

# Relationships and Behaviour Policy



## King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

Approved by Governors: July 2023

Next Review Due: July 2024

## **Rationale**

We love our pupils, and we care about them.

Every pupil and adult has the right to learn, the right to be safe and the right to feel safe. Every teacher has the right to teach.

We have very high expectations of pupil behaviour in lessons and in the whole school.

We believe in the unlimited power of warm positive relationships between all staff and pupils and that all pupils are much more likely to behave well if they feel a real and meaningful sense of belonging to the school.

We believe that teaching and education are the best way of ensuring high quality behaviour and of avoiding a repeat of poor-quality behaviour.

We believe that a values-based education helps ensure that pupils make positive behaviour choices.

We also accept that pupils often begin making the correct behaviour choices only because they fear the action that follows if they do not. These pupils often then progress to doing the right thing because of the feeling that arises from the rewards and praise received. Finally, they move to behaving correctly because it is the right thing to do. We refer to this as the 'top of the pyramid'. Considering this we acknowledge that action is needed because conscience alone will not immediately and always prevent poor behaviour choices.

We recognise that pupils need clear boundaries and structure and need to be fully aware of the action that will follow if they do not behave within these boundaries.

We fully understand that school routines and procedures need to be explicitly taught and repeatedly practised until they become habit. Pupils need to be deliberately taught what behaviour is needed, how to do it and what it will look like.

We realise that the certainty and immediacy of action is far more important than the severity of the action.

We understand that behaviour improves when there is public recognition and praise for actions that go over and above rather than for expected standards.

Our behaviour policy reflects the fact that we are an all-through school and that we have children on site who are as young as three years old.

We recognise that parents and carers should be appropriately informed about any concerns regarding their child and the actions that will be taken.

## Securing positive and helpful behaviour choices and preventing negative behaviour



### Article 29: Your right to become the best that you can be.

We explicitly teach our pupils to live by the school's values and to hold these deep in their hearts. We teach our pupils about the values, what they mean, and the behaviours required to demonstrate these values. We model these values to our pupils. Our staff also live by these values. We teach our pupils to demonstrate our values by being:

Respectful	Say please, thank you and excuse me. Follow all instructions straight away.
Kind	Be kind and polite to everyone. Do things to make others happy. Hold the door open for others. Remember that there is nothing more important than how we treat people. Tell the truth and accept and face the consequences of our actions. Be patient.
Appreciative	Say thank you to others for helping and teaching us. Let people know when they have done something good.
Harmonious	Remain peaceful in difficult situations. Walk calmly in the corridors.



### Article 28: Your right to learn and go to school.



### Article 19: Your right to be safe and to feel safe.

We teach our pupils to understand and respect each other's rights according to the UNCRC Rights of the Child. We teach our pupils that everyone has a right to learn, a right to be safe, and a right to feel safe.

We teach these behaviours repeatedly, via deliberate practice, until they become routine and habit. We teach and re-teach the expected behaviours. Every academic year starts with induction where every pupil completes a robust programme to learn about the behaviours required and how to demonstrate them. This is reinforced at regular points throughout the academic year. If a problem arises then the normal curriculum is temporarily suspended so that the behaviours can be reinforced. This learning is furthered by daily form time/class activities and weekly assemblies. This includes teaching pupils about how to be ready to learn.

We teach routines with positive reinforcement and positive correction to ensure that the consistency that pupils need is present every day across the whole school. These routines are taught until they are embedded perfectly.

We do not reward minimum standards; this avoids pupils striving for these minimum standards. Instead, we reward pupils for going over and above, this creates a sense that there is no limit to their excellent behaviour. Our staff talk a lot about the 'over and above'. We keep raising the expectation bar, once a certain habit has been embedded, that becomes the new minimum standard, and then we teach the next habit.

We are careful of pupils who try to lower the expectation bar by being a little better than last time. We never praise in public for this as it would become the new minimum expectation. Pupils who improve their behaviour choices in this manner are praised in private for this and then reminded what the next step is to reach the behaviour expectation. This includes how to achieve this and what this looks like.

We routinely advertise the behaviour that we want and praise those that go above and beyond. We pursue the behaviour that we want by chasing it hard and by reinforcing it enthusiastically when it is displayed. This is not just an individual strategy but also a collective strategy to motivate all pupils to do the same.

We do not allow a poor behaviour choice to cancel out an excellent behaviour choice. The published action will follow for the poor behaviour choice and the praise will follow for the excellent choice.

We teach our pupils the skills and behaviours required in lessons to learn lots and make excellent progress. Our values help us with this. We teach our pupils to demonstrate our values by being:

Ambitious	Have a strong desire to achieve highly.
Courageous	Carry on when you find something hard. Not turn to negativity in hard situations and not complain.
Curious	Have a strong desire to know or learn something.
Determined	Never give up. Put in 100% all the time. Do whatever it takes. Remember that it is just we cannot do it yet.

## Developing warm, positive, and meaningful relationships with pupils



**Article 3:** Everyone who works with children should always do what is best for each child.

All our teachers greet every pupil as they arrive to each lesson.

Our staff persistently catch pupils doing the right thing (active noticing).

Our staff take a daily and continued interest in the lives of their pupils, they remember what they tell them, and they regularly ask them about this.

There is a school wide commitment to getting to know the pupils on an individual basis. For example, 'I wish my teacher knew'.

Our staff are kind, caring, and loving to the pupils at all times.

Our staff do everything they can to ensure that the pupils feel important, valued and that they belong.

Our staff actively look for opportunities to engage with pupils around the school on a daily basis, for example in the corridors and on the playground.

Our teachers recognise that this interest and investment in pupil lives will help incredibly in avoiding and resolving problems that may arise in the future.

## **Rewards and positive actions**

Positive choices where pupils go over and above are reinforced through active noticing, praise, and encouragement. Actions to provide this include:

- Public recognition, praise, and attention
- Stickers
- Merits
- Bronze, Silver, Gold, and Platinum Awards
- Halfway to award letters
- Visit to Headteacher/Senior Leadership Team /Wellbeing Leaders to receive Bronze, Silver and Gold Awards and presentation of these by Wellbeing Leaders in assemblies
- Names entered on the website and on the roll of honour
- A visit to a senior member of staff, for special recognition
- 'Special Mentions' in regular assemblies
- Daily praise notifications sent home
- Value Awards
- Value badges
- Weekly hot chocolate with the Headteacher
- Reward events and trips

## **Responding to unacceptable behaviour**

Our staff always focus on building warm, positive, and meaningful relationships with pupils. This is not at the expense of holding the expectation line. We recognise that we are letting the pupils down if we do not hold this line and follow through on the published course of action. This supports pupils in developing their own sense of what is appropriate or acceptable behaviour and thus moves them to the 'top of the pyramid'. Pupils feel secure when we are clear about our approach to managing behaviour and that they can rely on us to resolve the issues.

Staff are positive and assertive with pupils when dealing with unacceptable behaviour. Staff are mindful of their language and interactions. Staff are firm on the behaviour and gentle on the child.

Our staff do not shout, and they are mindful of displaying good manners at all times. Our staff are calm and respectful and avoid an emotional-led response. We avoid responding to and following up poor choices publicly as we do not want to advertise poor behaviour, we never put names on the board. Staff ensure that their responses are socially engaging and not socially defensive, this reduces the chances of defensive reactions from pupils.

## **Preventing a continuation of unacceptable behaviour**

When responding to unacceptable behaviour our staff focus on preventing its continuation or escalation using a range of strategies. In lessons these are referred to as 'take ten':

- Amend the learning task (Please do it this way instead)
- Provide a positive comment (Your effort here was fantastic, let's have more of that)
- Be a caring presence (What can I do to help)
- Provide responsibility (Please can you give out the exercise books)
- Provide distraction (How did you get on with...?)
- Provide time (I'll come back and see how you're getting on in five minutes)
- Focus on relationships (How did the football match go on Saturday?)
- Remind of past success (You received a merit last week; it would be great for you to receive another one today)
- Reinforce the routines (We write the Question for Learning as soon as the lesson starts)
- Stand close by

Outside of lessons these are referred to as 'take five':

- Provide time (I'll come back and see how you're getting on in two minutes)
- Provide alternatives (Why don't you do this instead?)
- Provide consistency (give the same instructions to other pupils)
- Provide de-escalation, calm and clear without confrontation and aggression
- Provide responsibility (what do you think you should do now?)



**Article 40:** Our role to support you in putting it right

## **Behaviour during lessons (including teacher explanations and during learning tasks)**

Pupils are required to ensure that they are ready to learn at the start of every lesson. This means sitting down straight away, taking coats and bags off, unpacking equipment and

writing the Question for Learning and date. Pupils are required to listen as soon as the teacher says, 'listening everyone', and they are required to follow all teacher instructions.

Pupils are required to make sure that they are actively listening during teacher explanations and focusing during learning tasks.

Pupils are not allowed to disturb the learning of others. This is important to ensure that the rights of all pupils to learn and make exceptional progress are not impinged and to ensure that the teacher is not prevented from teaching.

Rude language and swearing is not allowed in school.

If pupils disturb the learning of themselves or others, or are rude to others (including swearing), the teacher will model how pupils should correct their behaviour, why they need to do this and how they should do this.

If the disturbance continues the teacher will remind pupils of the expected behaviour and may move the pupil to a different seat within the classroom (if appropriate).

If the behaviour continues, the teacher will reinforce the required behaviour, why they need to do this and how they do this. This reinforcement will take place outside of the classroom. Secondary section pupils will also attend an AoLE detention on the same or next day (depending on whether the incident was before or after the cut off time).

If the problem remains, primary pupils will be relocated to the 'paired classroom' for ten minutes and discuss the issue at breaktime (approximately ten minutes). Secondary section pupils will be relocated within the department, using the Head of Department for assistance. In this instance the pupil will attend an after-school detention, which will be 20 minutes long. This will be scheduled to take place as soon as possible on a future school day (not the same day). It will include further education and support regarding how to behave in lessons. Parents and carers are informed of after-school detentions no later than the day before the detention takes place.

If the pupil refuses relocation, a member of the Senior Leadership Team will be called to support. For primary section pupils a member of the Senior Leadership Team will also support the conversation at breaktime. For secondary section pupils the length of the after-school detention will increase to 40 minutes.

If the pupil refuses SLT relocation or if relocation does not resolve the issue, primary section pupils will work in a different classroom, or with a member of the Senior Leadership Team for the remainder of that section of the day. Secondary section pupils will work with dedicated staff in the Relocation Room (five periods from the point of entry).

Pupils are not allowed to leave lessons, unless for urgent and medical reasons. At the end of lessons pupils are required to pack away and stand behind their chairs and wait for dismissal. The school's Toilet Policy allows access to suitable toilet facilities for all pupils as required. In an emergency, toilet passes are available.

## **Behaviour outside of lessons (including in corridors and at breaktime and lunchtime)**

Pupils are required to walk calmly along the corridors. It is not acceptable for pupils to run, shout and push in the corridors or behave in any other manner that could jeopardise the safety of pupils and staff. Pupils are required to follow all instructions at breaktime and lunchtime to ensure a calm and safe environment.

Staff will respond to pupils not behaving appropriately in the corridors and at breaktime and lunchtime by modelling the required behaviour, why they need to do this, and how they do this.

If the problem continues the member of staff will remind pupils of the expected behaviour.

If the behaviour continues, the member of staff will reinforce the required behaviour, why they need to do this and how they do this. The member of staff will ensure that this reinforcement takes place away from the situation and other pupils. Secondary section pupils will also attend a twenty-minute lunchtime detention if this stage is reached. This could be on the same day or the next day, depending on the timing of the incident. More serious behaviour, including dangerous running in the corridors and loud swearing, will start at this stage.

If the problem remains, primary section pupils will have a small amount of time on their own with a member of staff. Secondary section pupils will be relocated somewhere else to play and eat. Secondary section pupils will also attend an after-school detention, which will be 20 minutes long. This will be scheduled to take place as soon as possible on a future school day (not the same day). This will include further education and support regarding how to behave successfully. Parents and carers are informed of after-school detentions no later than the day before the detention takes place.

If the pupil refuses relocation, a member of the Senior Leadership Team will be called to support. The length of the after-school detention for secondary section pupils will increase to 40 minutes.

If the pupil refuses the SLT relocation or if relocation does not resolve the issue, primary section pupils will remain with the member of the Senior Leadership Team for the appropriate period of time. Secondary section pupils will work with dedicated staff in the Relocation Room (five periods from the point of entry).

## **Home learning**

We make every effort to ensure that home learning is accessible and that the means of completion are easy and efficient. The completion of home learning greatly aids pupil progress and achievement. It also aids time management, organisation, and communication skills that are vital for the pupils' future lives. It is not acceptable for pupils to not complete their home learning.

Pupils in Years 5 and 6 receive weekly Numeracy and Literacy home learning tasks.



Pupils in Years 7, 8 and 9 receive a piece of writing (set in their English lessons), online Maths questions, and online Science questions to complete every week.

Year 5, Year 6, Year 7 and Year 8 pupils also receive learning activities for each subject and AoLE to consolidate their previous learning. These are set in half termly grids. These are distributed to pupils, emailed to parents and carers, and made available on the school's website.

Pupils in Year 9, Year 10, and Year 11 receive regular home learning in their lessons to help them consolidate their learning. This includes, in Years 10 and 11, to help prepare for GCSE examinations.

All pupils are also asked to read for pleasure for at least 20 minutes of each day as part of their home learning.

Every week form tutors check that Year 7 and Year 8 pupils have completed their home learning from their half termly grids. Any pupil who does not complete this home learning attends a lunchtime catch-up session where they receive further education and support. Subject teachers monitor the completion of other home learning.

## **Equipment**

Secondary section pupils are required to bring the correct equipment every day to school. This is to ensure that pupils are ready to learn and so that learning time is not wasted and lost. This equipment must include a school bag, pencil case, writing pens, pencils, ruler, scientific calculator, home learning book / school planner (provided by the school), and reading book. The school sells equipment at very good value and provides key equipment for pupils eligible for free school meals.

Pupils who do not bring in the required equipment will receive an educational lunchtime detention.

## **Uniform**

Pupils are only allowed to wear items on the uniform list. This is so they feel fully part of the King Henry VIII 3-19 School community, so they are smart and ready to learn and to foster a sense of belonging.

Hoodies and other jumpers are not allowed in school.

Pupils are required to bring the correct PE kit to every PE lesson. This is to ensure that they are fully ready to learn and so that their progress is not hindered. It also ensures that the required levels of hygiene are met.

Form tutors and class teachers will monitor if pupils have the correct uniform. Staff will respond to pupils who have incorrect uniform by reminding them of what is required and why

it is important. Parents and carers will be contacted if there are ongoing concerns. Hoodies and other items not on the uniform list will be removed as appropriate by school staff and handed to the office for pupils to collect at the end of the school day.

Secondary section pupils without the correct uniform will receive an educational lunchtime detention.

## **Punctuality**

It is a non-negotiable that pupils arrive to school and all their lessons on time. This is to make maximum use of all learning time and so the learning of others is not disrupted.

Pupils who are late to a lesson are required to knock, enter, and sit down in a manner that does not disturb the learning of others.

Secondary section pupils who are late to school (registration) or who are late to a lesson (after five minutes and before fifteen minutes) will receive an educational detention at breaktime or lunchtime. Pupils truanting in these first fifteen minutes will be taken to lessons for the teachers to follow this late procedure. Parents and carers will be contacted if a pattern emerges.

## **Truancy**

It is not acceptable for a pupil to truant a lesson or their morning form time session due to the serious impact on their learning and progress. If a secondary section pupil is truanting (after the first fifteen minutes) they will be taken to the Relocation Room for a period of the school day. Members of the Wellbeing Team will discuss the issue with the pupil to identify any problems and resolve the issues. Secondary section pupils will also attend an after-school detention, which will be 20 minutes long. This will be scheduled to take place as soon as possible on a future school day (not the same day). Parents and carers are informed of after-school detentions no later than the day before the detention takes place.

## **Rudeness towards staff**

It is not acceptable for pupils to be rude to staff. This includes swearing, leaving class without permission, and walking away from staff when they have been asked to discuss an issue. This includes if they do not like the instruction or course of action that is being taken in response to a poor behaviour choice.

Primary section pupils who are rude to staff will miss part of their breaktime and lunchtime, to allow discussion with a member of the Senior Leadership Team. Secondary section pupils who are rude to staff are taken to the relocation room (five periods from the point of entry). Members of the Wellbeing Team will discuss the issue with the pupil to identify any problems,

discuss why the behaviour was unacceptable, how it can be resolved, and how it can be avoided in the future.

## **Mobile phones**

Mobile phones are not allowed to be used in school. It is the school's firm belief that smart phones are not suitable for school-age children. This is to avoid pupils becoming distracted, addicted, monopolised, and controlled by these devices, and to avoid the craving of instant gratification. The removal of the burden of the mobile phone allows pupils to become more involved in school based activities, take advantage of opportunities, and spend breaktimes and lunchtimes discussing and playing with friends and peers.

We do recognise that some parents and carers require pupils to have a phone so that they can communicate with them regarding their journey to and from school. This applies to pupils in Year 6 and above, Year 5 pupils and below must not bring a mobile phone to school. In these cases, pupils are required to keep their phones switched off and in their school bags. This includes inside and outside the school buildings. This policy applies during lessons and during breaktime and lunchtime. It includes when walking in the corridors and between lessons.

The school does not accept any responsibility for mobile phones that are lost or damaged when this policy is not followed.

Mobile phones will be removed from pupils if they are using them during the school day and taken to the school office. Pupils will be able to collect these at the end of the school day. Parents and carers will need to collect these for primary section pupils.

A member of the Senior Leadership Team will be called to support if a pupil refuses to hand over their mobile phone. If the secondary section pupil still refuses, they will be taken to the Relocation Room until they hand in their phone. Secondary section pupils will attend an after-school detention, which will be 40 minutes long. This will be scheduled to take place as soon as possible on a future school day (not the same day). Parents and carers are informed of after-school detentions no later than the day before the detention takes place.

## **Unhealthy drinks**

Pupils are only allowed to drink healthy drinks in school. This is to ensure that they do not become overweight, that they have enough vitamins and minerals to fend off illness and to reduce the chance of tooth decay. This is also to ensure that diet does not negatively affect behaviour. Energy drinks, drinks with too much sugar, fizzy drinks, and caffeinated drinks are not allowed in school.

These items will be removed from the pupil and either discarded or taken to the school office for pupils to collect at the end of the school day (as appropriate). A member of the Senior Leadership Team will be called to support if a pupil refuses to hand over their unhealthy drink. If the secondary section pupil still refuses, they will be taken to the Relocation Room until they

hand over their unhealthy drink. Secondary section pupils will attend an after-school detention, which will be 40 minutes long. This will be scheduled to take place as soon as possible on a future school day (not the same day). Parents and carers are informed of after-school detentions no later than the day before the detention takes place.

Chewing gum is banned from the school site. Staff will respond to pupils who are chewing by requiring them to immediately place it in the bin.

### **Fighting, dangerous behaviour, the use of violence, spitting, abuse, and deliberate damage to the school environment**

These behaviours jeopardise pupils' right to be safe and as such will not be tolerated. Any instances will be thoroughly investigated. The school will make its conclusions based on the balance of probabilities and is not required to prove 'beyond all reasonable doubt'. Pupils will be supported in resolving the underlying causes.

This policy includes online abuse which takes place outside of school hours if it affects the safety of pupils in school and the successful operation of the school.

Primary section pupils engaging in these activities will be separated from their peers and placed with alternative members of staff. Secondary section pupils will be separated from their peers to work in the Relocation Room. They will also receive important learning on our rights and values.

Parents and carers will be notified by telephone.

Our Designated Safeguarding Person will be informed because of the welfare concerns created.

Fighting, dangerous behaviour, the use of violence, and abuse can lead to fixed term exclusion or permanent exclusion.

Pupils are required not to touch the fire extinguishers and fire alarms unless in the case of a fire. Primary section pupils who do this are separated from their peers to work with key staff. Secondary section pupils will be taken to the Relocation Room (five periods from the point of entry). The pupils will receive immediate education about why this is wrong and how they have jeopardised the safety of the school. Parents and carers will be notified via telephone. This action is likely to lead to fixed term exclusion.

### **Restorative approaches for resolving conflict**

Our school endeavours to use restorative approaches when resolving conflict. These approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

These approaches include:

- Allowing 'calming' time before discussion takes place.
- Using non-threatening seating and body language (open hands, all sitting in a triangle).
- Listening to all sides
- Aiming to understand motives, thoughts, feelings, and actions.
- Ensuring any person harmed has closure.
- Coming to a resolution.
- Ensuring clear and consistent use of consequences.
- Expressing clearly it is the behaviour which is not acceptable, not the child.
- Not humiliating anyone
- Viewing all incidents of unwanted behaviour as teaching opportunities

Staff follow a PACE approach when responding to conflict. This promotes the experience of safety and so pupils feel they have connected with their level of emotion:

Playfulness	Use a playful and light-hearted tone to give the message that the relationship is stronger than if things go wrong. The tone is similar to if you were telling a story. It reduces shame and allows conversations to be more successful.
Acceptance	This shows you have connected to feelings without judgement and without seeking to reassure the feelings away. This ensures the child knows you see them beyond their behaviour.
Curiosity	Connect with the emotion before you engage in discussion. Show that you are interested in what is going on for them and willing to do something about it. Use a quiet and accepting tone that shows your desire to understand the child.
Empathy	Show the pupil that their feelings are important to you, and that you are alongside them in their difficulty. Show you are trying hard to understand how it feels.

### **Racist, homophobic, and other discriminatory language**

If a primary section pupil uses any racist, homophobic, or other discriminatory language, they will be placed with key members of staff. Secondary section pupils will be taken to the Relocation Room (five periods from the point of entry). This will allow a senior member of staff to work with that pupil to provide the necessary education to prevent a repeat of the incident.

Senior staff will keep a log of these incidents and we will fully communicate with parents and carers. The school also reports this information to the Local Authority. It is likely that the school will involve outside agencies to further support the pupils to resolve the problem.

The action may also lead to fixed term or permanent exclusion.

## Prohibited items

Pupils must not bring items into school which may be a risk to health or safety.

Items such as matches, lighters, cigarettes, tobacco and vapes are prohibited, will be confiscated on sight, and returned only to a parent or carer. The pupil will also receive immediate education about why carrying these items is prohibited. Parents and carers will be notified via telephone. This action can also lead to fixed term exclusion.

Smoking and vaping on school premises is prohibited and can lead to fixed term exclusion.

Handling an illegal drug, supplying an illegal drug, and handling drug related objects can lead to a fixed term exclusion or permanent exclusion.

Carrying, threatening to use, or using a weapon or other dangerous item (for example fireworks or knives) can lead to a fixed term exclusion or permanent exclusion.

Staff may search pupil belongings to check that they do not have these prohibited items in school. These items can be searched for without pupil consent if there are reasonable grounds to believe that they have these items. This would be organised in communication with the Senior Leadership Team and pairs of staff would carry out these bag searches.

## Parental support



**Article 18:** Parents and carers have responsibility for bringing up their children, and they should always think about what is best for each child.

We recognise and understand that supporting pupils to ensure high quality behaviour requires a high-quality working relationship and partnership between school and home. We welcome questions from parents and carers so that they understand any course of action that we have taken. Parents and carers are encouraged to contact the school, and they will receive a response in a timely manner.

Parents and carers are required to fully support us with the implementation of this behaviour policy. This means that parents and carers fully back the school when the actions are implemented following behaviour that is in breach of our policy. It is not acceptable for parents and carers to refuse the course of action that we decide to follow which is listed in this behaviour policy.

This also means that parents and carers reinforce the necessity of the actions in front of their children. It means that parents and carers do not dispute the relevancy of the actions or question the accuracy of the behaviour the school reports whilst in front of their children. Failure to do this lets the pupil down. This is because they will not learn why this behaviour is

wrong and how to act in future similar situations. This is also because pupils need a clear and consistent message from all the adults involved in their lives.

Where parents and carers have concerns about the school's actions, they should discuss this with the relevant member of staff separate to the pupil. In this manner concerns can be addressed whilst the pupil still receives a consistent message. It is not acceptable for parents and carers to post opinions about the school on social media without discussing issues with the school first. The school has a Complaints Policy which parents and carers can use if they are not happy with the school's response.

## **Fixed Term Exclusion and Permanent Exclusion**

These are issued by the Headteacher. A fixed term exclusion is issued in instances where other internal measures are not sufficient. The decision to exclude rests with the Headteacher. Any pupil who gains multiple fixed term exclusions will find themselves at risk of permanent exclusion from school.

Permanent exclusions are issued by the Headteacher, who consults the board of governors and other appropriate external agencies before making a decision. The Headteacher informs the Pupil Discipline Committee (Governor Committee) who will consider the decision. Permanent exclusion is an extremely serious sanction that will be considered in the most serious one-off incidents or for persistently disruptive behaviour. Decisions will be made without discrimination.

Exclusion decisions are made in line with the statutory guidance by Welsh Government (Exclusion from schools and pupil referral units (2019)) and with due regard to Local Authority Guidance. The Headteacher considers all reasonable adjustments required when making exclusion decisions.

King Henry VIII 3-19 School is committed to providing early intervention and support to reduce the risk of exclusion. However, if a pupil presents problems with their behaviour in a way which seriously undermines others' right to learn and be safe, then they may need to be excluded from school for their own and/or others' safety.

The following are all incidents which will likely result in an external fixed term or permanent exclusion. No list of incidents can hope to cover every possible eventuality, and King Henry VIII 3-19 School reserves the right to use professional judgement to ascertain the seriousness of any incident that occurs. Examples are:

- Fighting or encouraging others to fight
- Hurting another child or adult deliberately or encouraging others to hurt another child or adult deliberately
- Aggressive behaviour
- Abusive, threatening, or derogatory, discriminatory, and racist language or behaviour towards other children or adults
- Spitting at another pupil or adult

- Bullying and harassment, which is a pattern of behaviour aimed at harming another person or people including prejudice-based bullying and online-bullying
- Deliberate damage to property (including graffiti and vandalism)
- Persistent defiance and refusal to follow instructions
- Refusal to follow school routines and procedures
- Refusal to engage in action that results from a prior unacceptable behaviour choice
- Using the fire extinguishers, fire alarm or other fire equipment without just reason
- Theft
- Use of offensive sexualised language, sexual abuse, or assault
- Sexualised behaviour
- Smoking or vaping on school premises
- Supplying an illegal drug
- Handling an illegal drug or drug related objects
- Carrying, threatening to use or using a weapon or other dangerous items (e.g. fireworks)
- Malicious and false allegation against a member of staff – including online and outside of school hours

The behaviour of pupils outside of school can also be considered as grounds for fixed term exclusion or permanent exclusion. The school may exclude a pupil for any serious or persistent breach of the behaviour policy while the pupil is:

- taking part in any school-organised or school related activity
- travelling to and from school
- wearing the school uniform
- bullying
- making false and malicious allegation against staff
- writing online abuse

Parents and carers will be notified of the period of exclusion and the reasons for it.

In exceptional cases, usually where further evidence has come to light, a further exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the exclusion.