middle Leader Detention 	<ul style="list-style-type: none"> Middle Leader to contact home and log in Arbor 	<ul style="list-style-type: none"> Senior Leader Detention 	As above
5	<ul style="list-style-type: none"> Refusal to attend/misbehaviour during the Senior Leader Detention Persistent refusal to follow reasonable requests Persistent truancy Vaping Abusive language towards another pupil Damage to school property/another students property Bullying Humiliation or intimidation of another pupil/member of the school community 	<ul style="list-style-type: none"> SLT (detention) to contact home and log in Arbor. (A)PL to contact home the evening before the internal isolation is to be served. 	<ul style="list-style-type: none"> Internal Isolation (with FT/in Isolation Room) 	As above
5	<ul style="list-style-type: none"> Persistently refusing reasonable requests – beyond the control of the staff Failing isolation Possession of drugs on the school premises Sexual harassment Racial Harassment Assault of a member of staff Assault of a student Walking away 	<p>Head of School, Pastoral VP, inclusion VP to discuss the circumstances</p> <p>PL to complete request for suspension paperwork</p> <p>PL to contact home and inform parents/carers of the suspension</p> <p>(A)PL to inform the attendance team</p>	<p>Suspension</p> <p>Alternative Provision</p> <p>Managed Move</p> <p>Permanent Exclusion</p>	As above

	<p>from a senior member of staff</p> <ul style="list-style-type: none"> • Persistent bullying/intimidation • Dangerous behaviour (bringing illegal objects/substances into school) 	<p>Work requested from all relevant subject staff by Pastoral Administrator and Attendance Team informed</p>		
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