



DISCIPLINE & EXCLUSION POLICY

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Rationale

At our school, our approach to behaviour and discipline is grounded in a trauma-informed framework and positive behaviour support. We are dedicated to creating a safe, inclusive, and nurturing environment in which all students are able to learn and flourish without unnecessary disruption.

Students are expected to use common sense, treat others with respect and consideration, and display good manners at all times, both within school and in the wider community. We believe that both academic and social development are best supported through a collaborative partnership between the young person, their family, and the school.

We place a strong emphasis on positive reinforcement and operate a reward system designed to encourage and celebrate positive behaviour. Nevertheless, there are occasions when restorative actions are necessary to help students understand the impact of their actions and to uphold a safe and respectful learning environment for everyone. We understand that many of our students may face challenges within educational settings, and therefore any interventions, including internal or external suspensions, are carefully planned and delivered in a supportive and constructive way.

All decisions regarding behaviour interventions and restorative actions will be made on a case-by-case basis, taking into account the individual circumstances and needs of the student involved. Serious restorative actions will only be considered after several discussions between the relevant members of staff, ensuring that the situation is fully understood and that all appropriate supports have been explored. Throughout this process, we will continue to approach each situation with a trauma-informed mindset and a commitment to positive behaviour support.

Permanent exclusion is considered a last resort. Such decisions are not taken lightly by the Senior Leadership Team, and every effort will be made to consider all possible alternatives before implementing this level of sanction.

Internal suspension

Internal suspensions will be implemented as a low-level restorative action to address specific behaviours when other strategies have not been effective. This measure is typically discussed with the student beforehand and is only used as a final step, following repeated reminders and opportunities given by staff for the student to improve their conduct.

The following are some examples of what an internal suspension could look like:

- Removal from the classroom or activity to enable other young people to learn undisturbed and in safety.
- Suspension from an activity, in which case an alternative will be offered.
- Delay in joining an activity until reparation or work is satisfactory.
- Pastoral support on a 1:1 basis in the hut.

Alternative strategies may be employed to manage behaviour, depending on the nature, location, and severity of the incident. For example, a swimming ban may be issued in response to unsafe behaviour in the pool; a trip ban may be applied for unsafe conduct in the community or while travelling in a vehicle; and a lunchtime detention may be given for repeated refusal to listen or follow instructions, or for accessing restricted areas at the back of the school buildings.

Unless behaviour is extreme, warnings should be issued and the young person should be helped to understand which behaviours will be sanctioned. Any member of staff may recommend to SLT the suspension of a young person in this way. If appropriate, the suspension may be discussed during the daily staff meeting to support a consistent and unified approach across the school. All internal suspensions must be recorded by the behaviour team in Class Charts as a behavioural outcome and logged using attendance code *1.

Fixed term suspension

This may be recommended by any member of staff. The final decision will be taken by the most senior member of staff on site and will generally be made at the end of day. If in doubt, Director Judy Packham should be consulted. The decision maker will inform the young person and parents or carers, make arrangements for any work to be set after the first 5 days and the arrangements and boundaries concerning young person's return to school.

Fixed term suspension can be for one or more fixed periods up to a maximum of 45 days in each academic year and will be recorded.

This is not an exhaustive list of examples that can lead to a fixed term suspension:

- Physical behaviours towards peers
- Physical behaviours towards staff
- Serious damage to school or other's property, for example, damaging laptops, damaging staff cars, serious damage to learning environments.
- Serious attempt to put self or others safety at risk, for example, running into the oncoming traffic, or train track near the school.
- Serious levels of classroom disruption.
- Constant levels of absconding
- Smoking/vaping indoors
- In response to possession of any prohibited items these are: Knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images, or any article a staff member reasonably suspects has been, or likely to be used to commit an offence, or cause personal injury to, or damage to property of, any person (including the student).

Depending on the seriousness of the fixed term suspension, students and their parents will have a meeting with Senior Leadership, to discuss the suspension, be reminded of the Springboard Values and may have to agree to a behaviour contract setting out our expectations, in order to remain on roll. The student may be required to undertake a Therapeutic Reintegration Day; a personalised programme including sensory activities, sessions focussed on understanding behaviours, exploring triggers and reparation work, often supported by the pastoral team.

If the student fails to conform whilst on a behaviour contract the Headteacher will issue a final warning to the young person's parents or carers who will be kept informed at all times. Permanent exclusion will then follow should there be further failure to comply, on the grounds that the education or safety of other young people would be prejudiced by retaining the young person in question on the school roll.

Permanent exclusion

It is recognised that students with Education & Health Care Plans are especially vulnerable to the impact of exclusion. Springboard will avoid permanent exclusion whenever possible.

Springboard will not exclude a student simply because we are unable to meet his/her/their needs. However, this will be the likely course of action when a student has breached the school's values or behaviour expectations seriously or persistently, and/or were allowing the student to remain would risk serious harm to the education, welfare or safety of that student themselves, other students or staff.

Springboard believes that permanent exclusion is a proportionate response to incidents including but not limited to;

- In response to a serious incidence of theft, violence or causing danger to others.
- Incidents of serious bullying following previous recorded warnings and failure to abide by the anti-bullying procedure.
- In response to continual disruptive behaviour which would seriously harm the education or welfare of others in the school.
- In response to possession of any prohibited items these are: Knives or weapons, alcohol, illegal drugs, stolen items, fireworks, pornographic images, or any article a staff member reasonably suspects has been, or likely to be used to commit an offence, or cause personal injury to, or damage to property of, any person (including the student).
- In response to serious misbehaviour, repeated breaches of the Springboard Way, sexual violence, sexual harassment, racism, sexist, homophobic or discriminatory behaviour.
- Serious disagreement with or contravention of the school's policies on social inclusion, diversity or equality.
- Parents causing serious or repeated nuisance on school premises.

Permanent exclusions may be recommended by any member of staff. The final decision will be taken by the Headteacher in consultation with the Directors and will generally be made following a full staff meeting. The Headteacher will inform the parents or carers and placing authority in writing, offering a meeting for further discussion.

When permanently excluded, the "home" local authority takes responsibility for the student's education. The school will arrange for work to be sent home for the first 6 days after the permanent exclusion meeting.

Following a further meeting, the school may decide to reinstate the student, withdraw the notice and take further responsibility for learning.

Links to other policies

[Anti-Bullying Policy](#)

[Accessibility Policy](#)

[Attendance Policy](#)

Behaviour Policy

Child Protection and Safeguarding Policy

Missing Person Procedure

Positive behaviour support and Physical intervention Policy

Discipline and exclusion Policy

Education and Welfare Policy

Health & Safety Policy and Procedures

Lone Working Policy

Critical incident Policy

Student Mobile phone policy