BEHAVIOUR FOR LEARNING POLICY

Last Review:	Sept 2026
Committee:	PSW
Date Ratified:	Oct 2026

1. Rationale

1.1 At Oldfield School, we have high regard for the educational progress, personal development, and the well-being of every student. Effective teaching and learning can only take place within an orderly atmosphere and nurturing environment.

1.2 Where instances of unacceptable behaviour occur intervention will be timely, restorative, and effective.

1.3 The school is committed to ensuring that there is an ethos of praise and rewards but recognises that clarity is vital when dealing with transgression to our school rules. Child protection and safeguarding procedures will be in place to provide a safe, secure, and supportive learning environment.

1.4 This document should be read in conjunction with the following policies:
Attendance policy
Teaching and Learning Policy
Safeguarding Children Child Protection Policy
Online Safety Policy
Drugs Policy
Mobile Phone
Acceptable Use policy
Uniform requirements (website)

2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026

- 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.

3. Behaviour for Learning

3.1 Behaviour for Learning emphasises the crucial link between the way in which students learn and their social knowledge and behaviour. The focus is upon establishing consistent and positive relationships alongside a culture of high expectations.
Behaviour for Learning has implications for students, teachers, parents, and other professionals. Its principles can be applied to all students and not just those whose behaviour is challenging. It applies as much to teachers and their relationship with students as much as it applies to the students themselves.

3.2 Positive behaviour in school is based on respect (for ourselves, for others and for authority), equality of opportunity and social inclusion. Developing outstanding teaching and learning remains the focus of Oldfield School and this can be aided with the promotion of behaviour improvement.

3.3 Sanctions and incentives will be used as a measured response to actions displayed by students. Those who exhibit and demonstrate behaviour that affects the learning and behaviour of others in a negative manner will be provided with support and guidance first instance.

4. Student Conduct

4.1 All students are expected to be respectful, kind and considerate both within the classroom and during social time (including on the way to and from school and the duration of school trips and visits).

Classroom Culture

- Classrooms should be safe, purposeful and be supportive of learning.
- They should have clear boundaries of acceptable behaviour.
- Model expected behaviour and foster positive relationships.

4.2 The school will promote our values of kindness, ambition and resilience to support student development.

5. Procedures for supporting the development of good behaviour

5.1 Staff will intervene and challenge students to meet the school expectations. Staff will use the stepped approach for rewards and sanctions, to support students to work within the school's behaviour boundaries.

5.2 Provide a personalised approach to the specific behaviour needs of particular students.

5.3 Model expected behaviour and positive relationships.

5.4 Where students are unable to meet the school's expectations, a member of the Senior Leadership Team or Head of Year Team will be called on to intervene. Students who fail to comply at this level will face the possibility of being internally suspended for a fixed period or receive a suspension.

5.5 In order to maintain a consistent approach to dealing with challenging behaviour, incidents will be dealt with by respective members of staff depending on the seriousness. Incidents are dealt with using tiered interventions (Appendix 2). The tiered approach is a guide for staff and does not always have to be followed in order.

5.6 Each levelled incident is the responsibility of respective members of staff. Staff may call on senior staff to support them with situations.

5.7 Online behaviour

The school can issue sanctions to students for online behaviour when:

- It poses a threat or causes harm to another student.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The student can be identified as a member of the school.

5.8 Zero-tolerance approach to sexual harassment and sexual violence

Allegations of sexual harassment or sexual violence will be managed in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

5.9 Off-site behaviour

Sanctions may be applied for students off-site when representing the school. This applies when:

- Taking part in any school-organised or related activity.
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school.

Sanctions may also be applied where a student has behaved off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to staff or another student.
- Could adversely affect the reputation of the school.

5.10 Racism

- Allegations of racist behaviour will be managed in accordance with the school's Child Protection and Safeguarding Policy - "allegations of abuse made against other children". Keeping Children Safe in Education discriminatory behaviours—including racism and faith-targeted abuse—are formally categorized within the definition of child-on-child abuse alongside physical abuse and sexual harassment. As a school we will investigate any allegations of racist behaviour and where appropriate sanction and provide education for those accused and offer support to those whom have experienced this.

5.11 Homophobia and transphobia

- Allegations of homophobic and transphobic behaviour will be managed in accordance with our school behaviour expectations and procedures. If there is an allegation of homophobia or transphobia the school will investigate and where appropriate sanction and provide education for those accused and offer support to those whom have experienced this.

5.12 Sexism

- Allegations of sexism and sexist behaviour will be managed in accordance with our school behaviour expectations and procedures. If there is an allegation of homophobia or transphobia the school will investigate and where appropriate sanction and provide education for those accused and offer support to those whom have experienced this.

6 Bullying

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

Bullying is:

- 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, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments of a sexual nature 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

7 Parents and carers

Where possible, parents and carers, should:

- Monitor attendance and punctuality
- Check Satchel One regularly
- Attend meetings when requested
- Support agreed behaviour targets
- Support their child in adhering to the school's behaviour procedures and expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the school.
- Take part in any pastoral work following any infringements of the school's behaviour policy.
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

Oldfield will endeavour to build positive relationships with parents and carers by keeping them informed about developments in student behaviour and working together to support students with concerns.

8 Safeguarding

We recognise that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will consider whether pastoral support, early help or a referral to children's social care is appropriate.

Separation of students for safeguarding purposes:

In line with Suspension and permanent exclusion 2026, where there is a safeguarding concern between two students, the school can take the decision to send a student home for a fixed period of time. If the school does not provide work for the student to complete during this time the Local Authority has the responsibility to provide adequate education. In line with updated guidance 2026

Mobile phones and smart watches

The use of mobile phones and smart watches in school is prohibited; students are expected to follow guidance set out in the school Mobile Phone policy.

9 Students with SEND

Student behaviour may be impacted by a special education need or disability (SEND). When dealing with SEND students and their behaviour we will consider the incidents in relation to their SEND. We recognise that not every incident will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with behaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about the application of the behaviour policy.

We will make reasonable adjustments to avoid causing any substantial disadvantage to a SEND student caused by the school's policies and practices (Equality Act 2010).

Where a student with SEND or a known vulnerability is at risk of repeated suspension the school has the responsibility to ensure appropriate professionals are invited to attend readmission meetings to enable an appropriate review of reasonable adjustments in place for the student.

Reasonable adjustments do not mean expectations are lowered; rather, support is adapted to enable pupils to meet expectations

9.1 Adapting sanctions for pupils with SEND

When considering sanctions for students with SEND, the school will take into account:

- Whether the student was unable to understand the instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.
- Whether the student is likely to behave aggressively due to their particular SEND.

9.2 Students with an education, health and care plan.

The provisions set out in the EHC plan must be followed by the school and reasonable adjustments stated in their plan.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority. If appropriate an emergency annual review may be requested.

9.3 Students with a social worker (Child Protection Plan, CIN or children in care)

Reasonable adjustments will be made on a case-by-case basis to ensure students are safe and their circumstances are taken into consideration. The local authority will be informed of concerns and suspensions.

10 **School Uniform**

10.1 All students are expected to wear their school uniform correctly at all times. Additionally, they are expected to wear their uniform correctly to and from school as they are representing Oldfield School within the community. Tutors should undertake a uniform check daily and follow up on any uniform infringements. Teaching staff should check uniform at the end of each lesson prior to dismissing the class

10.2 Persistent failure to follow the Uniform policy should be referred to the tutor, Head of Year or SLT as necessary. Repeated failure to conform to the uniform policy may result in the student being sent home to correct the uniform infringement or being internally suspended. Repeated failure to conform to the uniform policy may result in the student being placed on a BSP just like with any other behaviour policy infringement. This could lead to external suspensions. Where possible, we will seek to resolve uniform issues without pupils missing learning.

11. Rewards Systems

10.1 We appreciate the importance of recognising the achievements of our students both in and outside of the classroom. Praise and a variety of individual and group rewards are used to promote, teach and support positive behaviour and to recognise achievement.

11.1 The Positive Behaviour Framework is based on a House Point system and is outlined in Appendix 1.

12. Searching and screening students

12.1 Members of staff can search students with their consent for any item. The Headteacher and staff authorised by the Headteacher have the ability to search students or their possessions, without consent, where they suspect the student has a prohibited item. Prohibited items include:

- knives and weapons
- guns – firearms, bb guns or any item that could be mistaken for a gun or firearm of any sort.
- alcohol
- stolen items
- illegal drugs
- drugs
- smoking paraphernalia including e-cigarettes
- fireworks

In line with the statutory guidance issued by the Department for Education, the school is committed to maintaining a calm, safe and distraction-free learning environment. Students are not permitted to use mobile phones or other personal smart technology during the school day unless expressly authorised by the headteacher. The school's approach reflects government expectations that schools should be mobile phone-free environments by default and recognises the potential impact of personal devices on learning, behaviour, wellbeing, safeguarding and social interaction. Any use, possession or confiscation of mobile phones and related technology will be managed in accordance with this Behaviour Policy and relevant government guidance.

12.2 Before carrying out a search the authorised member of staff will:

* Assess whether there is an urgent need for a search.
* Assess whether not doing the search would put students or staff at risk.
* Consider whether the search would pose a safeguarding risk to the student.
* Explain how and where the search will be carried out.

* Give the student the opportunity to ask questions.

What the law says:

▪ The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves

▪ 'Possessions' means any goods over which the student has or appears to have control – this includes locker and bags.

▪ A student's possessions can only be searched in the presence of the student and another member of staff.

All searches should be recorded on CPoms.

Parents and carers should be informed that a search has taken place and any associated action.

12.3 In line with DFE guidance, the school may use screening devices such as wands or walk through screeners. The School retains the right to screen students by walk through or handheld metal detectors, without the consent of the student or parents. This type of screening can be carried out by an authorised member of staff, but staff must not use physical contact. Parents do not need to be informed of a screening incidence unless it leads to a search.

13. Use of reasonable force

13.1 The Education and Inspections Act 2006 (s.93) sets out the power of members of staff to restrain students. A member of staff may use reasonable force to prevent a student from:

- committing an offence;
- injuring themselves or others;
- damaging property, including their own;

13.2 There is no legal definition of what constitutes "reasonable force", however, the degree of force must be proportional to the incident and the minimum to achieve the desired result. "Reasonable force" might be justified, for example, in the following situations:

- violent behaviour by a student such as fighting or attacking a member of staff or another student;
- acts of vandalism;
- behaviour by a student, such as rough play, the misuse of objects or running in the corridor, which is likely to cause personal injury or damage to property;

13.3 Staff must exercise great caution in the use of force and always try to use other means to resolve a situation. Staff should not act in a way which might cause pain or injury. Staff should take due care to ensure that they do not place themselves at risk of injury and should use verbal commands where possible to diffuse a situation.

When using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health or medical needs.

14. Phones and wearable tech are not to be used during school. Every student will be given a personal phone Pouch. It is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition. Should a student breach this then staff will follow the mobile phone policy and confiscation of banned/prohibited items, as in this policy.

15. **Governors' Responsibilities in Upholding the School Behaviour Policy**

The Governing Board has a strategic responsibility to ensure that the school's Behaviour Policy promotes a safe, respectful and inclusive learning environment in which all pupils can thrive. Governors are responsible for approving, reviewing and monitoring the effectiveness of the Behaviour Policy, ensuring that it complies with current legislation, statutory guidance and the school's values.

Governors must assure themselves that the policy is implemented consistently and fairly across the school, and that expectations for behaviour are high for all pupils. In carrying out their duties, governors should seek assurance that sanctions and rewards are applied appropriately, that pupils are treated with dignity and respect, and that vulnerable groups, including pupils with Special Educational Needs and Disabilities (SEND), looked-after children and those receiving social care support, are considered appropriately within behaviour processes.

The Governing Board is responsible for holding school leaders to account for standards of behaviour and conduct. This includes receiving regular reports on behaviour trends, suspensions, permanent exclusions, attendance, bullying incidents and the effectiveness of behaviour interventions. Governors should use this information to challenge and support school leaders in securing continuous improvement. This done through the PSW committee meetings and the full governing body meetings.

Appendix 1

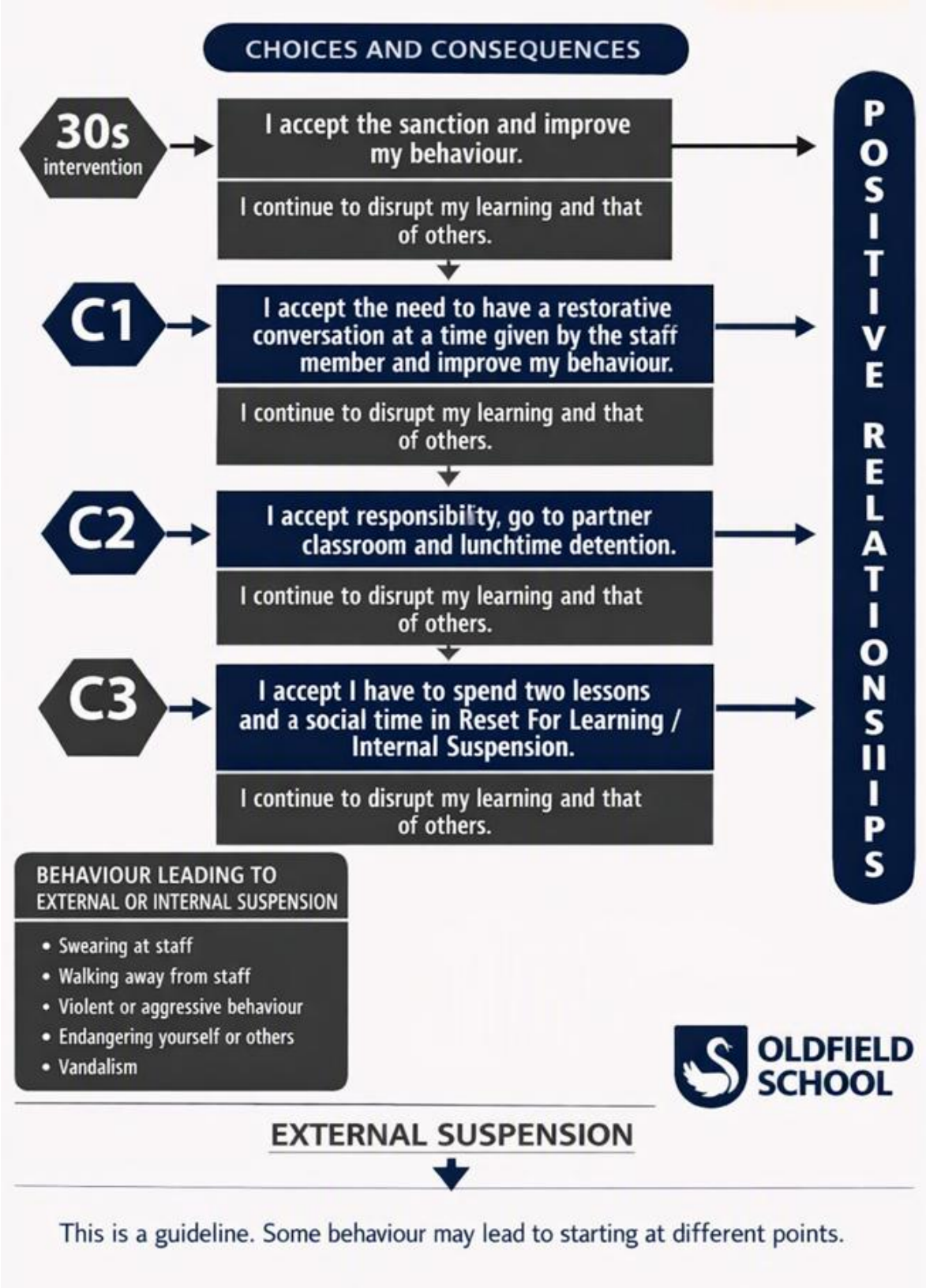
PROCESSES FOR REWARDING STUDENTS IN YEARS 7-11

The Rewards System:

SYSTEM	PERSON	REASON
PRAISE Eg: verbal recognition	ALL STAFF	All aspects of positive behaviour/achievement in the school.
HOUSE POINTS to be spent in the school reward shop (recorded on SIMS and staff sign reward booklets)	ALL STAFF	All aspects of positive behaviour including academic, extra-curricular and community service.
REWARD TRIPS	HOH	Accumulation of house points each term. Students with the highest totals are selected to attend the reward trip.
HOUSE SHIELD for - • Points • Attendance • Sport	HOH	Winning House for points at the end of Term 6.
SUBJECT REWARDS are termly awards recognising one student in Years 7-11 each term per subject	SUBJECT TEACHERS/ HOD/LOL	Excellent effort/achievement in classwork/ homework / examinations.
HEADTEACHER AWARD A student across the school is selected each month.	HEADTEACHER	All aspects of the school environment for going above and beyond their own personal expectations.
CELEBRATION EVENING (vouchers/certificates)	ALL STAFF	Attendance. Subject. Effort. Participation.

Appendix 2

Flowchart for dealing with behaviour:



Failing / Refusing Partner Class:

If a student either refuses to go to the partner classroom or is removed from a partner classroom, they will be expected to go to RFL, the length of time in RFL is dependent on when the student fails:

Period Failed / Refused	Action
1	Student goes into RFL for the remainder of Period 1, all of Period 2 and Break.
2	Student goes into RFL for the remainder of Period 2, break and Period 3.
3	Student goes into RFL for the remainder of Period 3, Period 4 and Lunch.
4	Student goes into RFL for the remainder of Period 4, Lunch and Period 5.
5	Student goes into RFL for the remainder of Period 5 and Period 1, 2 and break the following day.

PROCESSES FOR SANCTIONING STUDENTS IN YEARS 7-11

Behaviour	Teacher Action
30 second intervention	**Non-verbal behaviour management cues.** - Facial expressions - Pointing to the task and reframing behaviour - Eye contact - Gestures/signals - Position of teacher Praise expected behaviour of others Short private conversation.
C1	**Simple agreed sanction to correct behaviour and restore positive relationship. Eg:** * Move seat * Restorative conversation * Break time detention Member of staff logs the behaviour point on Satchel: one.
C2	**Student is removed to the partner classroom and informed they have a lunchtime detention the next day.** It is the member of staff's responsibility to ensure the student arrived at the partner classroom. If the student does not attend, use on call system. Inform the head of subject. Student to be place in internal suspension. Phone home at the end of the day to inform parents about the behaviour and have a restorative conversation with the student. (Log the behaviour point and the lunchtime detention on Satchel: one) If the student refuses to go to the partner classroom the member of staff should use on-call to have the student removed and they will be internally suspended. The member of staff should still log the behaviour point on Satchel: one.
C3	**Internal suspension** Phone home at the end of the day to inform parents about the behaviour and have a restorative conversation with the student.
C4	**Appropriate sanction which may involve suspension or internal suspension.** When placed in internal suspension students may also need to complete a 30 minute detention after school.

School leaders retain discretion to vary sanctions where individual circumstances, safeguarding concerns or SEND needs require an alternative approach.

Appendix 3

BEHAVIOUR MONITORING REPORTS

Satchel One will be used by staff, parents and students to monitor student behaviour.

A student can be 'on report' for a number of reasons as indicated below. Set targets will be checked by individual subject teachers at the end of a lesson. The tutor/ HOY/ SLT monitors reports at the start of each school day. These are suitable for students who need to improve their:

- Attendance and punctuality
- Effort and progress
- Behaviour

Behaviour Reports

Students whose behaviour is persistently poor will be placed on the Behaviour Register and be given a Stage 1, 2 or 3 report. Positive targets will be set, and positive comments will be made to encourage the student to make improvements. **A student may be placed on a BSP if they are clearly not engaging with any part of the process** and it is felt by the HOY in conversation with Asst Headteacher Pastoral or Deputy Headteacher that this is the best course of action. This is largely as it encourages parents' involvement sooner which can often have a much more positive outcome.

Return following suspension

Students who return from suspension will be placed on report by the relevant HOY/SLT for a period of two weeks following their re-admission to school.

Sanctions for failure to meet targets while on report:

Reports are checked at the beginning of each school day and if a student has failed to achieve their targets an additional sanction will be put in place.

Recording / monitoring

A database of students on report will be maintained and updated by HOY as appropriate.

Appendix 4

Disciplinary stages

The school behaviour systems are in place to support positive interactions and to create a safe and purposeful environment. However, if a student's behaviour continues to cause a concern additional action may be required.

Students may be placed on a behaviour stage and their behaviour will be closely monitored. Targets can be put in place and agreed with parents and students to support improvements. If improvements in behaviour are not seen, they can move up a stage. Conversely positive behaviour will see a student move down and off stages.

(For some behaviours students can be placed on a higher stage at the digression of the school).

Disciplinary/ behaviour stage	Intervention
1	The student has received 20 behaviour points in a three week period. Students placed on tutor report to monitor their behaviour. Parents to be informed. Review progress in 2-3 weeks.
2	Continued concerns despite intervention. Student is placed on stage 2. Pastoral support plan- tutor/AHoY/HoY to meet with child to identify barriers and put in place support mechanisms ie asking staff to review seating plans; scheduling a weekly meeting; positive rewards. Tutor/AHoY/HoY completes pastoral support plan and sends to parents HoY speaks to the student making concerns and expectations clear. A new HoY report with appropriate targets. Internal SEND Assessment to be completed. Parents informed. Review progress in 2 – 3 weeks.
3	Serious or persistent concerns Student placed on stage 3. SEND Review to be completed externally eg AP and Inclusion Panel Discussion with an SLT member to discuss concerns and expectations. Meeting with parents to be arranged to discuss concerns. Students will be placed on a SLT report. Behaviour to be closely monitored. Progress to be reviewed in 2-3 weeks.
4	Behaviour support Plan Student placed on stage 4. Meeting to take place and a review of behaviour and support. A plan put in place to support and monitor behaviour. Meetings should take place every two weeks for sixteen weeks. Direction offsite should be used if appropriate Parents to be informed that continued poor behaviour could lead to a permanent exclusion.
5	Behaviour has not improved over the 16 weeks or suspensions have exceeded 10 sessions Preventative Placement Mandatory Placement in Skills Centre or external AP Permanent exclusion

Appendix 5: SUSPENSIONS AND EXCLUSIONS

Internal Suspension – Reset For Learning (RFL)
The student is internally suspended in school; curriculum work will be supplied. A student may be placed in RFL whilst an incident is investigated or for a fixed period of time for poor behaviour.

External Suspension
The student is sent home for a number of days agreed by the Headteacher or designated lead teacher; curriculum work for the student is maintained by class teachers where possible; the student and parent/carer will be asked to attend a readmission meeting with the purpose of seeking a firm commitment from the student to improve behaviour.

Permanent Exclusion
The student has committed an incident, or a series of incidents of significant and serious concern; continued inclusion would negatively impact on the education and welfare of others in the school community.

Suspensions (fixed term suspensions)
A fixed period suspension is a formal sanction where a pupil is temporarily removed from the school site for disciplinary reasons and can only be authorised by the Headteacher (or Deputy in his/her absence). A member of SLT, the pastoral team or Head of Year completes an incident investigation form which ensures that all the appropriate steps are taken.

Protocols

- Suspensions are preceded by an investigation seeking a standard of proof that it is deemed probable that the student engaged in the alleged inappropriate behaviour.

- If there is an immediate threat to the health and safety of the student engaged in the alleged incident, or others in the school community, an immediate suspension may occur before a more detailed investigation is completed.

- Parents/Carers are contacted immediately and if available they will be asked to arrange for the collection and supervision of the suspended student. The student's welfare and the welfare of the school community are of primary concern.

- We are obliged to set and mark work for suspended students. The suspended student will be expected to complete homework on the first day of suspension; additional work will in most cases be given directly to the student. In some cases where this is not possible work will be delivered to the student's main home address.

- If a child in care is likely to be suspended from school, the DSL or DT will make contact with the Local Authority to ensure that they are in agreement with the decision. The school recognises that the school suitable provision needs to be made by the LA

- Only those who need to know the details of the suspension are informed.

- Following the student's suspension a readmission meeting will be arranged to support the pupil's successful return to school. This will identify triggers and support strategies; agree clear expectations and consider further pastoral support.. The head of year or SENDCO will seek a firm commitment from the student that the inappropriate behaviour leading to suspension will not be repeated. Parents/carers are strongly advised to attend the readmission meeting to support their child; however, if they are unable to attend the meeting all readmission procedures must still be adhered to; a record of the parents/carer's non-attendance will be made including support for student discussed. Parents may request the meeting to be held online to facilitate their attendance.
- Parents have a right to make written representation to the Governing Body if they disagree with the Headteacher's reasons for a fixed term suspension. The Governors have no power to overturn suspensions totalling five days or less, or to remove the suspension from the child's file.
- Fixed term suspension may result in students being banned from representing the school at events/on school visits.
- The behaviour policy continues when students are in the community and travelling to and from school

Permanent Exclusion

- If a student has already had several suspensions which have failed to produce improved behaviour or when a student commits a serious act of misbehaviour, this may lead to a permanent exclusion from school.

- If a student is permanently excluded the Student Disciplinary Committee of the Governing Body must meet within 15 school days of the exclusion to decide either:
    - to confirm the exclusion
      or
    - to direct the Headteacher to re-instate the student.

- Parents have the right to appeal against the exclusion. Appeals are made to an Independent Appeal Panel.

Examples of behaviours that would lead to internal suspension/suspension / permanent exclusions

Offences leading to a suspension, as agreed by the Governors:

- consuming alcoholic drinks on the school premises or on school trips (Refer to Drugs Policy)
- serious or persistent bullying.
- premeditated attacks on other students even if no or only minor injury is caused.
  theft.
- actual or threatened physical violence to self or others.
- behaviour which may place other students at risk.
- verbal abuse directed at staff.
- serious challenges to staff authority.
- intentional damage to property.
- serious or persistent racial and/or sexual harassment.
- serious or persistent disruption of other students' learning.

- using social networking sites to bring the school into disrepute, unsubstantiated malicious accusations against school staff.
- possession of illegal drugs on the school premises or on school trips.
- possession of a potential weapon on school premises or on school trips.
- vandalism/arson.
- photographs, audio or film footage taken of staff /students without their permission.
- serious or persistent misuse of mobile phones.
- and other offences of a serious nature.

Offences leading to a permanent exclusion, as agreed by the Governors:

- persistent behaviour of a nature indicated in the list above;
- A serious breach or persistent breaches of the school's behaviour policy;
- providing/dealing in illegal drugs on school premises or on school trips (refer to Drugs Policy);
- possession of a firearm
- possession of a potential lethal weapon with intent or threat to cause harm on school premises or on school trips.
- serious attack on a student especially, but not exclusively, if a weapon is used and especially, but not exclusively, if actual or grievous bodily harm is caused.
- a deliberate or pre-meditated physical assault on a member of staff.
- serious criminal damage to property (e.g., arson).
- and any other comparable offences of a serious nature.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.