



Oasis Academy Daventry Road
Behaviour for Learning Policy
May 2024

Last Updated: 17 May 2024 - Localised Academy Version: 1.2

New: Behaviour Stages - page 11

This policy should be read alongside the OCL Behaviour for learning policy, which includes more detail around the four levers from a trust perspective.

Introduction

Oasis Academy Daventry Road (OADR), as part of Oasis Community Learning (OCL), is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education and reaching their full potential. This policy aims to ensure the consistent application of our relational approach to behaviour protocols and practice, so that our students learn to:

- Take responsibility for their own behaviour and choices, understanding the impact they have on others
- Develop positive learning behaviours including self-direction, resilience and self-control
- Self-regulate their own behaviour by developing skill and confidence in managing conflict and difficulty
- Develop strong dispositions and attitudes to their own and others' learning and well-being.
- Understand what constitutes 'responsible behaviour' to prepare for life in modern Britain and Global citizenship in the 21st Century

Creating a culture with high expectations of behaviour benefits both students and staff as we work to establish and maintain calm, safe, respectful and supportive environments which are conducive to growth and disruption free learning.

Through the practices and procedures detailed within this policy and the measures we take, aim to:

- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour of students
- Promote, among young people, self-discipline and proper regard for authority
- Prevent all forms of bullying
- Ensure that students complete any tasks reasonably assigned to them in connection with their education

An overview of research underpinning the Behaviour for Learning Policy

The OADR localised policy builds from the OCL curriculum integrating the 3 Cs - character, competence, and community - and incorporates the drivers for inclusion, equality and relationships using an awareness of trauma informed practices [TIP] and adverse childhood experiences [ACES]. This is supported by the most up to date information and research into behaviour, character development and knowledge to ensure we are enabling our young people to learn and grow, ultimately thriving and flourishing in learning and life.

The Oasis Education Charter

The Oasis Education Charter sets out our commitment to work in partnership with our communities to transform lives and create a culture of excellence for all. It underpins our approach to leading schools:

- We model and set high aspirations and expectations for every child and young person and member of staff
- We foster character and self-belief and encourage our students and staff to become the best versions of themselves

- We strive for personal as well as academic and vocational excellence, achieving outcomes that drive social mobility, and give everyone freedom of choice through their lives
- We believe that good relationships are at the heart of everything we do

The Oasis Behaviour Policy is underpinned by 4 key levers.

LEVER 1: ACADEMY VISION AND VALUES

Character Education at OADR

At Oasis Academy Daventry Road we want all of our young people to achieve their personal best whilst wrapped in 360 degrees of care, support, love and challenge, thereby developing the conditions to thrive in learning and life.

We believe that continually developing our character to become the best version of ourselves is important for every student and staff member alike. Our work is grounded in the Oasis ethos, which is rooted in what we believe and who we are.

- A passion to include
- A desire to treat people equally respecting differences
- A commitment to healthy, open relationships
- A deep sense of hope that things can change and be transformed
- A sense of perseverance to keep going for the long haul

Our curriculum reflects upon the development of the Oasis 9 Habits which incorporate all the essential characteristics we believe our students require to lead happy, successful lives. The 9 Habits are:

- Compassionate
- Patient
- Humble
- Joyful
- Honest
- Hopeful
- Considerate
- Forgiving
- Self-Controlled

The Oasis Ethos and 9 Habits are progressively built on over time to develop students' understanding of their learning through assemblies, explicit teaching, classroom rewards, lesson reflections and curriculum activities designed to promote learning and development within a habit.

Lever 2: Personal Development Curriculum

Our personal development curriculum is intentionally planned and is delivered during scheduled lessons, through daily Learning Mentor time, weekly assemblies and optional time after the school day. It includes

- CEIAG (careers education, information, advice, and guidance)
- PSHCE (physical, social, health and cultural education)
- Enrichment activities (e.g. trips and visits, noncurricular courses or workshops)
- Extra-curricular programme (our Period 6 offer)

Heads of Year carefully schedule the content, ensuring that all statutory aspects are delivered and that there too is the opportunity to respond to local need as this arises. Our Personal Development curriculum is mostly delivered by our

team of Learning Mentors [Tutors] who have daily interactions with their groups and hence can adapt the learning accordingly.

Our Personal Development Curriculum has been carefully designed to ensure that topics are age appropriate and develop over time building upon previous understanding and different situational contexts. The broad contents are:

Love and Relationships (RSE)

Students will develop knowledge and understanding of different types of relationships within our society, understanding the difference between a healthy and unhealthy relationship, the legalities of many actions within and after the end of relationships and how to manage different types of relationships effectively to ensure there are positive relationships. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure that students are able to successfully navigate their own relationships over the course of their lives.

Citizenship

Students will develop their knowledge and understanding of the various components of the political landscape, different laws that are pertinent to themselves and others within a society, the purpose of the monarchy, a democracy and voting to be equipped to make informed political decisions. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure students are well informed and engage with political discourse and are able to become active citizens in their own local, national and global communities.

Self – Care

Students will gain a knowledge and understanding of how to look after their physical and mental health. They will examine the issues of drugs, alcohol, STDs and contraception, exercise, nutrition, dental health as well as supporting mental health and finding supporting. Additionally, they will explore financial literacy, keeping safe in the digital age and managing high stress situations, for example, exams and revision. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will ensure students have the tools to make well informed decisions that lead to healthy lives.

CEIAG and Employability

Students will gain a knowledge and understanding of a range of employability skills required to be successful in the workplace as well as examining different pathways Post-16 including apprenticeships, T-Levels, A-Levels and University. They will have various opportunities to apply their expanding body of knowledge to real-life situations. This will enable students to consider a range of educational and work related options in the future which will allow them to make informed decisions about their future pathways.

Lever 3: Academy Behaviour Systems, Structures and Routines

Our behaviour system aims to ensure all students have the best access to outstanding learning and personal development. We are committed to ensuring that all our students leave the academy with strong academic achievements in addition to being well-rounded young people able to live successfully and happily in a demanding world. As with all effective systems, it is dependent on them being simple and understood by all. Being taught how to behave well and appropriately within different contexts is vital for all young people to succeed personally.

Recognising positive behaviours

At OADR, we recognise students not only for their academic success but also for demonstrating the behaviours seen in being a good person. We encourage our young people to be their best in all areas of their lives including when at school and in our wider community. Staff offer positive and specific praise for our young people. This may be in the form of verbal praise, positive points via Bromcom, or contacting home. Positive points recorded on Bromcom can be seen by parents on the MCAS app and are summarised in their child's Learning Mentor written reports [twice annually].

The categories for which students are awarded 'Positive Points' are: Hard Work Homework Kindness Role Model Extra-Mile Future-thinking Organisation Improvement

There are regular rewards assemblies where students receive certificates and prizes for their contributions to Academy life. Effort, progress and achievement in learning are recognised in our Annual Awards Ceremony, which is held in July each year.

When behaviour is unacceptable and causing disruption to learning

High standards of behaviour are vital in ensuring that our teachers can support all young people to thrive and learn. Similar to receiving positive points, where unacceptable behaviour is seen or reported, students are given negative points via Bromcom, the detail of which parents can view on the MCAS app. We try to keep our systems as clear and simple as positive so that they are understood by staff, students and parents/carers. Every child is in control of their own behaviour and therefore in control of whether they receive any negative points each day. If they do not want to stay after school to attend Reflection, then they just simply follow the basic expectations throughout the day! We expect full parental support as we work to ensure that all young people succeed personally and academically.

1. Receiving a 'Warning'

Warnings are recorded on Bromcom under the following categories:

- Warning – Defiance
- Warning – Disruptive Behaviour
- Warning – Late to Lesson/School
- Warning – Unstructured Time Behaviour
- Warning – Equipment/Uniform

If a child receives 2 warnings in any day, they must attend a 25 minute Reflection **on that same day**. Every day is a fresh start; all students therefore begin the day with no warnings.

2. Removal from lessons

We use a system of 'Chance – Warning – Support Call' to manage behaviours that are disrupting learning. In lessons, students are given a 'Chance' to modify and change the behaviour which is disrupting the learning of others. If disruption continues, a 'Warning' is given. Further disruption will lead to a 'Support Call' and the student being removed from the lesson and going to ARC. They will remain in ARC for the remainder of that lesson, as long as they work when in ARC, and are expected to return for a 25 minute Reflection at the end of that day. Time in ARC will be extended if the young person does not follow reasonable instruction when in ARC, complete their work or if they are not deemed to be in a positive frame of mind and ready to attend their next lesson. If a child has to be removed from 2 lessons in a day, they will spend the rest of the day in ARC and complete a 50 minute Reflection after school on that day. If a child spends time in ARC it will be recorded via Bromcom [ARC-Disruptive Behaviour].

Removal from a lesson allows the other students to learn without further disruption and gives the young person the opportunity to reflect on their behaviour choices.

3. Truancy from lessons

Truancy from lessons is not acceptable and will not be tolerated. All students are expected to be at their timetabled lesson and arrive on time. Students who are not in their lesson will be taken to ARC, where they will remain in ARC for the remainder of that lesson. Time in ARC will be extended if the young person does not follow reasonable instruction when in ARC, complete their work or if they are not deemed to be in a positive frame of mind and ready to attend their next lesson. Parents can access lesson by lesson attendance via the MCAS app.

4. Toilets during lessons

Leaving lessons causes disruption to the learning of both the student leaving the lesson and to those in the lesson. It also disrupts the flow of teaching. Students are expected to use the toilets outside of formal lesson time. There is to

be no more than 1 student in a toilet cubicle at any time. In exceptional circumstances it may be appropriate to leave the lesson to use the toilet, but this should happen extremely rarely and certainly not be the norm.

5. Mobile Phones

If a child chooses to bring a personal mobile device to school, it must be turned off before entering the front doors and handed in during morning line up [08.50 on the playground]. Learning Mentors will be collecting mobile phones and they will be stored securely until the end of the day. Phones will be returned during afternoon line up [15.10] or after Reflection if your child needs to stay at the end of the day due to their behaviour throughout the day. Any child who arrives late to school will hand their phone in at Reception when they arrive. Any phones that are not handed in and are then seen/heard/carried on your person will be confiscated for 1 week. Phones are not to be used in the Academy building or in the grounds to the rear at all – this includes before school and after collection at the end of the day. If they are seen or heard during these times, confiscation will apply. Confiscation is the Academy exercising its right to do under Section 91 of the Education and Inspections Act 2006, which enables us to, “confiscate, retain or dispose of a pupil’s property as a disciplinary penalty”. In exceptional circumstances, where for example your child has an appointment during the day and needs to leave school early, they can collect their phone from reception when they are signing out.

6. Absconding – leaving site without permission

We have a duty of care to take all reasonable steps to ensure that our young people are kept safe whilst in the Academy’s care. The following is in place at OADR

- Lesson by lesson registration, which parents can access via the MCAS app
- Every student has a timetable with rooms clearly labelled so staff know where students should be at all times and all students know where they should be
- The only student entrance and exit is via the main front doors by Reception, which is staffed from 08.00 – 16.00 daily. Students know that this is the only entrance and exit they should be using
- Students know to sign in [if late to school] and sign out [if leaving early]. Permission to leave early must be approved by the 360 Pastoral and Attendance Team
- If a student is seen leaving site without permission, parents/carers are contacted via an MCAS message or phone call

7. Reflection

Any child who receives 2 or more warnings or has been in ARC is expected to attend either a 25 minute, or 50 minute Reflection **on that day**. Reflection is only given if behaviours are inappropriate; each child is in control of this! In Reflection, students are expected to follow basic rules and expectations, which include sitting quietly and not disrupting the session. Chance -Warning – Support Call applies in Reflection. If a child does not meet expectations, they spend extended time in ARC the next day, including 25 minutes after school.

8. Other behaviours

The list of behaviours which are sanctioned is not conclusive and some behaviours result in other consequences, which might include:

- Internal Exclusion – extended time in ARC with 50 minutes after school
- Oasis Brislington ARC – time in ARC at Oasis Academy Brislington as an alternative to Suspension
- Suspension – fixed time away from the Academy completing work at home
- Part Time Timetable – a short term adjustment to time in school

- Managed Moves – an opportunity to try a fresh start in another mainstream school, as a preventative measure to exclusion
- Alternative Provision – a time limited placement at another education setting to improve behaviour
- Permanent Exclusion – the child is no longer allowed to attend OADR. Permanent Exclusion is a last resort Behaviours which may warrant the more serious consequences listed above include:
 - Bullying
 - Racist/sexist/homophobic language
 - Rudeness to staff
 - Verbal abuse towards students or staff [including swearing]
 - Fighting
 - Vandalism/damage to Academy property
 - Poor behaviour off-site whilst wearing Academy uniform
 - Repeated disruptive behaviour
 - Repeatedly refusing to follow reasonable requests
 - Repeated defiance and refusal to comply with basic expectations
 - Making a malicious allegation against a member of staff

It is our primary aim to create a calm, safe, respectful, supportive and positive environment in which pupils can learn and thrive. In making decisions on which sanction may be appropriate, the civil standard of proof is applied, ie, 'on the balance of probabilities' it is more likely that the behaviour happened than that it did not happen.

Restorative Justice

Some issues which arise either between students or between students and staff may require a restorative conversation. The main purpose of these facilitated conversations is to repair or prevent any harm caused and to find a positive way forward. An example of when a restorative conversation may be appropriate would be when students 'fall out' and cause distress to one another in the process, or if a student has been rude to/sworn at a member of staff. Facilitated conversations may also happen proactively if there is intelligence that an issue may be about to occur. Any such conversations are very carefully managed and care is taken to ensure that all parties are supported to share their feelings and work together to find a positive solution moving forwards.

Daily Routines

Students follow a clearly defined set of routines each day which works to ensure they are safe, well prepared and able to focus on their learning, free from distractions.

- Students can enter the Academy from 08.10 each morning. They must stay in the Dining Hall and not be in the corridors as staff are either in meetings at this time, or preparing for the day ahead.
- At 08.47 all students make their way out to the playground for Line Up, which starts at 08.50. They assemble in silence by Learning Mentor Groups, in alphabetical order. LMs collect mobile phones and check uniform & equipment, with any issues being dealt with immediately. Important messages are communicated by Heads of Year during this time. **Line Up is compulsory for all students.** Failure to attend will be logged as truancy and sanctioned with time in ARC as detailed above. Line up is quick and ensures that students begin each day positively.
- From 08.55 teachers lead their P1 classes quietly into the building in an orderly fashion.
- Students follow their timetabled lessons for the remainder of the day. Afternoon Line Up takes place at 15.00. Again, this is compulsory for all students. Failure to attend will result in time in ARC the next day. Students are given back their mobile phones during this time, unless they have Reflection. In this situation, phones are returned after Reflection.
- Students who have Reflection make their way to the Reflection room.
- After Line Up many students then choose to attend Period 6, which takes place every Monday – Thursday from 15.05 – 16.00

Roles and responsibilities

Head of School – Simon Shaw

The Head of School is responsible for reviewing and approving this behaviour policy. They will ensure that the Academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Behaviour Lead – Head of Year 7

The behaviour lead will support staff in implementing this policy, monitoring the behaviour across the Academy and monitoring the behaviour of individuals on Behaviour Support Plans. The Senior Leadership Team will support staff in ensuring that they take ownership in responding to behaviour incidents. The behaviour lead and the Learning Mentor are the first port of call for parents/carers. They work alongside the Head of School to focus on the behaviour and personal development of the students in the Academy.

Year 7 –

All Staff

Staff are responsible for:

- Being role models of positive behaviour, highlighting and recognising those behaviours when they occur
- Reminding students of the rules and any key unacceptable behaviours
- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording and reporting both positive and negative behaviour incidents.

Parents & Carers

Partnership between parents/carers and the Academy is vital as we work to create a culture with high expectations of behaviour which will benefit both staff and students, establishing a calm, safe, respectful, supportive and positive environment which is conducive to learning. Parents are expected to:

- Support the implementation of the Behaviour Policy, reinforcing the rules and basic expectations, working with staff to support positive behaviour change where appropriate
- Regularly review your child's behaviour profile on the MCAS app
- Support their child in following the rules and basic expectations of the Academy
- Attend Parents' Evenings and other requested meetings
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with your child's Learning Mentor or Head of Year

Students

Students are expected to be fully aware of our rewards system and consequences for their behaviour. They should be encouraged to take ownership of their own behaviour, accepting responsibility for the impact of their actions on others. Students should understand that they are in control of their behaviour and should know that sanctions can be avoided by simply following our basic rules!

Level 4: BEHAVIOUR TRAINING AND PROFESSIONAL DEVELOPMENT

Academy Leaders	<ul style="list-style-type: none">• Leaders are trained on using academy data systems to ensure behaviour monitoring is robust and effective.• Pastoral staff have clear targets and accountability to ensure the vision of behaviour for learning is achieved. Less than effective practice is challenged quickly and improved.• Leaders are committed to on-going pastoral professional learning for all and are relentless in providing opportunities for all staff in pursuit of this goal.• Leaders utilise the power of deliberate practice to improve pastoral quality. They build opportunities for staff to practise core skills on a regular basis.• Leaders role-model engagement in research around pastoral learning and work to disseminate best practice and key knowledge to all staff.• Leaders create an environment where great pastoral practice is used to improve pastoral quality within and beyond their own schools.• Leaders actively seek to ensure staff know how to remove barriers to learning including social disadvantage and special educational needs and disability.
Academy Staff	<ul style="list-style-type: none">• Staff engage with coaching and deliberate practice, which incorporates aspects of behaviour management <p>Engage with expert/specialist training where necessary on the following areas:</p> <ul style="list-style-type: none">• ACES• Relational Approaches to Behaviour• Mental Health First Aid for pastoral leaders• Managing an investigation of an incident• Restorative justice/mediation• Positive handling training• Reintegration following fixed term exclusions• Multi-agency meetings• Managing grief• Managing self-harm• Preventing and dealing with bullying• Sexual orientation, gender identity LGBTQ empowerment

Legislation and Statutory Requirements

We follow advice from the Department for Education (DfE), including from the following documents:

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

[Special educational needs and disability \(SEND\) code of practice](#)

[Behaviour in Schools](#)

[Suspension and Permanent Exclusion from schools](#)

Discipline in our Academy

1. Teachers' powers

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in the Academy or elsewhere under the charge of a teacher, including on Academy visits
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of the Academy
- Teachers have a power to impose detention outside Academy hours
- Teachers can confiscate students' property

2. Use of Reasonable Force

[Refer to DfE guidance: [Use of reasonable force in schools](#)]

In some circumstances, staff may use reasonable force to intervene with a student to prevent them: • Causing disorder that disrupts learning

- Hurting themselves or others
- Damaging property that leads to the injury of others

Incidents of positive handling must:

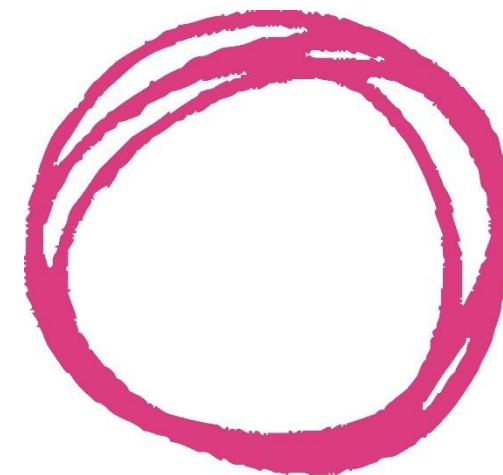
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

3. Searching, Screening & Confiscation

[Refer to DfE guidance: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)]

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. The Principal and staff they authorise have a statutory power to search a student or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited [see list below] or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, lighters
- vapes
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to:
 - commit an offence
 - cause personal injury to any person
 - damage to property



Oasis Academy Daventry Road – Behaviour Stages

Behaviour Stages are designed to support students in maintaining the highest standards of conduct. A vast majority of students will NOT be on a stage as they consistently demonstrate our values of being 'Considerate', 'Ambitious' and 'Ready to Learn'. When students behave in a way that is contrary to these values, whether through repeated actions or more serious one-off incidents, they will be placed on a stage. When a student is placed on a stage, the overwhelming focus is for the student to be supported to do move down the stages or, ideally, completely off the stage system. However, we must also be clear that failure to improve behaviour despite support being put in place or a serious breach of behaviour policy may lead to a student moving to Stage E (Permanent Exclusion).

The Behaviour Stages operate in ascending order, A-E with E being the most serious.

At the end of the review period, a decision will be made as to whether a student is removed from a stage, escalated or repeats the stage based on progress made.

	Descriptors (This is not exhaustive and operates on a 'best fit' model)	Possible Support Strategies	Review Period	Lead Staff
No Stage	A vast majority of OADR students will be on no stage which reflects the fact that they consistently meet expectations with potentially only very occasional and minor breaches of our behaviour policy. These students will be supported by all staff through our sanctions and rewards systems, with the Head of Year, 360 Year Team Manager and Student Support Officer available to offer more specific support as required			
Stage A	<ul style="list-style-type: none"> • Student receives multiple 'warnings' weekly • Student is regularly in detention (at least once per week) • Referred to Intervention (Room 3) at least once a week • Persistent failure to complete homework • Persistent lateness • Persistent non-uniform • One-off incident of more serious nature leading to internal exclusion or suspension 	<ul style="list-style-type: none"> • Tutor/360 YTL Report • Weekly check-ins • Parent/carer meetings • Contact home 	2-4 Weeks	Tutor/Student Support Officer/360 YTL
Stage B	<ul style="list-style-type: none"> • Failure to make progress at Stage A • More than 1 suspension or higher tariff suspension for very serious incident • Truancy • Failure to respond to consequences for lateness/non-uniform • Multiple detentions weekly • Multiple referrals to intervention (Room 3) weekly • Repeated Internal exclusion 	<ul style="list-style-type: none"> • 360 YTL/Head of Year Report • Frequent (more than once a week) check-ins • Parent/Carer meetings • Regular contact home • SEND Assessment • Individual Behaviour Plan • Intervention Programmes 	4-6 Weeks	360 YTL Head of Year
Stage C	<ul style="list-style-type: none"> • Failure to make progress at Stage B • Multiple suspensions • Serious one-off incident leading to multiple days suspension • Daily referral to intervention (Room 3) 	<ul style="list-style-type: none"> • Head of Year/SLT Report • Daily check-ins with pastoral team • External Agency involvement • Enhanced Individual Behaviour Plan with fortnightly review • High Needs Panel Case Referral 	6-8 Weeks	Head of Year SLT Direct Involvement (No student is to be placed on Stage C without authorisation of SLT)

	<ul style="list-style-type: none"> Failure to follow expectations of Room 3/Internal Exclusion on multiple occasions 	<ul style="list-style-type: none"> Educational Psychologist Involvement TAC Meetings Explore Directed Off-Site Provision 		
Stage D	<ul style="list-style-type: none"> Failure to make progress at Stage C Multiple suspensions of multiple days Very serious one-off incident leading to multiple days suspension Referral to Intervention/Room 3 multiple times daily Repeated failure to follow expectations in Intervention/Room 3/Internal Exclusion 	<ul style="list-style-type: none"> Head of School Report Multiple external agencies involved Directed Off-Site provision Possible Referral to Bristol Inclusion Panel (BIP) Meeting with senior OCL Staff 	8-10 Weeks with scheduled 2 week review cycle	SLT Head of School (No student is to be placed on Stage D without authorisation of HoS)
Stage E – Permanent Exclusion	<p>Students may be Permanently Excluded for persistent misbehaviour despite the school providing support to re-engage them. Students may also be Permanently Excluded for an incident of serious misconduct and/or where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. A Panel will be convened in line with school suspensions and permanent exclusions – Statutory guidance for those with legal responsibilities in relation to Suspension, September 2017, updated September 202 and the parents/carers are invited to attend.</p> <p>There will be exceptional circumstances where, in the Head of School’s judgement, it is appropriate to Permanently Exclude a child for a first or 'one off' offence. These might include:</p> <ul style="list-style-type: none"> Actual or threatened physical assault against another student or adult. Supply, possession, or use of illegal drug. Carrying an offensive weapon including any item that could be used as a weapon, including a penknife. A malicious accusation against a member of staff. Bullying. Persistent disruption of lessons or the calm and order of the school. Abuse or bullying of a student or member of adult on the basis of their disability, gender, race, religion/belief, sex or sexual orientation or any other protected characteristic. Sexual violence and child-on-child abuse will be addressed on a case-by-case basis. Verbal abuse or threatening behaviour against a student. Verbal abuse or threatening behaviour against an adult. Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school’s Behaviour Policy <p>These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and wellbeing of the school community</p>			