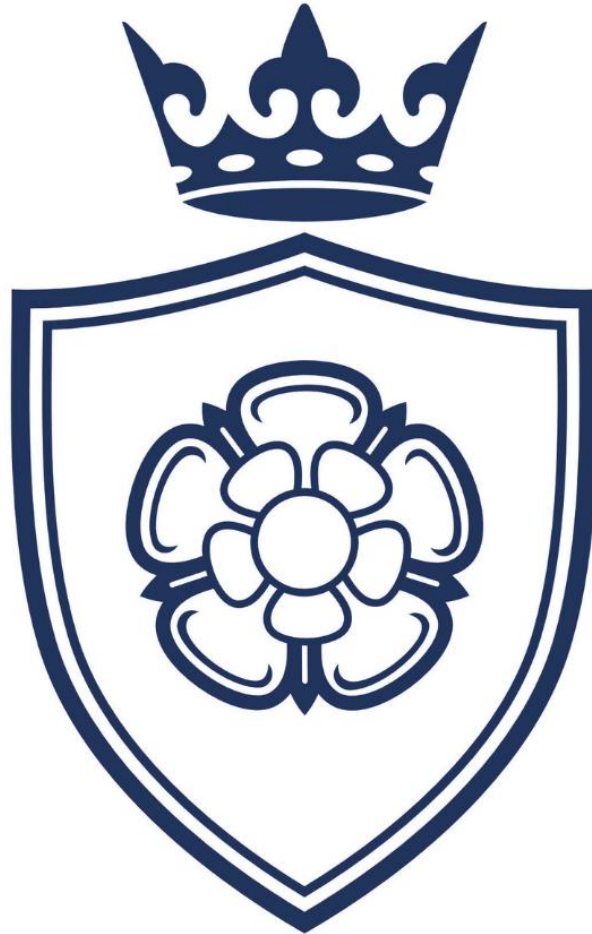




Mercia
Northridge School



NAME OF POLICY

Author	Headteacher
Date of issue	09/2026
Date ratified	09/2026
Date for review	09/2027

DOCUMENT CONTROL

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every X years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

1. Purpose

- 1.1. The Mercia Northridge School behaviour curriculum has been designed to create a culture of excellence, not only with academic focus, but behaviour around school, within the community and for life.
- 1.2. Mercia Northridge has high expectations of staff and pupils. We all demonstrate respect, tolerance, and an understanding of individual differences. This approach encapsulates and supports the wider school community and includes all young people, all staff, parents/carers, and any external agencies who work collaboratively with Mercia Northridge School.
- 1.3. We aim to build a community which holds true to our trust's core values of kindness, integrity and diligence, where learners are responsible for their behaviour and the consequences of it. We educate and encourage our school community to value the diversity in our society and the environment in which they live, becoming active and responsible citizens, having a positive contribution to their own community.
- 1.4. Excellent behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the high expectations we have of them. The Mercia Northridge Way curriculum sets clear boundaries and parameters for academic focus, and behaviour for social norms and routines. We share consistent language of these behaviour expectations across school.
- 1.5. Pupils learn the content of the curriculum so that they can recall the information and act upon it. The curriculum is regularly revisited with pupils and is reinforced throughout the year. The curriculum content is taught explicitly, staff provide models where appropriate, allow for independent practice and check for pupil understanding.
- 1.6. The process for teaching behaviour explicitly is as follows:
 - 1.6.1. **Identify** the behaviour we expect
 - 1.6.2. **Teach** behaviour explicitly
 - 1.6.3. **Model** the behaviour we are expecting
 - 1.6.4. **Practise** behaviour
 - 1.6.5. **Notice** excellent behaviour
 - 1.6.6. **Create** conditions for excellent behaviour

2. Staff responsibilities

- 2.1. It is essential that adults in school have the necessary information and understanding of the context around specific pupils including special educational needs and behavioural issues that may be presented. It is the responsibility of all staff in school to be aware of any specific plans and strategies to be implemented to help support young people.
- 2.2. All staff are responsible for adhering to positive practice that promotes pupils' ability to engage in and access their learning. This is based on the understanding that pupils best achieve, develop, and reach their true potential when staff are fair, consistent, trustworthy, respectful, and model positive relationships.
- 2.3. Staff should not model negative behaviours such as (not exhaustive):
 - 2.3.1. Being confrontational
 - 2.3.2. Being insulting or abusive
 - 2.3.3. Being intimidating
 - 2.3.4. Being condescending/ harshly sarcastic
 - 2.3.5. Causing humiliation
 - 2.3.6. Being supercilious
 - 2.3.7. Any other behaviours that may cause further breakdown of relationships.

3. Classroom rules

- 3.1. Follow staff instructions first time and without question.
- 3.2. Be responsible by arriving on time, entering silently and calmly.
- 3.3. Sit where the teacher asks you to.
- 3.4. Have your equipment out and ready to begin the activities in the lesson.
- 3.5. Show respect to staff and pupils when they are talking by listening.
- 3.6. Put your hand up and wait for your turn to speak without disturbing others.
- 3.7. Always try your best with all learning, showing perseverance.
- 3.8. Pack away silently and calmly when asked to do so.
- 3.9. Stand behind your chair silently at the end of lessons until you are dismissed.
- 3.10. Enter the corridor quietly and calmly as you go to the next lesson or social time.

4. Around school rules

- 4.1. Follow staff instructions first time and without question.
- 4.2. Be polite and respectful at all times.
- 4.3. Show responsibility by being on time for school and all lessons.
- 4.4. Wear the correct school uniform at all times.
- 4.5. Talk, don't shout, using respectful language at all times.
- 4.6. Walk on the left on all corridors.
- 4.7. Use the correct up or down staircase.
- 4.8. Be kind, always.
- 4.9. Respect your school environment, putting all litter in the bins.
- 4.10. Walk calmly and quietly around school and do not make physical contact with others.

5. Rewards

- 5.1. Positive behaviour – Praise and Rewards
 - 5.1.1. Central to the philosophy around our relational approach is the responsibility of all staff to praise pupils, including contacting parents as a matter of routine. Spontaneous day-to-day praise is a key foundation in all good schools.
- 5.2. Northridge Stars (Positive behaviour points)
 - 5.2.1. The first formal phase of the rewards system is the use of Northridge Stars. These should be awarded both within and outside the classroom. These will recognise and praise not just work and effort, but any instances of demonstrating the school core values.
 - 5.2.1.1. **Kindness** – Be kind. Always.
 - 5.2.1.2. **Perseverance** – Always working hard, even when it's difficult.
 - 5.2.1.3. **Responsibility** – Be responsible for our decisions and for our actions.
- 5.3. Northridge Stars will give pupils access to planned reward events and trips. The criteria for reward events and trips will be shared with pupils and families at the start of each half term.

5.4. The certificate levels and badges for Northridge Stars are as follows:

- 5.4.1. 250 – Bronze
- 5.4.2. 500 – Silver
- 5.4.3. 750 – Gold
- 5.4.4. 1000 – Diamond

5.5. This table provides guidance for the consistent application of the positive behaviour system in school.

If...	Then...
Good effort/contribution in lesson	Verbal praise & 1 Northridge Star added to system by class teacher.
Excellent effort/contribution in lesson	Verbal praise & 2 Northridge Stars added to system by class teacher.
Outstanding effort/contribution in lesson	Verbal praise & 3 Northridge Stars added to system by class teacher.
Display core value of Kindness	Verbal praise & 3 Northridge Stars issued on school system for Kindness
Display core value of Perseverance	Verbal praise & 3 Northridge Stars issued on school system for Perseverance
Display core value of Responsibility	Verbal praise & 3 Northridge Stars issued on school system for Responsibility
100% attendance in a school week	10 Northridge Stars automatically added to the system
Accumulation of 250 Northridge Stars	Bronze certificate and Bronze Star badge
Accumulation of 500 Northridge Stars	Silver certificate and Silver Star badge
Accumulation of 750 Northridge Stars	Gold certificate and Gold Star badge
Accumulation of 1000 Northridge Stars	Diamond certificate and Diamond Star badge and invite to end of year special event

6. Responses to negative behaviours

6.1. In terms of classroom-based responses, pupils will escalate through a three-stage system.

- 6.1.1. Warning
- 6.1.2. Consequence
- 6.1.3. Removal

6.2. It is expected that for the pupils whose behaviour for learning is deemed to be unacceptable, only a small minority will move beyond the second stage. It is essential that all pupils, parents, and teachers understand this framework and its continuum of sanction/responses.

6.3. When pupils do disturb the academic progress of their peers or fail to show kindness to others, then a school response will be put in place. For the system to work, it is essential that all staff consistently apply the behaviour system when responding to undesired behaviours and that the on-call team's response is consistent and follows the processes described in this document.

6.4. Low level disruption.

- 6.4.1. The Mercia Northridge behaviour policy is designed to support staff and enable learning to take place without interruption. Pupils whose behaviour is not in line with the school expectations should receive

one verbal warning. If a pupil continues to present undesirable behaviour inside the classroom, then the class teacher should move through the behaviour system recording each step on Bromcom.

6.4.2. Warning

- 6.4.2.1. Teachers will calmly remind pupils of the high expectations we hold in school around excellence in behaviours for learning and ensuring pupils are aware of the impact that their decisions are having on the academic focus of others and themselves. The class teacher will explain to pupils that any further poor behaviour choices will result in a consequence being issued.

6.4.3. Consequence

6.4.3.1. 30-minute, same day (midday) detention.

- 6.4.3.1.1. Pupils reaching the consequence stage will be issued with a 30-minute, same day detention for continued low level disruptive behaviour.
- 6.4.3.1.2. The class teacher will explain to pupils that any further poor behaviour choices will result in removal from the lesson.
- 6.4.3.1.3. Pupils who receive a consequence during periods 1, 2, 3 or 4 will serve a same day, midday detention, pupils who receive a consequence during periods 5 will be serve a same day 30-minute after school detention.
- 6.4.3.1.4. Any pupil who misses a midday detention will be escalated to a same day, after school 1-hour detention.
- 6.4.3.1.5. Pupils who fail to attend an after school 30-minute detention will be issued with an escalated 1-hour detention the following day.
- 6.4.3.1.6. Any pupil who accumulates 5 consequences in an academic week will be issued with a 2 hour Headteacher detention on a Friday after school.

6.4.4. Removal

- 6.4.4.1. If a pupil continues to present low level disruptive behaviours, after receiving a consequence, they will be removed and placed in a Key Stage 4 withdrawal classroom until the end of the lesson in addition to the 30-minute same day detention issued at the consequence phase.
- 6.4.4.2. Any student who refuses placement in a withdrawal classroom will be issued with an escalated sanction, this will be, in most cases, a fixed term suspension.

6.5. Serious behaviour incident

- 6.5.1. Any pupil refusing to follow basic instruction or displaying serious behaviour referenced in section 11, will be removed from lesson and placed into Internal Exclusion (IE) until 3.45pm.
- 6.5.2. Any pupil receiving two lesson removals in the same day will be placed in Internal Exclusion until 3.45pm.
- 6.5.3. Any pupil receiving 5 consequences in a school week will be placed in a 2-hour Headteacher Detention on a Friday. Failure to attend this detention will result in an escalated sanction being put in place, which in most cases will be a fixed term suspension.
- 6.5.4. Any behaviour unresolved from previous school days will be picked up and sanctions served the following school day. School will inform parents and carers when this is to occur. Any pupils who is absent or is signed out of school before their sanction has been served will have the consequence carried over to the next school day or a fixed term suspension may be issued dependent on the behaviours presented.
- 6.5.5. Refusing or failing to follow process in Internal Exclusion will result in an escalated school response. This will, in most cases, be a fixed term suspension.
- 6.5.6. Some pupils with additional needs around learning, safeguarding or mental health and well-being will be offered additional support at points within the behaviour continuum as a reasonable adjustment.

7. Detentions

- 7.1. The DfE guidance on detentions can be found on pages 21 and 22 of the following documents. [Behaviour in schools' guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61221/behaviour-in-schools-guidance.pdf)
- 7.2. All breaches of the school behaviour policy should be recorded on Bromcom as necessary. Accurate recording of behaviours allows for better tracking of patterns and efficient use of interventions and actions moving forwards.

8. Internal exclusions

- 8.1. Pupils placed inside of Internal Exclusion will be expected to follow a similar behaviour process to those inside of classrooms.
 - 8.1.1. **Stage 1: Caution**
 - 8.1.1.1. Pupils will be given a formal caution, recorded in Bromcom regarding Internal Exclusion expectations when they are presenting undesirable behaviours such as failure to follow instructions or persistent disruptive behaviours.
 - 8.1.2. **Stage 2: Contact parent - risk of suspension**
 - 8.1.2.1. A member of the on-call team will contact parent/carer to inform them of the situation and behaviours presented. Parents will be informed that their young person is at significant risk of being suspended from school. To be recorded through Bromcom.
 - 8.1.3. **Stage 3: Pupil failed Internal Exclusion placement**
 - 8.1.3.1. Removed from Internal Exclusion and moved to escalated response. This will most likely result in the pupil being suspended from school.

9. Lateness to school

- 9.1. The school gate closes at 8.30 am in the morning and any pupil who arrives after this will have to sign in as late.
- 9.2. Any pupil who arrives to school after 9am without an acceptable/unavoidable reason will receive a 'U' code and will not therefore receive a morning attendance mark.
- 9.3. The 'U' code counts as an unauthorised absence and could trigger absence management procedures if there are repeated instances of them.
- 9.4. Any pupil that receives a late mark or 'U' code will be issued with a same day 30-minute detention on the day of the lateness.
- 9.5. Lateness patterns will trigger Pupil Attendance Panel (SAP) meetings run by the Attendance Lead.

10. Truancy

- 10.1. Internal truancy means being on the school premises but not being in lesson without good reason. Internal truancy is a significant safeguarding concern and is therefore recognised as a serious behaviour at Mercia Northridge School.
- 10.2. All pupils are expected to be in all their lessons, every day, on time. It is essential that all pupils are punctual to lesson. Pupils arriving late to lesson not only negatively affect their own progress but that of their peers, as this causing valuable learning time to be lost.
- 10.3. Any pupil not in lesson within 4 minutes of the start of the lesson without a valid reason will be recorded as internally truant.
- 10.4. The school response to internal truancy will be for pupils to be placed in a KS4 withdrawal classroom until the end of that lesson. Pupil will also be issued with a 30-minute detention.
- 10.5. Any pupil who internally truant on two separate occasions in a school day will be placed in Internal Exclusion until 3.45pm.

- 10.6. Walking out of lesson without permission, arriving 4 minutes after the lesson has started and deliberately being in the wrong classroom are all examples of internal truancy.
- 10.7. Repeated instances of internal truancy may result in the pupil being suspended.
- 10.8. If a pupil walks or runs away from staff or refuses to engage with staff when negative behaviours have been displayed, they will be placed in Internal Exclusion until the end of the school day, 3.45pm.

11. Serious behavioural incidents

- 11.1. Serious incidents of behaviour will result in pupils being placed in Internal Exclusion, pending further investigation, if necessary, which may lead to a suspension or permanent exclusion.
 - 11.1.1. These include (not exhaustive):
 - 11.1.1.1. Persistent and relentless breaches of the school policy.
 - 11.1.1.2. Discriminatory behaviour.
 - 11.1.1.3. Threatening behaviour/ Verbal abuse towards an adult or another pupil.
 - 11.1.1.4. Physical assault of an adult or young person
 - 11.1.1.5. Dangerous behaviour, including arson.
 - 11.1.1.6. A drug or alcohol related incident.
 - 11.1.1.7. Smoking and/or vaping.
 - 11.1.1.8. Possession of an offensive weapon.
 - 11.1.1.9. Bringing the name and reputation of the school and Trust into disrepute.
 - 11.1.1.10. Sexual misconduct.
 - 11.1.1.11. Child-on-child abuse/ Bullying, including online. (Please refer also to the Anti-Bullying policy)
 - 11.1.1.12. Making knowingly, untrue accusations against adults in school.
- 11.2. If it is deemed necessary to search a pupil for dangerous items, or items relating to smoking/vaping drugs or alcohol, the **Mercia Northridge School Search Policy** will be followed.

12. Suspension and Permanent Exclusion

- 12.1. For serious cases of misbehaviour which contravene the principles set out in the behaviour policy, suspension may result for a period of up to 45 days. Online work will be available in the case of a suspension, and it is expected that parents accompany their child to a re-admission meeting before the pupil returns into school.
- 12.2. For a one-off serious incident such as arson, drug related incidents or incidents involving weapons, serious physical assault, sexual misconduct abuse against a person based on a protected characteristic, inappropriate use of social media or online technology or, persistent disruption where the pupil has failed to respond to reasonable adjustments and intervention, a permanent exclusion may be recommended by the Head teacher.
- 12.3. DfE guidance on suspensions and permanent exclusions states that “When establishing the facts in relation to a suspension or permanent exclusion decision the head teacher must apply the civil standard of proof, i.e., ‘on the balance of probability’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’. Please see Appendix A for further information.

13. Joint Enterprise

- 13.1. The school will take into consideration ‘joint enterprise’, which can mean that if more than one pupil is involved in the same incident, irrelevant of the role they played, all pupils will receive a sanction.

14. Banned/ Prohibited items

- 14.1. Any pupil found to be in possession of any banned or prohibited item will be requested to hand over the item for confiscation. Any refusal to comply with confiscation will lead to an appropriate school response being issued. The response will include time spent inside of Internal Exclusion, after school detentions, fixed term suspension, or permanent exclusion.
- 14.2. The following items are prohibited from being brought into school:
- 14.2.1. Energy drinks
 - 14.2.2. Prescription medication (unless communicated to the relevant staff in advance and has been prescribed to the pupil by a medical practitioner)
 - 14.2.3. Any drink or food containing alcohol
 - 14.2.4. Any product containing tobacco (see below)
 - 14.2.5. Any e-cigarette, vaping products, or nicotine-based items (see below)
 - 14.2.6. Any illegal drug or drug paraphernalia
 - 14.2.7. Stolen property
 - 14.2.8. Fireworks
 - 14.2.9. Pornographic images; on devices or physical copies.
 - 14.2.10. Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - 14.2.10.1. to commit an offence, or
 - 14.2.10.2. to cause personal injury to, or damage to the property of, any person (including the pupil).
 - 14.2.11. Any item judged to be an offensive weapon
- 14.3. As stated, all types of tobacco or nicotine products, e-cigarettes and vapes are banned items at school. Any pupil found to be in possession of any banned or prohibited item will be requested to hand over the item for confiscation. Any refusal to comply with confiscation will lead to a suspension, or ultimately, or permanent exclusion depending on the item being withheld.
- 14.4. The following items are not prohibited from being brought into school. But the use of the during the school day is prohibited. These items will be confiscated if seen or heard on school grounds.
- 14.4.1. Mobile phones
 - 14.4.2. Headphones/earphones (including air-pods and similar items)
 - 14.4.3. Smart watches
 - 14.4.4. Smart glasses

15. Out of class / Community behaviour

- 15.1. Poor behaviour out of class has an impact upon learning. Out of class, pupils are expected to behave in a way that and allows others the right to be free of disruption. Defiance, dangerous behaviour or bullying disrupts the good order of the school and creates an atmosphere in which learning is impaired.
- 15.2. Every member of staff at Mercia Northridge is expected to challenge and address poor behaviour outside class. (Please refer also to our Anti-Bullying Policy.)
- 15.3. Incidents which occur within the community, whilst a pupil is wearing school uniform or not, can be sanctioned appropriately in line with this behaviour policy, as this is seen as 'bringing the school's name into disrepute'.

16. Governor's support process

- 16.1. Mercia Northridge School has a three-stage governor support process (GSP) for pupils who consistently disrupt the good order and discipline/ethos at Mercia Northridge School.
- 16.2. The different stages are as follows:
- 16.2.1. GSP stage 1 – Written warning
 - 16.2.2. GSP stage 2 – Deputy Headteacher and Headteacher panel.
 - 16.2.3. GSP Stage 3 – Single governor along with Headteacher and Deputy Headteacher.
- 16.3. The GSP process is aimed at being a preventative intervention involving pupil, parent, leadership, and governance. Wherever possible, a pupil will follow the GSP process before a permanent exclusion is considered. However, the absence of these meetings is not a barrier to permanent exclusion.
- 16.4. Where behaviours continue beyond this point, the Local Authority Secondary Inclusion Panel (SIP) may be used to support.

17. Equipment

- 17.1. All pupils should arrive at school fully equipped for learning. Equipment should include:

17.2. Black pen, purple pen, pencil, highlighter, rubber and ruler

- 17.2.1. If pupils arrive without a pen, pencil or ruler they will be expected to purchase one from Pupil Services before tutor time. Pupils arriving to tutor time without these items will be given a same day detention.

17.3. Scientific calculator, maths protractor and compass

- 17.3.1. Pupils must have their own scientific calculator from Year 7 so they are familiar with it for examinations. Pupils arriving to tutor time without these items will be given a same day detention.

17.4. Mercia Northridge PE kit on days where pupils have PE

- 17.4.1. The first occasion of not bringing kit will be recorded with a warning; any second or subsequent occasions will incur a detention.

17.5. A suitable bag to carry equipment in

- 17.5.1. Pupils need to be properly equipped every day and be in the habit of transporting their equipment in a suitable bag.

17.6. Pupils in KS3 a reading book, your knowledge organiser and homework exercise book.

- 17.6.1. If pupils arrive without their reading book or knowledge organiser, they will be expected to borrow one from Pupil Services before tutor time. Pupils arriving to tutor time without these items will be given a same day detention.

18. Mobile phones/electronic devices (including headphones)

- 18.1. Mobile phones/electronic devices (including headphones) are not permitted to be used in school; if these items are seen or heard (including vibrating) they will be confiscated.

19. Use of toilets

- 19.1. All pupils are encouraged to use toilets before school, during break and lunch periods and after school.
- 19.2. Pupils should only use toilets during lesson time in emergencies and always with a pass from their class teacher.

- 19.3. Parents will need to provide medical evidence for any pupil who needs to use toilets on a regular basis due to a specific condition or illness.
- 19.4. Any pupils out of lesson without a pass from their teacher will be reported as being truanting.
- 19.5. Mercia Northridge School has self-contained, private cubicles with floor to ceiling doors and washing facilities in all toilets. These cubicles are to be used by only one pupil at a time.
- 19.6. Any pupils misusing toilets where more than one pupil occupies a cubicle at the same time will be placed in Internal Exclusion.

20. Uniform

- 20.1. Pupils should wear school uniform with pride every day. Pupils arriving at school in incorrect uniform will have contact made with parents where the reasons for lack of uniform will be discussed. Pupils will be sent home to change or placed in Internal Exclusion if issues are unable to be resolved. Pupils should remove coats and other outdoor clothing before they enter the school building. No jackets/coats or hoodies should be worn underneath the blazer whilst on school premises.

20.2. Compulsory

- 20.2.1. Mercia Northridge School blazer
- 20.2.2. Mercia Northridge School tie
- 20.2.3. Formal black shoes with plain black socks
- 20.2.4. Formal black tailored trousers or a black skirt that finishes at or below the knee
- 20.2.5. Plain white formal collared shirt

20.3. Optional

- 20.3.1. Plain navy v neck jumper with no writing or logo on it under the blazer

20.4. PE Kit - compulsory

- 20.4.1. Mercia Northridge School PE shirt
- 20.4.2. Plain black shorts, tracksuit bottoms or leggings with no large logos or writing
- 20.4.3. Trainers suitable for sport, with appropriate grip and cushioning

20.5. What students cannot wear to school

- 20.5.1. Trainers
- 20.5.2. Shoes that aren't fully supportive of student's feet (sliders, open toes, etc.).
- 20.5.3. Shoes that aren't all black (no bright ticks or markings).
- 20.5.4. Jeans, tracksuit bottoms or leggings of any colour.
- 20.5.5. T-shirts or hoodies of any kind.
- 20.5.6. Jumpers that are not navy in colour.
- 20.5.7. Jumpers with any writing, logos or other colours on them.
- 20.5.8. A jacket or coat when in the school building.
- 20.6. Students in incorrect uniform will not be in lessons until the matter can be resolved.

20.7. Cultural Dress

- 20.7.1. Headscarves worn for cultural reasons must be plain black, and must be worn with the shirt, tie and blazer. Full face covering is not acceptable.

20.7.2. Floor length black skirts are acceptable.

20.8. Hair, Jewellery and Appearance

20.8.1. Hair colour must be suitable for school. Extreme or unnatural colours are not permitted.

20.8.2. Make-up, if worn, must be discreet. False nails or coloured nail polish are not allowed.

20.8.3. Permitted jewellery includes:

20.8.3.1. One pair of discreet ear studs (silver or gold)

20.8.4. A watch (not a smart watch)

20.9. Fashion accessories such as hats, caps, scarves, gloves, ornamental belts, visible neck chains and smart watches are not permitted.

20.10. Headbands or hair ties must be plain black with no adornment.

20.11. No nose studs.

20.12. The school reserves the right to confiscate items that do not meet expectations. Confiscated items must be collected by parents from reception.

Appendices

21. Suspensions and Permanent Exclusions.

21.1. Suspensions and alternatives to suspension 'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.' (DfE Exclusion from maintained schools, academies and pupil referral units in England 2026).

21.2. Suspension (previously identified as 'Fixed Term Exclusions').

21.2.1. The school will use Suspensions when pupil behaviour seriously and negatively impacts on the learning and/or safety of pupils. Suspensions will also be used when the good order of the school is threatened and/or pupil behaviour could potentially damage the reputation of the school. The Senior Leadership team (at the discretion of the Headteacher) may suspend for the following reasons:

21.2.1.1. Serious incidents where school expectations are breached.

21.2.1.2. Persistent and relentless disruptive behaviour.

21.2.1.3. Refusal to engage with school processes.

21.2.2. Any refusal to engage with school processes such as Internal Exclusion will result in suspension and a subsequent placement in Internal Exclusion following the readmission after suspension. Pupils will be expected to undertake academic studies by accessing SENECA through the school website or from the work-packs provided at the time of suspension.

21.2.3. The number of days pupils are suspended for will be at the discretion of the Headteacher and the designated members of the Senior leadership team. The length determined could be between 0.5 days to 45 days.

21.2.4. Suspensions for repeat behaviours will escalate in their duration. For instance, if a pupil served a one-day suspension for a physical assault against another pupil, and then went on to physically assault another pupil, the suspension would be for a minimum of two days.

21.3. The Headteacher also retains the right to permanently exclude a pupil for persistent disruptive behaviour or a single, one-off, serious incident.

21.4. Offsite direction.

- 21.4.1. Off-site direction may be considered as a strategy to improve pupils' behaviour in the future. Schools within the City work with each other so that pupils can spend time off site in other school's inclusion provisions and mainstream lessons. This may be used to support a pupil in a fresh start in a different school, ultimately leading to a managed move taking place.

21.5. Permanent Exclusion

- 21.5.1. 'The decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.' (DfE 'Exclusion from maintained schools, academies and pupil referral units in England 2026').
- 21.5.2. The Headteacher will make the judgment where it is appropriate to permanently exclude a child for a first or 'one-off' offence, or persistent offences. These offences might include (not exhaustive):
- 21.5.2.1. Actual or threatened physical assault against another pupil or an adult in school.
 - 21.5.2.2. Sexual abuse or assault.
 - 21.5.2.3. Supplying an illegal drug.
 - 21.5.2.4. Possession of an illegal drug with intent to supply.
 - 21.5.2.5. Carrying an offensive weapon. *
 - 21.5.2.6. Abuse against sexual orientation and gender identity.
 - 21.5.2.7. Abuse relating to disability.
 - 21.5.2.8. Racist Abuse.
 - 21.5.2.9. Inappropriate use of social media or online technology.
 - 21.5.2.10. Making a malicious serious false allegation against a member of staff.
 - 21.5.2.11. Potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm, including arson or similarly dangerous behaviours.
 - 21.5.2.12. Persistent disruption and defiance.
 - 21.5.2.13. Child on child abuse - as a separate category including bullying, (Please refer also to the Anti-Bullying policy.)
 - 21.5.2.14. Possession and/or use of an illegal drug or drug paraphernalia on school premises.
 - 21.5.2.15. Any serious incident which the school deems to be of an extremist nature.
 - 21.5.2.16. An offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.
 - 21.5.2.17. Repeated instances of discriminatory behaviour.
 - 21.5.2.18. Deliberate activation of the fire alarm without good intent.
 - 21.5.2.19. Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
 - 21.5.2.20. Repeated verbal abuse of staff.
 - 21.5.2.21. Persistent disruption and defiance that may or may not be directly linked to the Classroom Consequences System.
- 21.5.3. ***Offensive Weapons – Definition:**
- 21.5.3.1. The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school.

- 21.5.3.2. In addition to knives, axes, BB guns, air guns, GATT guns, push daggers, catapults, slings, etc., will also be deemed to be offensive weapons.
- 21.5.3.3. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

