



The Marist School

Behaviour Management and Sanctions Policy - Pt 3,9 (including Exclusions Policy Pt3, 15)

**Excellence as a habit not an action.
Excellence in who we are; Excellence in what we do;
Excellence in our service of others**

Ratified: 27th November 2023

**Renewal: 27th November 2026
(with an annual review)**

The Marist School Behaviour Management and Sanctions Policy

Legal Status:

This policy is based on advice from the following policies:

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

- The Independent School Standards Regulations.

Applies to:

- The whole school including Early Years Foundation Stage (EYFS)*, the Marist Preparatory, Marist Senior and the Sixth Form
- All staff (teaching and non-teaching), Governors and volunteers working in the school.

Related Documents:

- Anti-bullying Policy
- Safeguarding Children - Child Protection Policy
- SEND Policy
- Supervision of Children Policy
- EYFS Policy in the appendix
- Rewards and Sanction Summary in the appendix

Availability:

- This policy is available on the school website or can be viewed in the school office or a copy can be requested.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Principal and the Chair of Governors.
- A formal review of this statutory policy will take place no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Implementation:

The Principal has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. In compliance with DfE Guidance *Behaviour and Discipline in Schools* (2022), we ensure that our professional practice:

1. has a consistent approach to behaviour management; and regular whole school discussions about children's behaviours;
2. ensures a strong school leadership;
3. supports teachers with classroom management;
4. implements rewards and sanctions; behaviour strategy and the teaching of good behaviour;
5. provides support to children to self-manage their behaviour, takes into account all aspects of the child and why they are displaying certain behaviours
6. provides staff development and support;
7. ensures support systems are in place for pupils;
8. liaises with parents and other agencies;
9. manages pupils' transition;

10. has clear, well organised working practices along with maintaining its facilities to a high standard
11. takes appropriate disciplinary action against pupils who are found to have made malicious accusations against staff;
12. fulfils its duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students;

Introduction:

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline.

In formulating our Behaviour Management and Sanctions Policy we first define the terms 'behaviour' and 'discipline'.

Good behaviour is conduct that assists the school to fulfil its function. Discipline is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place.

Duties under the Equality Act 2010 and supporting pupils with special educational needs and disabled pupils

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. In particular, we give due consideration to our children who require support due to their special educational needs or disability when considering behaviour, discipline and sanctions and requesting external help for the child, including the use of a multi-agency approach where appropriate. Adjustments will be made according to a pupil's specific needs.

The Marist School recognises the right of pupils to feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. To fulfil its duties, the School's Behaviour Management Policy is dove-tailed with the Anti-Bullying Policy (with support for the victim and the bully) which outlines the sanctions for bullying.

All rewards and sanctions will be applied fairly and consistently and in accordance with the School's Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the

school's behaviour policy, behaviour modification strategies and requesting external help with the child.

Ethos:

Our starting point in all we do at the Marist School is our Mission Statement: Jesus said, "I have come in order that you might have life – **life in all its fullness.**" John 10: 10. Christian values permeate everything we do together in the school. All members of the school are expected to help maintain a caring atmosphere, which is based on good behaviour and conducive to learning, with courtesy and mutual respect as basic requirements.

Aim:

The aim of this policy is to provide a statement of good practice (behaviour strategy) that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a family atmosphere. The policy includes the expectations, support systems for pupils, rewards and sanctions, liaison with parents and other agencies, how we manage pupils' transition and disciplinary action against pupils who are found to have made malicious accusations against staff.

Behaviour Management Strategy:

The Marist School believes positive behaviour management is achieved through the efforts of the whole school community working together through clear, supportive roles and responsibilities. It is important that we carry these out in the most positive manner possible and they are set out below:

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside school. They are encouraged to work in partnership with the school to help their child understand how they can contribute to community life and assist in maintaining high standards of behaviour. Parents and Carers sign A Partnership Agreement as part of the Admissions Process. The school requests that parents do not approach other parents on the school premises or via social media concerning disciplinary matters. Any email that is to be circulated publicly to parents other than for normal class business should be approved by the Principal first. Matters concerning pupils in the school will be handled through the school.

All staff play an important role in promoting good behaviour. They provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy.

High expectations of pupil behaviour are set, both in work and in play, which create a positive attitude to learning for life. Good behaviour is praised/rewarded. Pupils' positive self-esteem is encouraged along with concern for the well-being of others.

In the case of misbehaviour, staff are reminded of the importance to determine the act (what has been done), the intention (what was intended by the act) and the circumstances in order to make a judgement as to the nature of the sanction.

Staff Development and Support:

Teaching staff follow clear procedures when dealing with pupils displaying misbehaviour and in the case of repeated incidents, class teachers are supported by colleagues in their team and line managers. Teaching staff receive appropriate INSET on behaviour management to feel confident in dealing with behaviour. We also support our staff in managing and modifying pupils' behaviour through staff meetings and staff are updated about pupils causing concern through appropriate channels of communication e.g. staff briefings.

Responsibilities of the Teaching Staff:

The class or form teacher has prime responsibility for pastoral care. Teachers take responsibility for maintaining good behaviour within their classroom/through their subject. Consideration for others, moral attitudes and values are further developed through the teaching of subjects such as RE and PSHE. Teaching staff share effective classroom management strategies to ensure effective behaviour management. Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves rewards being given to children on a regular basis.

All teaching staff maintain good behaviour throughout the school if needed. Every child is helped to understand the significance of their own behaviour. Children are helped to understand that it is inappropriate behaviour which is unacceptable, they themselves are valued.

Expectations of Pupils:

Pupils follow school rules and set boundaries of behaviour for their own safety and the safety of their peers through class rules and an understanding of mutual respect and good manners. Pupils should be aware of the standards expected by the school and are expected to take responsibility for their own behaviour. It is necessary for the pupils to understand the following responsibilities in accordance with their age and maturity:

- to uphold the good reputation of the Marist School;
- to adhere to the school dress code;
- to obey the basic school and classroom rules;
- to not interrupt the learning of others;
- to take responsibility for their own behaviour;
- to act as good role models for each other;
- to respect the teacher's instructions and complete work when they are asked to;
- to work hard and not to disrupt the learning of others;
- to not threaten other pupils, teachers, or make them feel uncomfortable;
- to be responsible for their property and avoid bringing valuables to the school.

Support Systems for Pupils:

Pupils are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Religious Education lessons, Personal, Social, Health and Economic Education (PSHE) lessons, class routines, the House System, Student Council, Open Mornings, and positive role models of staff and older pupils such as prefects. Above all, pupils strive to be positive representatives of the school. We may implement a Behaviour Plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer pupils to these outside agencies who will liaise with both the school and the pupil's parents to provide additional support.

Managing Pupils' Transition:

We have a dedicated Transition Lead. We carefully manage the transition of the pupils from Key Stage One to Key Stage Two but also in preparing pupils for their Senior School placement in Year Seven/start of Key Stage 3. A particular strength of our school is the relationship staff develop with the pupils. There is regular communication between Key Stages and therefore any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school to ensure consistency in their behaviour management. Early Years and Key Stage 1 have an evening in the Summer Term to discuss the transition process. New families are invited to termly Taster Mornings where there is an opportunity to meet members of the Senior Leadership Team to discuss expectations and to answer queries. Taster mornings are offered to Year 6 pupils and the Senior School staff meet with Preparatory staff to discuss pupils. Class teachers meet their new classes before the next academic year and at the start of every term send out newsletters to parents outlining expectations.

Pupils' Conduct outside the School Gates:

Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified as such) that is witnessed by a staff member or is reported to the Vice Principal/Principal, will be subject to proportionate disciplinary measures. This extends to online behaviour and instances in which a pupil misuses the school's name or logo online. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil, member of staff, or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour Process and could lead to exclusion from the school.

Reporting to outside agencies

In circumstances where the school considers that a pupil's behaviour may amount to criminal activity, the school will only gather enough information to make an assessment as

to whether to refer such a matter. In making such assessment, the school will consider the National Police Chief's Council's Guidance to Schools & Colleges and any advice given to it by Thames Valley Police and Children's Social Services. The school will fully document the information gathered and preserve any evidence. Once a matter has been reported to the Police, the school cannot do anything which may interfere with the Police investigation. If circumstances permit, the school will hold an internal investigation and take disciplinary action in parallel to the Police investigation. Other agencies, for example Children's Social Care, may also be notified where necessary and appropriate to the facts of the case. Medical advice will be obtained if the school considers that a pupil has taken drugs and may continue to be under the influence of those drugs.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

Confiscation

- Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.
- Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

The Marist Preparatory Phase

The Preparatory has Fundamental School Rules (These are displayed around the school). Teachers will be instrumental in modelling good behaviour in and out of the classroom. Pupils will be constantly reminded of the following fundamental rules of behaviour:

- We obey our classroom rules and take responsibility for our own behaviour;

- We respect each other, we are polite and good mannered;
- We walk around school in a quiet and safe manner;
- We take a pride in the appearance of ourselves and of our school;
- We respect other people's belongings
- We take care of each other and help each other when we can
- We work hard and always do our best.

Rewards in the Marist Preparatory:

We praise and reward children for good behaviour in a variety of ways. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Vice Principal and a house point system. House Points are distributed to children for consistent participation in lessons, excellent effort, independence, taking on a challenge, outstanding work, being kind and helpful and for being an ambassador for the school. The House Points are recorded and totalled up regularly. Marked celebrations include:

- Pupils' successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in assemblies.
- Scholar of the Week certificates are awarded to children in assemblies on a weekly basis to recognise particular success and effort.
- Pupils are given the opportunity to take on responsibility throughout the year including organising charity events.
- Prizes are awarded for academic success and extracurricular achievements at Prize Giving.
- Marist Student Awards based on the school values are presented at Prize Giving.
- Recognition of personal qualities by staff and peer group through the appointment or election of School Prefects, House Captains, Members of School Council, Librarians etc. All Year 6 Pupils have posts of responsibility within the school.
- Head Students are elected annually by the children in the Prep phase.
- School reports are also seen as a means of constructive praise.

Sanctions in the Marist Preparatory:

Restrictions on the pupil's natural impulse to explore and develop their own ideas and concepts are kept to a minimum. However, pupils are expected to listen carefully to instructions in lessons. If they do not do so, children are asked to either to move to a place nearer the teacher, or to sit on their own. Teaching staff expect pupils to try their best in all activities. If they do not do so, they may be asked to redo a task.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The safety of the pupils is paramount in all situations. If

a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that session. Sanctions applied in the case of unacceptable behaviour take into account the age and stage of development of the pupil. Sanctions are given at the time the misbehaviour occurs or soon afterwards, and are relevant to the action and appropriate to each individual situation.

The following provides only a simplified guide to the pathway and sanctions when a pupil is disruptive in class or after an investigation has established a clear understanding of an incident:

- A child in the Early Years will normally be gently redirected. If unacceptable behaviour persists, they may be withdrawn from the group for a short period of time.
- In Pre-Prep and Prep, a pupil is also verbally reprimanded and can also work away from the rest of the class for a given period of time
- If a pupil misbehaves repeatedly, further sanctions can include loss of rewards/house points/ favoured activities or playtimes.
- For repeated minor misdemeanours where the above sanctions have not been effective, the teacher refers to next line manager/s, a meeting is arranged with parents/carers, record is entered into the Prep behaviour log and a behaviour chart (S-T-A-R Observation sheet) may be set up to monitor the behaviour. The Learning Support Assistant /SENCO may be involved.
- Parents may be contacted depending on the seriousness of the action.
- Serious breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with directly by the Vice Principal. Parents will be contacted; an appropriate sanction will be given, e.g. a fixed internal exclusion from some lessons for a set amount of time and the behaviour is recorded in the behaviour log and iSAMS.
- Additional support in school may be arranged via the school ELSA, Counsellor or Learning Support Assistant.
- External support via Early Help can be sought and agencies informed as appropriate. This might include CAMHS.
- In rare cases, and only after all the above approaches/sanctions have been tried, would the Principal consider fixed term or permanent exclusion because the child's behaviour is placing either the child or other children at risk (see Exclusions Policy).

Playtime and Lunchtime Key Stages 1 and 2 Behaviour Management and Sanctions:

Refer to 'Supervision of Children Policy' for details. In brief:

Behaviour incidents must be reported to the Class Teacher at the end of playtime by the lunchtime/duty. The class teacher will follow up the incident and if necessary, it will be logged in iSAMS.

Serious and Major Incident:

Any serious misbehaviour will be discussed with the Vice Principal, especially where it has been entered in the iSAMS Behaviour Log and a behaviour chart proposed. Major incidents, where very aggressive or uncontrolled behaviour has put other pupils at risk or has endangered the safety of the pupil concerned, must be reported to the Vice Principal. It must be recorded on the iSAMS Behaviour Log and parents will be contacted. A behavioural chart will be set up and ongoing monitoring with further meetings to discuss progress in behaviour will take place. If the behaviour of the pupil does not improve it could lead on to the exclusion stage.

The Marist Senior Phase

Pupils will be expected to take responsibility for their own behaviour and are fully aware of the standards expected by the school. 'The Marist Way' is printed into each student's online Class Notebook planner and is read through with the Form Tutor at the start of every academic year. Form tutors will remind pupils of The Marist School Rules which are also printed in the Senior Student Class Notebook.

Rewards:

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

In the day-to-day work of the classroom, the best forms of reward are acknowledgement of effort and achievement; praise should be freely given when deserved.

Each term success is rewarded at prize giving events. These events are public celebrations to which parents and carers are invited. Presentation Evening in the Autumn Term celebrates qualifications achieved in national examinations at GCSE, AS and A-level. Prize Giving for Years 7 - 10 celebrates academic attainment and effort in all subject areas. In addition, prizes are given for service to the school, volunteering and both year-group and tutor awards.

Achievement Point System:

The Marist School rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and self-discipline. Using the iSAMS system, pupils are awarded points for the following categories:

- Excellent Participation
- Excellent Classwork
- Excellent Homework
- Outstanding Progress
- Kindness
- Supporting the Community

In addition to the Achievement Point system, each form tutor selects a 'tutee of the week' to receive an award. Students throughout the school are also rewarded for their service by selection for a variety of leadership roles.

In order to maintain the high standards of behaviour expected of Marist pupils, Improvement Points are also recorded on iSAMS using the following categories:

- Late/Missing Homework
- Punctuality
- Marist Values
- Distracted by others
- Distracting others
- Littering
- Misuse of ICT
- Other*

*(When an Improvement Point has been issued that does not fit into the above categories 'other' will be selected. A written explanation of what the Improvement Point was issued for will be provided.)

Uniform Points:

Pupils who fail to wear the correct uniform, as set out in the school's Uniform Policy, during the school day receive a Uniform Point. These are also recorded on iSAMS as a separate category to Improvement Points.

A student who received five uniform points within a term will receive a detention with the Head of Year.

Sanctions:

At the Marist we hope that we can promote good behaviour through the use of rewards and by celebrating success. However, at times sanctions are needed to respond to behaviour that may fall below that expected by the school. These sanctions allow us to enforce rules and set boundaries to manage unacceptable or challenging behaviour. Any sanctions will be applied fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions will never involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened.

Behaviour Points:

First-time minor offences like forgetting equipment, or arriving late to class will receive a verbal warning. Where verbal warnings or written reminders have failed to bring about a change in behaviour then staff will record an improvement point on iSAMS.

Staff will record a Behaviour Point on iSAMS for repeated minor offences such as forgetting equipment, incorrect uniform or arriving late to class utilising the categories details earlier in this policy. A written explanation of why the Improvement Point was issued must be provided for all sanctions.

In the case of persistent offenders, Heads of Year or Heads of Department will communicate with parents and impose sanctions at this stage and can choose from: detentions, a formal

meeting with parents and putting the pupil on a report card. A record will be stored on iSAMS and the Form Tutor, Head of Year or Head of Department will monitor developments. More serious situations will receive internal or external fixed exclusions which are imposed by the Deputy Head or Principal.

Detentions:

There are four types of detention at The Marist School:

Subject detention: A teacher detention issued for poor behaviour or work. A HoD detention takes place at lunchtime.

Head of Department Detention: A HoD detention issued for issues pertaining to a specific subject or department such as persistent poor work or behaviour. A HoD detention takes place at lunchtime.

Head of Year Detention: A HoY detention is issued for issues pertaining to both persistent issues across a range of subjects, or behaviour around school. A HoY detention takes place at lunchtime.

Deputy Head Detention: A Deputy Head detention takes place at 16.00 hrs after school. These are issued for serious breaches of the code of conduct or where no behavioural change has taken place following previous behavioural interventions.

The parent of a child who receives a detention will be informed by the member of staff issuing the detention.

A record of sanctions for serious disciplinary offences is kept by the Deputy Head Pastoral. 'Serious Offences' are those which would result in an internal or external exclusion from school. Each subject teachers, together with their Heads of Department, will liaise with the Heads of Year, Assistant Heads and the Academic Deputy Head in regard to curriculum matters. Members of Years 12 and 13 are exempt from detentions but are subject to loss of privileges as per the Sixth Form Rewards and Sanctions when behaviour may warrant it.

Exclusions (Part 3, 15)

Exclusion as a Last Option - Preventative Measures:

The decision to exclude a student from the school must be a final disciplinary option. The school would at all times seek to employ preventative measures before resorting to the ultimate disciplinary sanction. The school keeps a record of the sanctions imposed upon pupils for serious disciplinary offences and exclusions may apply. The school utilises effective strategies for managing behaviour and encouraging pupils to behave responsibly. It aims to enable pupils to distinguish right from wrong. When that behaviour is unacceptable and sanctions have failed an Exclusion Policy is used.

The Principal has the sole authority to suspend or expel pupils and will only resort to such extreme sanctions for very serious offences. In the Head's absence this authority will be delegated to the Vice-Principal and Deputy Heads.

Sanctions:

The school always considers a long and varied list of sanctions in disciplinary matters. This is a safeguard to prevent reaching the ultimate sanction too soon. When sanctions are imposed, The Marist places importance on the student understanding that it is the behaviour/conduct which is not acceptable and not the student as a person.

When a disciplinary offence that could lead to exclusion has taken place:

A student will meet with a senior member of staff to discuss their behaviour in an effort to prevent any repeat of the behaviour. The incident will be discussed with the Principal and / or Deputy Head in order to decide the appropriate sanction to be put in place.

A student may be considered for exclusion immediately depending on the severity of their transgression. Major behavioural incidents which could result in a student immediately being considered for exclusion may include*:

Serious misbehaviour:

- Repeated breaches of the school rules
- supply/possession/use of prohibited drugs and/or solvents or their paraphernalia or substances intended to resemble them, or alcohol, tobacco, cigarette papers, e-cigarettes or vapes
- use of language of a sexual, racial or homophobic nature
- theft, blackmail, physical violence, intimidation, racism or persistent bullying of any nature or in any form
- misconduct of a sexual nature including online; supply or possession of pornography
- possession or use of knives, weapons or imitation weapons
- vandalism or computer hacking
- serious exam malpractice
- bringing false allegations against a member of staff
- aggression or threat to a member of staff

- physical or verbal abuse towards a member of staff
- parental behaviour
- persistent attitudes or behaviour which are inconsistent with the school's ethos
- other serious misconduct which affects the welfare of a member, or members of the school community, or which brings or could bring the school into disrepute (single or repeated episodes) on or off school premises or online.

Internal or external exclusion may also be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

* please note that this list is for illustration purposes and is not exhaustive.

Mitigation and extenuating circumstances:

Mitigation and extenuating circumstances will always be taken into account where made known to the school by the parents and pupils as long as that information is reviewed by the Principal in time to be taken into account for the final decision. The mere fact that there are extenuating or mitigating circumstance would not in itself make a decision of permanent exclusion unreasonable.

Types of exclusion

The Marist uses three types of exclusion on disciplinary grounds.

1. Internal exclusion: An internal exclusion is a sanction used when there has been persistent poor behaviour or a single incident where a student has caused harm to others or to good order, e.g. direct defiance of a teacher, rudeness to a teacher, failure to comply with previous sanctions, low level bullying or verbal aggression to other students. Usually, parents are advised in advance by the Head of Year, Assistant Head or Deputy Head Pastoral. Students remain in internal exclusion at break and lunch and are supervised throughout the day and will not have any interaction with their peers. The school will provide work for the student to complete throughout their exclusion.

2. Fixed-term External exclusion: This is a sanction used if there has been a serious breach of the code of conduct or a student's behaviour has otherwise caused real harm to others or caused a significant threat to good order or where a student has failed to comply with other sanctions. The Principal or Deputy Headteacher acting for the Head in her absence) will make the decision to fix term exclude. Parents will be notified as soon as possible (by phone) by Exec team. The length of time a pupil will be temporarily excluded will depend on the nature of the offence and will be at the discretion of the Principal. Parents will be informed and the Principal or a member of the Exec team will usually meet with both the student and parents. Where the exclusion exceeds ten days in aggregate in any term or where the student would lose the opportunity to take a public examination, the Principal will inform the Governing Body of the reasons for the decision to exclude the student and the date of return. (A student would only be excluded for 15 fixed-term days in any one term).

3. Permanent exclusion: Permanent exclusion is used where there has been a very serious (and/or repeated serious) breach of the code of conduct and/or where strong efforts to ensure appropriate behaviour have failed and the Principal concludes, after careful consideration and thought, that the student should not be allowed to remain at The Marist School. Permanent exclusion may be imposed where the student has repeatedly failed to comply with this policy or co-operate in addressing serious discipline issues. Permanent exclusion may also be imposed (even where there has been previous good behaviour) for violent or aggravated bullying or harassment, sexual assault or harassment, supplying drugs or alcohol, possessing more than a very small amount of illegal drugs, possession of a weapon, serious and planned theft, criminal damage or other crime, deliberate, serious, verbal or physical attack, intimidating or threats on staff. The Principal makes the decision to permanently exclude. The Deputy Head has this delegated responsibility but only in the prolonged absence of the Head. As with Fixed Term External Exclusions, parents will be notified as soon as possible and will receive written confirmation and explanation of procedures and rights regarding exclusion legislation. Governors are notified and will form a Governors' exclusion panel in the event of an appeal.

Duties of the Principal

Only the Principal, or the Vice-Principal, or Deputy Head acting in the name of the Principal, have the power to exclude a pupil. The Principal will:

1. Decide which type of exclusion to apply
2. Inform the parents (or student if she is aged 18 or over) of the type of exclusion, its length and the reasons for it
3. Inform the parents or student of the opportunity to make representations to the Governing Body
4. Inform the Governing Body of:
 - Permanent exclusions
 - Fixed-term exclusions over ten days aggregate in any term
 - Any situation where a student might lose an opportunity to take a public examination – in such cases alternative arrangements for sitting public examinations would have been put in place prior to exclusion so that the student's future is not jeopardised in any way). Specifically, these students would be allowed into school but allowed no contact with the other students before being escorted off the premises immediately afterwards. The governing body recognise that there may be exceptional circumstances whereby it is necessary for the Principal to exclude a student with immediate effect. The governing body authorise emergency exclusions, (up to 48 hours), in extreme cases but would require all procedural steps to be adhered to subsequently.

The Governing Body may direct reinstatement and, if it does so, the decision will be binding on the Principal.

Duties of the Governing Body:

The Governing Body will have in place a discipline committee made up of 3 or 5 governors (not including the Principal) to review the use of exclusion within the school, including considering the views of the parent of an excluded pupil, and deciding whether or not to confirm exclusions of more than 10 school days.

The Governing Body reserves the right to offer the Principal guidance on any disciplinary matters, including exclusion. If the Governing Body provides a written statement of general principles, the Principal must act in accordance with this.

Once the Principal has given notice, the Governing Body must review an exclusion and decide whether to direct reinstatement. In the case of fixed-term exclusion, this will be through the action of the Chair of the Governing Body, (after consultation with other members of the Governing Body). All such actions will be reported back to the Governing Body for ratification or challenge.

The Governing Body must ensure that exclusion decisions are fair to all parties and meet the need of the situation.

The Governing Body will consider the involvement of support services (home tuition, in school support, educational psychologists, educational social workers) if this is appropriate.

Procedures for exclusion

The school will act in accordance with the recognised procedures outlines in the DfE's Circular 10/99 "Social Inclusion: Pupil Support" as far as this is appropriate and consistent with the ethos of the school.

Admitting a student permanently excluded from another school

- The school is a selective school and reserves the right to refuse admission to students who have been excluded from their previous school.
- The question of entry is also contingent on the issue of whether or not the school has reached the admission limit.
- If the school is not in a position to deal with the issues presented by the prospective pupil and believes that the education of other students already in the school will be disrupted, then the right to refuse admission will be exercised.

Appeals against exclusion:

The appeals panel should be constituted by members who are not members of the governing body of the school. Ideally these are people who have the ability to act impartially in relation to the school or the excluded pupil.

- A letter from the clerk to the discipline committee should inform parents of their right to appeal against the decision of the discipline committee within 15 days of receipt of notice.

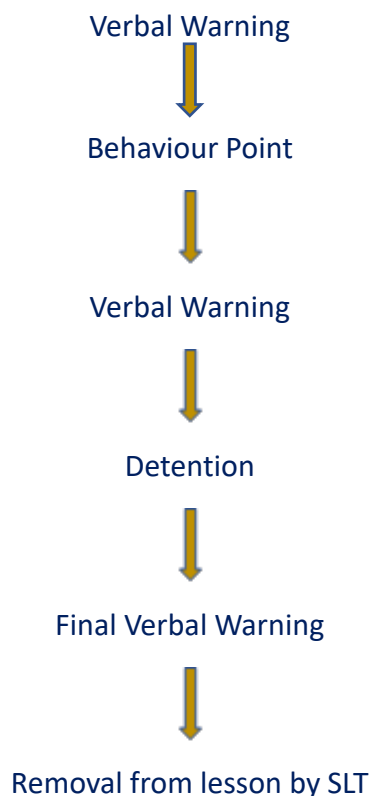
- The letter should give the name and contact details for the clerk to the appeal panel and explain that the parents' notice of appeal must be in writing and set out the grounds of the appeal.
- The appeals panel will meet within 15 days of the date that the parent lodges notice of appeal.
- Those entitled to attend a hearing and present their case are:
 - The parent who may be represented by a legal or other representative;
 - The Principal, who may make oral representations
 - A nominated member of the discipline committee, who may make oral representations
 - A legal or other representative of the discipline committee

The Principal and the Governing Body may also make written representations. Wherever possible the clerk should make available all written evidence to the panel members and the parent four working days in advance of the hearing.

The pupil, if they and their parents so request, should be allowed to attend the hearing and speak on their own behalf, unless there is a good reason to refuse.

Appendix 1: Class-teacher use of sanctions

Please note that more severe instances of poor behaviour may be placed at an elevated level on the chart below at the discretion of the classroom teacher.



Appendix 2: Further Sanctions and other Behaviour Management Strategies

Level One Strategies for one-off or isolated incidences of poor behaviour	<ul style="list-style-type: none">• Reward incentives• Verbal warning• Behaviour point• Detention• Short removal from lesson• 1-1 discussions between teacher and student
Level Two Strategies for repeated incidents of poor behaviour	<ul style="list-style-type: none">• Reward incentives• Contact with home through phone calls or meetings• HOD detention and support.• Behaviour for Learning report card• Time-out card• Liaison between teachers to share strategies which work or should be avoided
Level Three Strategies for more serious disruptive behaviour	<ul style="list-style-type: none">• Subject exclusions• Observation of student in lessons by HOY and AHT.• HOY / Deputy Head Detention• Mentoring• Meeting between SLT and parents• Internal exclusion• Referral to outside support agencies• Removal of breake-time privileges

Appendix 3: Procedure for sanctioning the use of mobile phones in school

CONFISCATION 1 - The device should be removed from the student and then be collected by the student after 4pm from reception.



CONFISCATION 2 – The device will be confiscated by the member of staff who will inform the HOY, a 30-minute detention will be given by the HOY and a parent / carer will be informed.



CONFISCATION 3 - The device will be returned to parent/carer(s) only, who will be required to come to reception to collect the device from a senior member of staff after 4pm. Students will receive a 60-minute detention and a follow up letter will be sent to parent/carer(s).



FURTHER CONFISCATIONS will result in students having to hand in the device at the start of each

Misusing a mobile phone in school may also incur additional sanctions depending on the nature of the incident.