





St Bede's
Catholic School
& Sixth Form College



School Behaviour Policy (incl. Exclusions Policy)

Date policy last reviewed: 29 September 2022				
Mr D Juric		Executive Headteacher	Date:	29.09.22
Mrs M Gray		Chair of Local Governing Committee	Date:	29.09.22

Behaviour Policy

At St Bede's, we wish to maintain the highest standards of behaviour in school. We aim to ensure a caring, respectful atmosphere in school where students can feel happy and secure and are able to make the most of their God-given gifts and talents. The school is blessed with caring teachers, parents and carers and well-behaved, well-mannered students. The school's aim is to encourage this positively by encouragement, praise and example.

The Governors believe that, in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. The school seeks to create a caring and learning environment by:

- Promoting excellent behaviour, self-esteem, self-discipline and respect.
- Encouraging consistency of response to both positive and negative behaviour.
- Providing a safe environment free from disruption, violence and bullying.
- Encouraging a positive relationship with parents and carers to ensure that they play their part in the implementation of the school's policy and procedures.
- Supporting the Headteacher and Staff when faced with challenging behaviour.

How do we promote good behaviour, self-discipline and respect?

- Children have a right to attend school in safety and to learn without disruption.
- Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students. The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.
- Students being disrespectful should never be tolerated; students should show respect to staff at all times and in turn, staff should be sensitive to the needs of students. In keeping with the ethos of St Bede's.
- Children are taught how to behave positively and what good behaviour looks like throughout their curriculum time. School systems, routines and rules are constantly reinforced with pupils and are particularly stressed at key transition points starts of term.
- Rewards and awards are very effective in motivating students. Good behaviour and achievement will be recognized.
- Discipline should be constructive in nature and staff attitudes must be consistent.
- A clear and consistent code of conduct is necessary for all students and should ensure that the small minority of disruptors are aware of the rules/expectations and sanctions that can be imposed.
- Students with behavioural issues will be supported through the pastoral system.
- St Bede's acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and/or Disabilities.
- All staff have a role in ensuring good behaviour but in particular Year Leaders and assistant Year Leaders, and Student Support members of the Senior Leadership Team. Governors also have a role in supporting the drive for good behaviour in school. Student Support staff and SENDCO provide additional support to students whose additional needs may affect their behaviour.
- Staff are regularly trained in application of school systems, strategies to ensure positive behaviour and de-escalation. This training forms a major part of induction training for new staff and in particular trainees and ECTs.

Positive Acknowledgements

We want our students to recognise that positive choices have positive outcomes. However, we do not want to promote a culture where our students believe they are entitled to rewards every

time they make a positive contribution in life. We want our students to appreciate the intrinsic value to being a good, positive person. Therefore, when students demonstrate positive contributions, we will award them a positive acknowledgement on the school electronic ClassCharts system.

A student's positivity profile will be calculated by taking their negative acknowledgements from their positive acknowledgements. Students will then be rewarded in the following way:

Merit Badges

Merit Badges will be awarded when a student achieves an identified positivity profile status. Students can achieve this at any time during their school career.

- ✓ Bronze Badge = 350
- ✓ Silver Badge = 700
- ✓ Gold Badge = 1000

Treat Meet

Cohorts of students will be invited to meet with their Student Support Year Team to be awarded a treat for demonstrating positive behaviour and attitudes. Treats may include:

- ✓ Food
- ✓ Drinks
- ✓ Activities

Positive Post

- ✓ Each week, 'Praise Letters' will be sent home to praise those students who have achieved the highest number of positive acknowledgements in their year group.
- ✓ Each week the Year Leader will identify one or two 'Students of the Week'. Letters will be sent home to celebrate this success.

Celebration Assemblies

Students who demonstrate a consistent or 'above and beyond' positive contribution to the school community will be acknowledged in the termly assemblies.

How do we prevent Bullying?

We are a school community where bullying is not tolerated, and students feel safe to tell someone who can help, if they are being bullied. We create an antibullying message throughout the school to encourage all individuals to act with tolerance, care and consideration to others at all times.

For further information on how we prevent bullying, please visit the school's anti-bullying policy on the school website.

Child on Child Abuse

Please see the School Safeguarding Policy for details of measures to prevent and respond to incidents of child on child abuse.

How do we ensure the completion of work and homework?

Teachers will maintain high standards in their classroom at all times and will impose sanctions

when students fail to adhere to these standards. When a student fails to meet the standards set out in school/departmental policies, the member of staff should inform the Subject Leader outlining the problem and action taken by them. Subject Leaders must accept responsibility for classroom standards in their departments and must monitor the classroom management of staff in their department. They should impose sanctions on referred students and liaise with the Student Support team.

Homework:

At St Bede's we believe the purpose of homework is:

- To encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own.
- To prepare pupils for the demands which await them in their studies, such as assessments, revision, external examinations, production of coursework, controlled assessments, research projects and extended writing.
- To consolidate and reinforce the knowledge, skills and understanding developed at school.
- To extend learning beyond the classroom.
- To involve parents/carers in their child's learning and keep them informed about the work their child is doing.

How do we regulate the conduct of pupils?

The school has a set of very clear rules, which are regularly communicated to students. These rules are summarised below:

Rules for All students

Whilst not an exhaustive list, for the purpose of this policy, St Bede's defines 'unacceptable behaviour' as any behaviour which may cause harm to oneself or others, disrupts learning, disturbs the running of the school, damages the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Harassment – behaviour towards others, which is unwanted, offensive and affects the dignity of the individual or group of individuals, including racist, sexist and homophobic behaviour.
- Bullying – a type of harassment, which involves criticism, personal abuse, an insidious or persistent action which humiliates, intimidates, frightens or demeans the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Other online activity designed to cause upset or harm to members of the school community.
- Possession of legal or illegal drugs, legal highs alcohol tobacco or vapes.
- Possession of banned items (including but not limited to) knives, fireworks, firecrackers).
- Truancy.
- Defiance e.g. refusing to comply with instructions and/or disciplinary sanctions.
- Theft.
- Swearing, racist remarks or threatening language.
- Fighting, violence or aggression.
- Persistently poor and/or disruptive behaviour.
- Smoking/Vaping.
- Lateness to registration and class.
- Low level disruption and talking in class.

- Failure to complete classwork.
- Rudeness.
- Lack of correct equipment.
- Refusing to complete homework, incomplete homework, or arriving at school without homework.
- Disruption on public transport.
- Use of mobile phones/earphones in school.
- Graffiti/vandalism/chewing gum or deliberate damage to property.
- Failure to comply with the uniform policy (including haircuts, jewellery/make-up/false nails, trainers etc.).

Mobile Phones

Students are allowed to carry a mobile phone on the school site in their pocket or bag, but it must remain switched off at all times. It must not be taken out at any point, unless directed to do so by a member of staff. It must not be turned on or used at any point, unless directed to do so by a member of staff. If any student contravenes these rules, they may be punished for doing so and their phone may be confiscated until the end of the day. For repeat or serious offenders, the phone may be confiscated until parents or carers can retrieve it.

Consistency and Adjustments

St Bede's ensures a consistent approach by staff in the implementation of the Behaviour Policy through regular whole staff training and guidance on INSET days, twilight sessions and at Staff Briefings.

PSHE lessons and Tutor time will also be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all students can learn and make progress. Year Leaders will support this curriculum through standardised assembly themes to cover: Bullying, IAG, Drugs, Alcohol and Tobacco misuse, Finance, Emotional Health, Healthy Lifestyle and On-line safety.

A clear rewards and sanctions strategy is in place to ensure that our Behaviour Policy is consistently applied, all staff are trained in how to this system which is tracked by the Student Support. A calm environment around the building and at break and lunchtimes is promoted by staff on duty. All staff both teaching and non-teaching who do duties are given regular training on the school's expectation of them whilst on duty.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments will be made proactively and by design where possible. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)' will also be put in place as appropriate. We are mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities. Equally, it is not assumed that because a pupil has SEND, it must have affected their behaviour on a particular occasion. The school will make that judgment based on the facts of the situation.

Facilities and Environment

The indoor and outdoor spaces and school buildings are very important to us all. Students can help us to keep the school in good condition and a safe and happy place to be by:

- Keeping to the left when students are inside the school building, especially on the stairs.

- Keeping all floors and corridors clear of bags, coats and equipment at all times.
- ALWAYS put their litter in the bins provided. (Community service for those who do not do this).
- Keeping walls and furniture tidy and free of graffiti.
- Not marking floors with their shoes. (Community service for those who do this deliberately).
- Not going out of bounds (this includes certain areas of the school at break and lunchtime).
- Only entering classrooms when a member of staff is present and when they have permission to do so.
- All students in Year 7 – 11 must stay on the school premises when students arrive at school in the morning until the end of the school day.
- Treating all areas of the school with care and respect and this includes being sensible when using the toilet facilities in school.

Sanctions

Occasionally, students' conduct does fall below what is acceptable, and accordingly the school may have to apply sanctions or disciplinary penalties. The school has the statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow reasonable instructions. This authority applies in school but also elsewhere under the charge of a teacher, for example on a school visit. Teachers can also discipline students in certain circumstances when misbehaviour occurs outside of school (see below). Non-teaching members of staff of the school may also issue sanctions if appropriate. Sanctions are reasonable and proportionate to the circumstances. If a student is repeatedly sanctioned without any change to their behaviour, the school will seek to engage with other agencies to find a way forward or may consider a multi-agency assessment for pupils who display continuous disruptive behaviour. Below is an overview of the different levels of sanction used.

Negative Acknowledgements

It is hoped that all students will strive to uphold our expectations. However, on the occasion where they may fall short, staff will award them a behaviour point using the school electronic ClassCharts system. Students may be acknowledged for their negative contributions through:

Detentions

- Where a student fails to heed warnings about their negative behaviour they will be issued a 'Behaviour Point'. As a consequence, they will be required to attend a break time detention with the teacher who issued it.
- Where a student is persistently disruptive, they will be subject to a 'Department Removal' for the remainder of their lesson. They will then attend a detention after school with the Subject Leader.
- Where a student has not submitted their home learning despite being given an extension, they will be issued a 'Home Learning Concern'. They will then attend a detention after school with the teacher who issued it.
- Where a student causes serious disruption and/or offense to others, they will be removed to the Student Support Centre. They will then attend a detention after school with their Year Leader and may also be subject to other sanctions depending on the severity of the offense.

Report

Where persistent negative behaviour continues and strategies are not proving successful, a student may be placed on:

- Year Leader Report
- Director of Student Support Report

- Headteacher/Head of School Report

Students will be given a form, which they must take to every lesson for their teachers to fill in and sign. Students must present the report to their Year Leader in the morning before school and at the end of the day to be checked. Students must then take the report home so that their parent(s)/carer(s) can read and sign it. The student's Year Leader will regularly communicate with Parents / Carers to discuss how to improve the situation.

Where negative choices are persistent, strategies will be employed to help the student to recognise their difficulties and support them to move forward positively. The Student Support Team have special care for students and if there are difficulties, please ask them for help. Sharing a problem is often the first step to solving it. If a student consistently fails to reach the high expectations St Bede's sets for behaviour then the school may work with outside agencies such as First Contact/Early Help, CAMHS and CYPS to try to find solutions and strategies to help that student manage their behaviour more successfully.

Inclusion Room

If a serious incident occurs in school which needs to be investigated, students may be placed in The Inclusion Room (M2C) or another area of the Student Support Centre whilst we deal with this issue. The Inclusion Room may also be used if students receive an unacceptable amount of behaviour points in a day or week or if students perform poorly on the report they have been placed on. It is also used as a sanction for students who persistently break school rules and expectations, or are involved in a serious behaviour incident.

Suspension

In extreme or repeated cases, suspension (fixed term or even permanent exclusion) may be the appropriate sanction for an offence. In such cases students' parent(s)/carer(s) will be asked to discuss the situation with students, Year Leader, Assistant Head teacher, Deputy Head teacher/Head of School.

Use of detentions

Teachers have the authority to impose detention outside of school hours. On occasion the school may issue a detention either at break, lunch or after school. Parental consent is not required for detentions. With detentions during the school day, staff will allow reasonable time for the student to eat, drink and use the toilet, if needed. The school will not issue a detention where they know that doing so would compromise a child's safety. We will always consider whether the detention is likely to put the child at risk, whether the child has known caring responsibilities, which make the detention unreasonable, and whether the parent/carers can make travel arrangements for the child. However, the distance students have to travel will not provide an adequate excuse for an alternative punishment. Parents/carers will be given 24 hours' notice of the detention, if it is after hours.

Confiscation of inappropriate items and the power to search

The law allows for the school to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The school also has the power to search without consent for *prohibited* items including:

Knives and weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article used or likely to be used to commit an offence or cause personal injury/ damage to property, vapes, any other banned items.

Weapons, knives, drugs, and extreme or child pornography will always be handed over to the police. Otherwise, the school will decide if and when to return a confiscated item.

Discipline beyond the school gates

The school has the authority to discipline pupils for misbehaving outside the school premises to such an extent as is reasonable. If the school witnesses or has reported to it, misbehaviour or bullying which occurs off the school premises.

St Bede's is committed to ensuring our students act as positive ambassadors. The same behaviour expectations for students on the school premises apply to off-site behaviour.

Therefore, we expect the following:

- Good order on all transport (including public transport) to and from school during educational visits.
- Good behaviour on the way to and from school. In the event of poor behaviour reported on scholars or public bus services students will be sanctioned accordingly.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.

Students will be disciplined for bad behaviour while taking part in any school-organised or school-related activity, while travelling to or from school or while wearing school uniform or in some other way identifiable as a pupil of the school. Students may also be disciplined for misbehaviour adversely affecting the orderly running of the school, posing a threat to another member of the school community, or which could negatively affect the reputation of the school.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property.

Pastoral care for school staff

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The school will provide pastoral support for the member of staff but will always work within the guidance provided by KCSIE and the LADO if required.

Student Suspension

Only the Executive Headteacher can suspend a student, and this must be on disciplinary grounds. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A fixed period suspension does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent suspension.

Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to suspension, such as the Executive Headteacher's duty to notify parents, still apply. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a Local Governing Committee meeting is triggered.

The behaviour of students outside school can be considered as grounds for suspension.

Any decision of this school, including suspension, will be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate. The Executive Headteacher will take account of their legal duty of care when sending a student home following suspension.

When establishing the facts in relation to a suspension the Executive Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not, that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise students because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

In carrying out their functions under the Equality Act, the public sector equality duty means that the school must also have due regard to the need to:

- ◆ eliminate discrimination and other conduct that is prohibited by the Equality Act;
- ◆ advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- ◆ foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

These duties need to be considered when deciding whether to suspend a student. The school must also ensure that policies and practices do not discriminate against students by unfairly increasing their risk of suspension. Provisions within the Equality Act allow schools to take positive action to deal with disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Executive Headteacher and Local Governing Committee will take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the suspension process. This includes having regard to the SEND Code of Practice.

Early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEND that a student may have. The Executive Headteacher will also consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified SEND but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

It is unlawful to suspend or to increase the severity of suspension for a non-disciplinary reason. For example, it would be unlawful to suspend a student simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment / ability; the action of a student's parents; or the failure of a student to meet specific conditions before they are reinstated. Students who repeatedly disobey their teachers' academic instructions could, however, be subject to suspension.

'Informal' or 'unofficial' suspensions, such as sending students home 'to cool off' are unlawful, regardless of whether they occur with the agreement of parents or carers. Any suspension of a student, even for short periods of time, will be formally recorded.

Academies have the power to direct a student off-site for education to improve his or her behaviour. A student can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of suspension must never be used to influence parents to remove their child from the school.

A decision to exclude a student permanently should only be taken:

- ◆ in response to a serious breach, or persistent breaches, of the school's behaviour policy;
- ◆ where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A decision to exclude a student permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort. The decision on whether to permanently exclude is for the Executive Headteacher to take. However, where practical, the Executive Headteacher will give students an opportunity to present their case before taking the decision.

Whilst permanent exclusion may still be an appropriate sanction, the Executive Headteacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a

student has suffered bereavement, has mental health issues or has been subject to bullying.

There will however be exceptional circumstances where the Executive Headteacher will permanently exclude a student for a first or 'one off' offence, for example, in the following circumstances:

- ◆ Serious actual or threatened violence against another student or a member of staff.
- ◆ Sexual abuse or assault.
- ◆ Drugs related incidents, having regard to the school's Drug Policy (cross reference Policy on Substance Use and Misuse).
- ◆ Carrying an offensive weapon.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Examples of other misbehaviour that may lead to suspension and in certain instances lead to permanent exclusion are if a student:

- ◆ Makes false and malicious accusations against a member of staff, which could precipitate action by the Police or the Local Safeguarding Children Partnership.
- ◆ Persistently defies behavioural standards.
- ◆ Swears at or is personally insolent to a member of staff either in school or outside school.
- ◆ Makes an unprovoked physical assault on another student on the school premises or on the journey to or from school.
- ◆ Takes up an inordinate amount of staff time dealing with his or her misbehaviour.
- ◆ Misbehaves in any way while on report.
- ◆ Is involved in the bullying of another student.
- ◆ Is involved in activities which are prejudicial to the health and safety of member(s) of the school community.

St. Bede's will also consider whether to inform the Police where a criminal offence has taken place and will also consider whether or not to inform other agencies.

Factors to consider before making a decision to suspend or permanently exclude

At St. Bede's we will not impose neither suspension nor permanent exclusion in the heat of the moment unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to suspend a student for a fixed period or permanently exclude, the Executive Headteacher will:

- ◆ Ensure that an appropriate investigation has been carried out.
- ◆ Consider all the evidence available to support the allegation.
- ◆ Allow the student to give their version of events.
- ◆ Check whether the incident may have been provoked by any form of prejudice or discrimination.

- ◆ If necessary, consult others, but not anyone who may later have a role in reviewing the Executive Headteacher's decision, for example a member of the Local Governing Committee.
- ◆ Keep a written record of the actions taken (and copies of written records made by other members of staff including any interview with the student concerned. Witness statements should be dated and signed, wherever possible. These statements may be made anonymous for any subsequent meetings to protect witnesses if deemed appropriate.

In compliance with appropriate guidance St. Bede's will apply the regulations which relate to students with SEND, the revised guidance on Looked After Children and will have regard to the sections on when a suspension is not appropriate and unofficial suspensions.

Statutory guidance to Headteachers on the suspension of students from groups with disproportionately high rates of suspension

The suspension rates for certain groups of students are consistently higher than average. This includes:

- ◆ students with SEND;
- ◆ students eligible for Free School Meals;
- ◆ looked after children;
- ◆ students from certain ethnic groups.

In addition to the approaches on early intervention set out above, the Headteacher will consider what extra support might be needed to identify and address the needs of students from these groups to reduce their risk of suspension.

Statutory guidance to Headteachers on the suspension of students with statements of SEND (EHC Plan) and looked after children

As well as having disproportionately high rates of suspension, there are certain groups of students with additional needs who are particularly vulnerable to the impacts of suspension. This includes students with statements of special educational need and disability (SEND) and looked after children. Headteachers should, as far as possible, avoid permanently excluding any student with a statement of SEND (EHC Plan) or a looked after child.

Schools should engage proactively with parents in supporting the behaviour of students with additional needs. In relation to looked after children, schools should co-operate proactively with foster carers or children's home workers and the Virtual School in the local authority that looks after the child.

Where a school has concerns about the behaviour, or risk of suspension, of a child with additional needs, a student with a statement of SEND (EHC Plan) or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a student's SEND. Where a

student has a statement of SEND, schools should consider requesting an early annual review or interim/emergency review.

Whether or not a school recognises that a student has special educational needs and disability (SEND), all parents (or students if aged 18 or over) have the right to request the presence of a SEND expert at an independent review panel. The SEND expert's role is to provide impartial advice to the panel about how SEND could be relevant to suspension; for example, whether the school acted reasonably in relation to its legal duties.

Procedures following permanent exclusion

The student remains on the roll of the school until any appeal is determined, until the time limit for the parents to lodge an appeal has expired without an appeal being brought or the parent has informed the Local Authority in writing that no appeal is to be brought. It is St. Bede's responsibility during the first five days of a permanent exclusion to ensure that work is sent home for the student to complete. During these initial five days of suspension parents must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents are subject to a fixed penalty notice fine if they fail to do this.

From the sixth day of the permanent exclusion the Local Authority is statutorily responsible for ensuring that suitable full-time education is provided. This will be the responsibility of the Local Authority in which the student resides.

In addition, where a student has a statement of SEND, the local authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend or make representations for a placement in any other school.

Local authorities must have regard to the statutory guidance, *Promoting the Educational Achievement of Looked After Children: Statutory Guidance for Local Authorities* when carrying out their duties in relation to the education of looked after children.

Provision does not have to be arranged by either the school or Local Authority for students in the final year of compulsory education who do not have any further public examinations to sit.

Procedures following a Fixed Term Suspension

For suspensions up to 5 days, work will be set and marked, and parents must ensure that students complete this work and return it. During this period the parents must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents are liable to fixed penalty notice fine if they fail to do this.

Where a student is given a fixed period suspension of six school days or longer, the school will arrange suitable full-time educational provision from and including the sixth school day of the suspension.

The Executive Headteacher may suspend a student for one or more fixed periods not exceeding forty-five school days in any one school year. The limit of forty-five school days applies to the student and not the school; therefore, any days of fixed term suspensions served by a student in the same school year will count towards the total.

St. Bede's will arrange a reintegration interview with parents following any fixed term suspension.

In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion. Should this be the case, the Executive Headteacher will write to the parents explaining the reason for the change.