



The Charter School
East Dulwich

Behaviour Policy

Owner:	Deputy Headteacher Pastoral		
Approved by:	Headteacher	Date:	October 2023
Review: Date:	October 2025		

THE CHARTER SCHOOLS
EDUCATIONAL TRUST

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1.Introduction

The Charter School East Dulwich mission

To celebrate our diverse community, educating our students to thrive and confidently shape their futures with a love of learning, excellent qualifications and strength of character.

Purpose

To achieve our mission, we as a school community must work together with a **consistent** approach. Positive behaviour is central to students receiving a good education (DfE, 2002). Our Behaviour Policy reflects our school's values, with a focus on **care** and **integrity**. Our staff are supported in creating a positive learning environment that allows students to be **reflective** and **caring**. We use a common language from the policy that supports our students in making the correct choices in supporting their behaviour. We focus on de-escalation techniques with staff who are trauma-informed providing our students with the guidance to develop strategies and techniques that help them manage their own emotions, feelings and behaviours.

Consistency

Consistency is key to creating a positive culture (Bennett 2020). All staff need to have a consistent approach to managing behaviour to have a positive impact on the school culture. This is important in creating a non-judgmental environment where all individuals feel valued and cared for.

All our staff will fully engage and consistently apply this policy in all aspects of the school community. Our staff will ensure they:

- Remain consistent and calm in all situations
- Complete all restorative actions in a timely manner
- Actively build positive relationships with all students
- Know their students, understand their individual needs and learning differences and develop their teaching using this

2. Legal Frameworks

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school and trust policies and approaches:

- Home School Agreement 2023
- TCSED Mental Health & Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- TCSET Pupil Restraint Policy
- TCSED Safeguarding and Child Protection Policy
 - Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- TCSED Accessibility Plan
- TCSED Attendance and Punctuality Policy

3. Roles and Responsibilities

At The Charter School East Dulwich, it is essential that all parties have high expectations of behaviour, engagement and attitudes.

Students	<ul style="list-style-type: none">• Are responsible for their behaviour in and out of school and in the wider community• Understand and follow the school behaviour policy• Use the support and intervention available in helping them be successful learners.
Families	<ul style="list-style-type: none">• Get to know the school policy and reinforce this at home where possible• Build and maintain positive relationships with the school, celebrating student successes.• Inform the school of any changes in circumstances which may affect their child's behaviour.• Adhere to the home-school agreement.
All Staff	<ul style="list-style-type: none">• Create a calm and safe environment for our students• Establish clear boundaries of acceptable student behaviour• Teach and model expected behaviour and positive relationships• Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students• Plan and review for students with behavioural difficulties with collaboration with families, the SENCO and where appropriate the students themselves.• Teach all students the full curriculum, whatever their prior attainment• Are responsible and accountable for the progress and development of the students in their class.
Senior Leadership team	<ul style="list-style-type: none">• Are highly visible, engage with students, families and staff. Create and maintain a positive culture and environment where everyone feels safe and supported.• Understand the importance of high standards of behaviour in all areas across the school.• Monitor the implementation of the Policy through effective line management.
Headteacher	<ul style="list-style-type: none">• Has overall responsibility for the safety, wellbeing and progress of all students at the school.• Designate a member of the leadership team to oversee the implementation of the policy• Report to the governing board on the implementation and impact of the policy.
The Governing Body	<ul style="list-style-type: none">• Monitors the effectiveness of the Behaviour Policy• Handles complaints regarding this policy, as outlined in the school's complaints procedures policy.

4. The Code of Conduct

Student Expectations

We have high expectations of all our students and expect them to:



Work Hard	Be Kind	Do The Right Thing
<p>We arrive to school & lessons on time and with the correct equipment.</p> <p>We pride ourselves in our effort, giving 100% in all we do.</p> <p>We are resilient & persevere when things seem hard.</p> <p>We actively work at our relationships so that we develop together.</p>	<p>We embrace and learn from others' views, celebrating diversity.</p> <p>We treat each other with kindness so that everyone is, and feels, valued.</p> <p>We lead by example, showing care for our each other and our environment, through words and actions.</p> <p>We prioritise wellbeing, so that we can thrive together.</p>	<p>We display exemplary uniform and behaviour.</p> <p>We follow school expectations, taking responsibility when we make mistakes.</p> <p>We trust each other & do the right thing, even when no one is watching.</p> <p>We continually reflect & improve, individually and together.</p>

We are CURIOUS

We love to learn and are curious to understand more.

We embrace creativity in our skills and talents.

We learn beyond the classroom, enriching our opportunities.

We see challenges as a chance to learn and grow together.

We WORK HARD

We know the value of qualifications for our futures and prioritise our studies.

We pride ourselves in our effort, giving 100% in all we do.

We are resilient and persevere when things seem hard.

We actively work at our relationships so that we develop together.

We CARE

We embrace and learn from others' views, celebrating diversity.

We treat each other with kindness so that everyone is, and feels, valued.

We lead by example, showing care for our each other and our environment, through words and actions.

We prioritise wellbeing, so that we can thrive together.

We act with INTEGRITY

We have a professional approach, always remaining polite and respectful.

We follow school expectations, taking responsibility when we make mistakes.

We trust each other and do the right thing, even when no one is watching.

We continually reflect and improve, individually and together.

The Charter School
East Dulwich

Expected Behaviours		
In lesson		Out of lesson & around the school building
We are Curious	<ul style="list-style-type: none"> •We ask questions to gain more knowledge •We love to learn & are curious to understand more •We see challenge as a chance to learn & grow together 	<ul style="list-style-type: none"> •We learn beyond the classroom •We engage with enrichment activities •We eat healthy foods at break & lunch
We Work Hard	<ul style="list-style-type: none"> •We attend school and lessons on time •We always give 100% pride ourselves in effort •We are resilient & persevere when things seem hard 	<ul style="list-style-type: none"> •We respect our learning environment •We move around the building in a calm manner •We actively work at our relationships so that we develop together
We Care	<ul style="list-style-type: none"> •We say hello & thank you to all staff •We take care of presentation of our work •We learn from others views, celebrating diversity 	<ul style="list-style-type: none"> •We lead by example, showing care for each other •We show care for our environment and remain calm •We prioritise wellbeing, taking care online
We act with Integrity	<ul style="list-style-type: none"> •We respect all others •We wear the correct uniform •We are reflective learners 	<ul style="list-style-type: none"> •We ensure all rubbish goes into the bins •We do the right thing, even when no one is watching •We are polite and respectful to all members of our community

5. Praise and Reward

Positive recognition and positive reinforcement

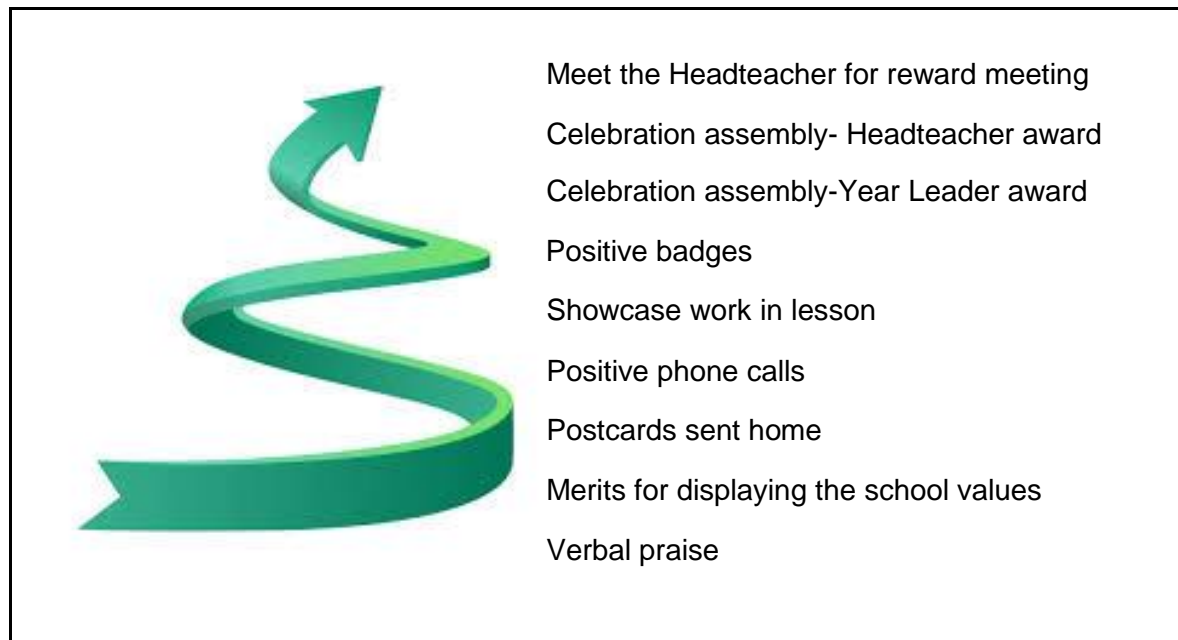
As research suggests, rewards can be motivating for students (EEF guidance report, 2021). It is important that we also embed self-motivation and drive in our students, by teaching them to become intrinsically motivated. This has a long-lasting impact on performance, and helps our students have more focus, purpose and drive towards their education. (Pink, 2009).

We ask all staff to consistently use praise and reward throughout the school day, to celebrate students when they are being **CURIOUS, WORKING HARD, BEING CARING, or DOING THE RIGHT THING.**

We celebrate students' achievements in a number of different ways, and often use Class Charts for Merits for displaying our school values.

The Charter School East Dulwich spiral of recognition.

Here are examples of some of the praise used.



We use the actions steps overleaf, to promote positive behaviour, de-escalate and respond when expected behaviours are not evident.

	Action steps	Examples of prompts linked to common language	What we can do to support
1	Reminder	<ul style="list-style-type: none"> •Name, please can I remind you to.....thank you. •Can I please remind you that..... •Please remember that you need to..... 	<ul style="list-style-type: none"> •Give time for students to reflect. •Focus on the Primary behaviours (avoid escalation) •Observe, allow for students to make the correct decision
2	Choice	<ul style="list-style-type: none"> •You have not.....This is now becoming a choice that you are making. I know you can make the correct choice. •You are in control of your next step, I believe you can make the right choice needed. •You are not changing your behaviour. You now have a choice on how to change this, before we move to the next step. 	<ul style="list-style-type: none"> •Give time for students to reflect. •Focus on the Primary behaviours (avoid escalation) •Observe, allow for students to make the correct decision •Restorative conversation for praising the student in making the correct choice.
3	Call-out	<ul style="list-style-type: none"> •You have made the incorrect choice, therefore I am asking you to be removed to give us both space before we come back to reflect. 	<ul style="list-style-type: none"> •Class-charts call-out for removal. •Phone call home by teacher •Sanction recorded •Student given reflection time •Restorative conversation

6. Consequences

At The Charter School East Dulwich will have the highest expectation of behaviour, doing so gives every child the opportunity to thrive. In insurance of unsatisfactory behaviour, the following consequences will be applied.

Consequence step	Outcome
Immediate	Confiscation, Correction or removal from the space during break and lunch
40 minutes	Consequence of 40 minutes during lunch-time
60 minutes	Reflection and Restorative completed after-school the following day
Extended consequence	Extended consequence or suspension with reflection & restorative completed.

Consequence Step	Possible reasons or examples
Immediate	<ul style="list-style-type: none"> • Incorrect uniform • Confiscated items • Littering • Pushing in the queue • Disruption at break or lunchtime (play fighting, throwing water) • Inappropriate behaviour at break/Lunchtime- swearing or shouting
40 minutes at lunchtime	<ul style="list-style-type: none"> • Late to lesson • Late to school • Swearing • Shouting during transition • Disruption around the corridors during transition • Failure to hand-in or complete homework
60 minutes after-school	<ul style="list-style-type: none"> • Removal from lesson, after a reminder & choice. Time in the reflection room • Rudeness to staff or students • Truancy (15 mins late to lesson) • Use of and confiscation of electronic device • Refusing to hand over banned/prohibited items. • Minor ICT misuse
Serious Breach An extended consequence of 2 hours, suspension or exclusion.	Reasons for a 2-hour extended consequence or suspension include but are not limited to the following, each situation will be dealt with its own enquiry. Persistent or severe: <ul style="list-style-type: none"> • Fighting/Physical assault • Threatening language • Sexual abuse/harassment • Bullying (including social media bullying) • Racist, homophobic, transgender, disability, misogynistic, sexist abuse • Graffiti deemed as offence or damaging • Extreme defiance • Theft, gambling, selling • Inappropriate use of technology or social media • Bringing the school into disrepute • Threat to health & safety • Carrying a prohibited item (including knives, weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images) • Setting off the fire alarm • Severe / deliberate damage to school property • Bringing in banned items • Vaping, smoking or alcohol related behaviour • Failure to comply with instructions that risks safety or is severely disruptive to students/staff and the order of the school • Other behaviours that the school considers an extended consequence

	Examples of Actions and Consequences			
Reminder	Not working hard or trying your best/giving up	Disrupting/Interrupting the learning of others	Incomplete/low quality classwork	Not following instructions straight away
	Eating/drinking in class	Lack of equipment/book	Failure to complete homework or to an acceptable standard	Repeated or additional behaviour
Immediate (Reminder, Correction, Confiscation or removal)	Incorrect uniform	Confiscated items	Littering	Pushing in the queue
	Disruption at break or lunchtime	Inappropriate behaviour during break or lunch	Swearing or Shouting around the building	Eating or drinking in the wrong area of the school
40 minutes	Late to school	Late to lesson	Escalation of disruption at break or lunchtime	Failure to hand in or complete homework after reminder
60 minutes	Three reminders and removal of lessons	Rudeness to staff	Truancy (15 mins late to lesson)	Use of & confiscation of electronic device
	Minor misuse of ICT	Rudeness to students		
More serious incidents result in a Serious Breach. Possible consequence includes; 60 minutes/2 hour after school, Internal Suspension, Fixed Term Suspensions (Off-site), Managed Moves, Permanent Exclusion				
Serious Breach	Fighting/Physical assault and use of threatening language	Sexual abuse/harassment	Bullying (including social media bullying)	Racist, homophobic, transgender, disability, misogynistic, sexist abuse
	Extreme defiance	Theft/Gambling/Selling	Inappropriate use of social media or technology	Bringing the school into disrepute
	Threat to health & safety	Severe/deliberate damage to school property	Bringing in banned items	Vaping, smoking or alcohol related behaviour
	Failure to comply with instructions that risk safety or is disruptive to staff/students & the order of the school	Damaging or discriminating graffiti	Setting off the fire alarm	Carrying a weapon/blade

7. Interventions

In line with our school values and code of conduct, we recognise that behaviour is a form of communication. As part of the reintegration, reflection and restorative process, we include high support to reduce the repeat of behaviours. Below are examples of positive intervention to support our students.

Tier one (Universal Support)	Tier two (Targeted support)	Tier three (Specialist support)
Who is this for: <ul style="list-style-type: none"> • Students receiving a number of corrections/sanctions • Student has attendance concerns 	Who is this for: <ul style="list-style-type: none"> • Students receiving a high number of corrections/sanctions • Students has attendance concerns 	Who is this for: <ul style="list-style-type: none"> • Students still receiving a high number of corrections/sanctions despite intervention. • Student has ongoing attendance concerns
Who is involved: <ul style="list-style-type: none"> • Tutor, subject teacher, pastoral manager, SEND team 	Who is involved: <ul style="list-style-type: none"> • Year leader, subject leader, faculty leader, inclusion team, SEND team 	Who is involved: <ul style="list-style-type: none"> • Year leader, SEND team, SLT, inclusion team
What supports look like: <ul style="list-style-type: none"> • Corrections for reflection/restorative • Team Around the Child meeting • Pupil passport • SEND reasonable adjustments • Meeting with families • Monitoring tutor report • Restorative conversation • Mentoring • Intervention and education 	What supports look like: <ul style="list-style-type: none"> • Discussion at Year Team meeting • Discussion at Team Around the Child • Correction for reflection/restorative • Meeting with families • Intervention and education • Monitoring Year Leader report • School counselling referral • Mentoring 	What supports look like: <ul style="list-style-type: none"> • Discussion at Team Around the Child • Meeting with families with SLT • Monitoring SLT report • Intervention and education • Mentoring • Referral Alternative provision

Whole-School intervention

Learning positive behaviour

We know that when students are taught explicitly what positive behaviour looks like in our community, they are far more successful in creating a positive learning environment (DfE, 2022). As educators, we explicitly teach and model behaviours we expect from our students. We support this through two types of curriculum, our behaviour curriculum and well-being curriculum, both are explicitly taught to our students. They identify their own emotions, and how to self-regulate using the appropriate coping skills alongside giving our students the learning habits to do the right thing.

Behaviour curriculum	<p>Positive behaviour is taught to all our students as part of the behaviour curriculum. This reflects the value of our school, readiness to learn and respect for others (DfE, 2022). Positive reinforcement will be used by all staff when expectations are met and to encourage repetition of this positive behaviour so this becomes the behavioural norm within our community.</p> <p>The behaviour curriculum will focus on defining positive behaviour and making it clear and explicit what this looks like to our students, these include key habits and routines required by the school, for example- how to line up, how-to walk-in corridors and staircases during class transitions, how to be a respectful citizen. These are adjusted to different year groups and age-appropriate routines and habits.</p>
Wellbeing curriculum	<p>We believe that emotional literacy is an essential aspect of a well-rounded education. We recognise that emotions play a significant role in shaping our students' personal and academic growth, their relationships with others, and their overall well-being. Our curriculum equips our students with the necessary knowledge, skills, and attitudes to understand, manage, and express their emotions effectively. It is designed to give students the awareness of, and the precise language they need to describe their emotions.</p>
De-escalation strategies	<p>As staff members, it is important to role model the behaviour we want to see. All staff are given training to promote positive behaviour and how to manage difficult or dangerous behaviour. De-escalation techniques can be used to help prevent further behaviour issues arising and to help restore calm. (DfE, 2022)</p> <p>The staff training includes:</p> <ul style="list-style-type: none">• Micro scripts available to all staff• Calm body language (facial expressions, stance, proximity, tone and volume of voice)• Space and time for our students to respond• Once the student has calmed down, there should be an opportunity for reflection, repair and restore. This does not need to happen immediately.
Reflection	<p>Students need time to reflect and think about their actions with the support from adults. If a student has been removed from a lesson due to poor choices, or become involved in a serious incident, they will be replaced in our reflection room. The student will then complete a reflection form (<i>see Appendix 1</i>), to help them identify how their actions affected themselves and others, and the consequences of those choices. If the student has engaged with the reflection, then a senior leader or inclusion member of staff will allow the student to return to the school community and engage in their learning. These students will receive a consequence that allows the students to discuss their reflection through a restorative, by rebuilding and repairing any relationships needed.</p>

8. SEND reasonable adjustments

Students with SEND or additional needs

Our school policy is universal to all our students, with a focus on de-escalation, reflection and choice, this is supported throughout our pastoral curriculums, and equips students with the necessary skills to manage their feelings and actions. However, we know that in order to meet the behaviour expectations some students may need reasonable adjustments. We use the graduated approach of 'assess, plan, do, review' to understand students' learning needs.

Examples of 'reasonable adjustments may include but are not limited to the following, and supported by the Department for Education (2023)

- Extra take-up time to adjust behaviours in the classroom.
- Extra 'reminder' in unstructured times.
- Fidget toys/Doodle books.
- Specific seating position within the classroom.
- 'Active detentions' where students help with tasks
- Traffic light cards used for students to communicate when extra time is needed
- Use of a laptop in lessons and assessments
- Coloured paper provided for a dyslexia student
- Adapting school uniform for students with sensory needs

Any reasonable adjustments will be shared with staff who regularly interact with the student

9. School uniform

We expect all students to be ambassadors for our school and to wear the correct uniform at all times. Correct uniform engenders a sense of pride in being a student at TCSED and personal pride. It also prepares students for the expectations and demands of the workplace. This includes having the school kit and clothing for PE or extra-curricular lessons.

These high expectations are reinforced to our students at the start of the school day, when greeted at the gate, during tutor time, in assemblies and in all lessons. If a student chooses to wear an item of clothing that is not part of the school uniform the school reserves the right to confiscate these items until the end of the school day or by sending students home with notice to change.

10. Mobile phones and use of Social Media

Mobile phones are a relevant and useful part of day to day life and we know that the majority of our students will own one. However, it is important for students' achievement, safety and focus that they are not used in school. Mobile phones are expensive and the school is not responsible for them if brought onto the school site. The use of Social Media is closely tied to this as misuse can cause bullying and anxiety for students.

The Charter school East Dulwich has the following expectation to ensure safe use of both mobiles and social media.

- Year 7-11 students should not have mobile phones on school premises and phones should not be seen or heard whilst in school.
- Students should not have headphones or other electrical items out around the school site
- Sixth Form students are permitted to use their mobile phones in the Sixth Form Cafe and Study Space only.
- If a teacher wishes to use phones as part of learning this must be agreed by the Subject Leader and must be curriculum based, not listening to music, chrome books are the first choice.

This policy applies to all forms of social media and applies to the use of social media for both school purposes and personal use that may affect the school, students or staff in any way. This includes use off site which impacts on staff, students or the wider school community.

Failure to comply with this policy will result in confiscation for the remainder of the day and a consequence on the following day. Students will receive a phone call home, hand their phone into reception the next day and receive after sitting their consequence.

Mis-use of social media includes (this is not an exhaustive list):

- Damaging the school or its reputation, even indirectly.
- Use that may defame school staff or any third party.
- Use that may harass, bully or unlawfully discriminate against staff, other students or third parties.
- False or misleading statements.
- Use that impersonates staff, other students or third parties.
- Expressing opinions on the school's behalf.
- Using school logos or trademarks.
- Illegal or inappropriate use of images including those of other students

Students can report mis-use of social media to any member of staff in the school. This should be raised under E-safety concerns and a member of staff will investigate and sanction. Any incident relating to safeguarding will be handled by a member of the safeguarding team. They may be times, that phones will be confiscated as part of the enquiry stage and may be looked at by staff and external agencies.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Key words are picked up by our 'Imperio' software and usage is tracked and sanctions applied where applicable. Further information can be seen in our E-Safety policy.

Social media usage can be incredibly useful when used correctly and responsible use of social media is promoted. However, breach of the policy on the use of social media will result in consequences.

11. Prohibited items, searching and confiscation

At the Charter School East Dulwich, we are committed to ensuring school staff and students feel safe and secure. This is essential to creating a calm and safe environment conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure student and staff welfare is protected and helps our school to establish an environment where everyone is safe. When carrying out searches, screening and confiscation we ensure we follow the Department for Education Guidance. This is hyperlinked below, and contains key information details as around Searches, Screening and Confiscation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Prohibited Items

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the students themselves; or
 - To damage the property of any person, including the students themselves.
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Mobile phones and other electronic items
- Excessive amounts of money
- Energy drinks

12.The use of reasonable force

The school acknowledges its duties and responsibilities under the DfE guidance report '*Use of Reasonable Force in Schools*' (2013). All members of staff have a legal power to use 'reasonable force', this is only required when used only to control a student, when they prevent students from hurting themselves or others, or from damaging property, or from causing disorder.

As outlined in the DfE report, Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - prevent a student behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a student from attacking a member of staff or another student, or to stop a fight in the playground;
- and
- restrain a student at risk of harming themselves through physical outbursts.

13.Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the behaviour policy applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.

Students can receive consequences for misbehaviour outside of the school premises, including conduct online, when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.

- In any way identifiable as being a student at the school, including not being in school uniform but when the behaviour involves our students or staff members.

Students can receive consequences for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Any breaches of the Code of Conduct, even if not on the school site, could result in permanent exclusion.

14. Serious Breaches, Persistent Breaches and Exclusions/Suspensions

A student may be suspended internally in the reflection room from 8.30am – 4:05pm, externally suspended to the home for a fixed period known as a Fixed Term Suspension or Permanently Excluded from the school. Suspension and exclusions are very serious sanctions and not taken lightly. The decision to exclude a student from the academy is made only by the Headteacher. The school will always aim to avoid permanent exclusions by considering Alternative Provisions, Managed Moves, and Directed Placements to other educational providers.

If a student is suspended they will usually be required to attend the reflection room as part of the suspension. Any decision to suspend a student from school will be taken by the Headteacher, following an enquiry led by the Deputy Headteacher into the situation. In most cases, suspensions are for a short fixed-term period.

A compulsory return from suspension meeting will be held directly after the period of suspension with the parent/carer, the student, and Assistant Headteacher / Year Leader and any staff member who was involved. In all cases where a student has been rude or insulting towards a member of staff they will be expected to apologise as part of the restorative process. When a student returns from a fixed term suspension, they may be placed on Pastoral Support Report to help successful reintegration into school

Families have the right to make representations about a suspension/exclusion decision to the governing body. If a parent or carer wishes to make representations they should contact the Clerk to Governors as soon as possible and within 10 days of being notified of the suspension/exclusion. Whilst the governing body has no

power to direct reinstatement, they must consider any representations made and may place a copy of their findings on the child's school record.

The school will only permanently exclude a student where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in this policy, have failed to be successful, or in response to a one-off very serious incident

For all Serious Breaches and Persistent Breaches of The Positive Discipline Policy, an incident log will be completed as a matter of urgency, and the incident will be investigated. Depending upon the outcome of the enquiry a sanction will be put in place. Families will be informed of the outcomes of Serious Breach Enquiries. Where there is an allegation of a serious consequence, it is important that the matter is dealt with quickly and fairly. The steps taken by the school are shown overleaf.

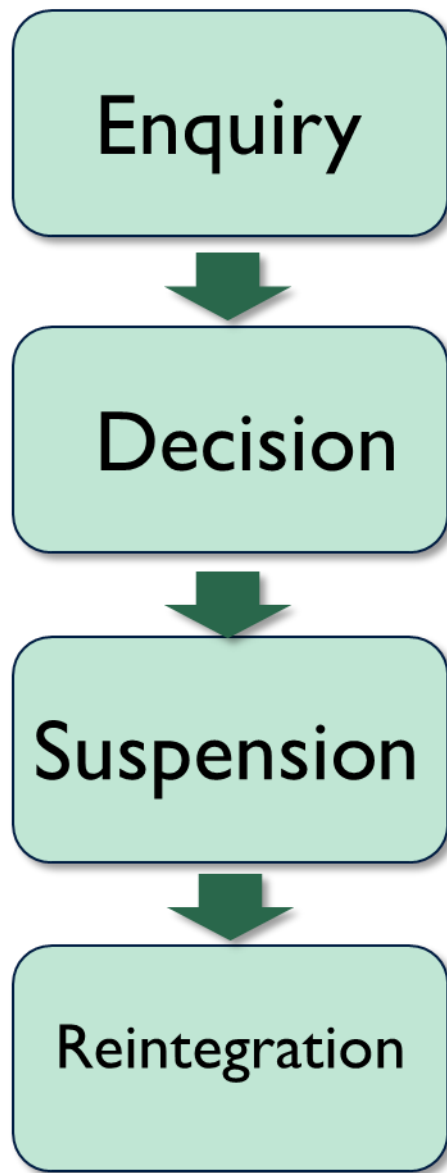
Any single, serious and major incident, e.g. serious assault on another individual leading to injury can result in a student being suspended on a fixed-term basis, up to 45 school days within a year, or permanently excluded. Similarly, students can be permanently excluded following a fixed-term suspension, where further evidence is presented.

The Department for Education statutory exclusions guidance can be found

<https://www.gov.uk/government/publications/school-exclusion>

The Charter School Educational Trust Exclusion Policy can be found <https://assets.website->

[files.com/60c247fed4d5d4b22f9c8244/62137476556c90279c8bfa93_TCSET%20Exclusion%20Policy%202022-23.pdf](https://assets.website-files.com/60c247fed4d5d4b22f9c8244/62137476556c90279c8bfa93_TCSET%20Exclusion%20Policy%202022-23.pdf)



Enquiry: It is important that we are as sure as possible of the facts before considering any suspension. The student concerned will be asked to give a written statement; if they refuse, this will be recorded. It may be necessary to interview people involved in an incident. CCTV, phone footage may also be viewed. Phone searches are possible during an investigation. By the end of an investigation, staff should feel they know what happened and be in a position to recommend an appropriate sanction.

Decision: A decision on the sanction will be made by the appropriate staff member, the school has no legal obligation to provide 'proof' and a decision can be made based on the balance of probabilities. Before deciding whether to exclude a student, either permanently or for a fixed-term suspension, the Headteacher will;

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEN) or is a looked after child

The Headteacher has the legal right to issue the consequence as they see fit, in line with this Behaviour Policy.

Suspension: Suspension is unlikely to be effective if families are not well informed about the investigation and reasons for the consequence. The school will always aim to provide families with all the suitable information. A letter will be sent to families, work will be set for the student during this period, in some instance's enquiry information can be shared at the school discretion. All documents relevant to the suspension will be kept on the school MIS system.

Reintegration: A reintegration meeting will occur for all external suspensions of 6 days or more but our policy is that such a meeting is good practice and will be for all external exclusions. The reintegration meeting has three main aims:

1. to discuss the reason for suspension, hearing the views of the student, the family and the school
 2. to either execute or plan any restorative measures that might be required
 3. to agree strategies, including support, to help the student return successfully
- It is essential that families support attending these meetings, to ensure the reintegration has occurred.

Appendix 1: Student Reflection Form



Reflection form |

Name: _____	Tutor group: _____	Date: _____ Period: _____
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Description of my behaviour

Reasons for my behaviour

What are the consequences of my behaviour

On me _____

On others _____

Reflect

Learn

Change

What would have been a better choice?

Who do I need to apologise to?

The Charter School
East Dulwich