



Suratthani International School

Behaviour Policy

Suratthani International School believes in educating the whole child. To this end, we believe that there should always be a system of positive behaviour reinforcement allowing the students to study in an environment which is both safe and conducive to effective learning. Students learn from Pre-Kindergarten onward ways to discern between right and wrong, but what we need them to do is not only identify the different types of behaviour, but to take responsibility for them.

At STIS we respect and value all children and are committed to providing a caring, friendly and safe environment for our students, so that they can all participate and learn in a relaxed and secure atmosphere. As educators, we recognize our responsibility to safeguard all who access the school and promote the welfare of all our students by protecting them from abuse or mistreatment of any kind, including physical, sexual, and emotional abuse, neglect and bullying.

Our ethos of care, forgiveness, and recognition of individual needs and worth should be maintained through the following mechanisms:

- A positive climate that promotes reward and praise rather than criticism and sanction
- A positive example set by members of staff in their relationships and communications with children
- The support and relationships that members of staff have with each other
- The sense of community within the school and the fact that children are ambassadors for the school
- Interesting and well-prepared lessons that cater to individual needs
- A colourful and stimulating environment in and around the school buildings
- A recognition and appreciation that we are all different



We will

- Provide a calm and caring environment
- Provide a caring and supportive atmosphere in which adults are good role models
- Have clear expectations and standards for good behaviour which will be consistently applied by all staff
- Have a clearly explained structure for the use of rewards to reinforce acceptable behaviour
- Have a clearly explained structure for the use of sanctions to deter unacceptable behaviour
- Ensure that every individual takes responsibility for their own appropriate behaviour
- Remind children that they have a choice as to how to behave and may need guidance to make good choices
- Help children to learn to value each other's opinions and personal qualities
- Provide time for children to develop self-esteem and the necessary social skills to prepare them for life now and in the future.

Rationale

All members of the STIS community have a right to a safe and challenging learning environment. Mutual respect amongst all members of the school community lies at the heart of this policy. STIS expects behaviour to be of a high standard throughout the school day or when participating in trips and visits where the school is represented.

Good behaviour needs to be taught, modelled, and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships between and with students are the key to good behaviour. Students can learn best in a structured environment. This is achieved when expectations of learning and behaviour are high and if an individual does not respond to consequences are made explicit and applied consistently. The self-esteem of all students is enhanced by praise, reward, and celebration.

This policy is based on the recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.



The policy will therefore:

- Build upon the good practices that exist within the school
- Support effective teaching and learning
- Encourage adherence to an agreed set of principles of behaviour for the whole school community
- Help members of the school community to distinguish between acceptable and unacceptable behaviour
- Contribute to promoting mutual respect and tolerance in our multicultural and multi-faith school community
- Develop the inclusive nature of the school
- The school will communicate the behaviour policy to all new and existing students through its expectations, code of conduct and website as well as in assemblies and where appropriate
- The school will communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme (inset), either electronically or through staff induction
- The school will communicate its policy to parents annually via the school website or upon request
- The behaviour policy will be reviewed annually by the schools management team and continually revised and developed according to the developing needs of the school

Teacher Responsibility towards the Behaviour Policy:

Good, clear, and consistent management both in the classroom and outside are of paramount importance in establishing and maintaining good behaviour and discipline in the school. Children spend a great deal of time in the classroom and it is essential that well-organized and delivered lessons seek to secure good standards of behaviour.



Teachers and all staff should:

- Know their pupils as individuals – know their names, personalities and interests and who their friends are
- Plan and organize both the classroom and the lesson to keep pupils interested and minimize the opportunity for disruption
- Consider basics such as classroom/furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour where possible to create a positive classroom atmosphere
- Establish routines
- Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them
- Continually observe or scan the behaviour in class
- Be aware of and monitor the behaviour in class – including using one's stance and tone of voice
- Use positive language whenever possible and as often as possible
- Model the standards of courtesy that they expect from pupils
- Emphasize the positive, including praise for good behaviour as well as good work – stars, house points, strikes and demerits
- Have a plan for dealing with low-level disruptions
- Make the rules for the classroom behaviour clear to pupils from the first lesson and explain why they are necessary. (Be prepared to revisit the classroom rules at least once a term, or as often as may be necessary)
- Make sparing and consistent use of reprimands. This means being firm rather than being aggressive, targeting the right pupil(s), criticizing the behaviour and not the person, using private rather than public reprimands wherever possible, being fair and consistent and avoiding sarcasm and idle threats
- Think carefully about what you are saying and set realistic sanctions
- Making sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils
- Where possible try to deal with situations yourself to enhance your own credibility and authority
- Analyse your own classroom management system and learn from it



Everyone in the school is responsible for the behaviour and discipline of the school and must ensure that continuity exists between all adults. No adult in the school should ignore unacceptable behaviour. Similarly, good behaviour needs praise.

Rewards System:

Although this is discussed in detail in the housing policy, it is important to note it in the discipline policy as not all discipline is negative. A reward system is as important in a discipline policy as the sanction policy.

It is therefore important that praise and reward should have a great emphasis and are used to promote positive behaviour. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failures.

PRAISE has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public and in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

The following is a list of other ways that we can celebrate and reward good behaviour and successes other than the house point system:

- Displaying students work both in school and on the school website
- Written reports in the daily book favouring good behaviour, involvement and general attitude to school life
- Recognition can be given to successes of different kinds in assemblies
- A visit by another teacher, the Head of School or Principal
- Specific privileges can be awarded to individuals/groups of children
- Above all, praise and encouragement in and out of lessons should be used as much as possible.



Sanctioned and Unacceptable Behaviour

The school identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racists, sexist and homophobic abuse) as examples of unacceptable behaviour. The school also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable.

Standards Operating Procedures for Classroom Management

Teachers, Head of School and Principals have statutory powers to discipline students for misbehaving outside the school premises. The code of conduct gives them a specific statutory power to regulate students' behaviour in circumstances 'to such extent as is reasonable.'

In response to all non-criminal poor behaviour and bullying which occurs anywhere on the school premises and which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly. This includes any misbehaviour when the student is:

- Taking part in any school-organised or school related activity
- Travelling to or from school during an activity
- Wearing the school uniform
- In some other way identifiable as a student of the school
- Misbehaviour at any time, whether or not the conditions above apply that:
 1. Could have repercussions for the orderly running of the school
 2. Poses a threat to another student or a member of the public
 3. Could adversely affect the reputations of the school

In response to criminal behaviour the school will report to the police or if it is brought to the school's attention by the police, fully cooperate with them.



Early Interventions for Unacceptable Behaviour

- The school recognizes the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management
- The school will take steps to encourage students to take responsibility for their own behaviour and help them to recognize the consequences of inappropriate behaviour.
- The school will provide training for staff to promote positive and consistent behaviour standards within the school
- Parents will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved
- The school will take steps to identify students who may benefit from early intervention through the effective management of transition points at all grade levels

Behaviour Support

The school will regularly review the support available to those individual students identified as at risk of disaffection or exclusion. This will include:

- Mentoring – the school employs the school mentoring system which works with students either in small groups or on an individual basis. This forms part of the pastoral homeroom programme
- Teaching strategies – the SMT will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of learning difficulties
- Planned ‘time out’ – students who experience difficulty with impulsive behaviour can be offered a Time Out where they will leave the lesson for a short period of time and visit a designated space in the SMT centre, or with a TA.
- Acceptable Behaviour Contract (ABC) – An ABC is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for them
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process are designed to support those students for whom the normal school based strategies have not been effective.



Sanctions

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. The School has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students.

The Education Act of Thailand gives the schools the ‘Power of Discipline.’ Teachers have a statutory authority to discipline students whose behaviour is unacceptable. It must be noted that at no time does the act allow for any physical enforcement of discipline. The provision allowed to teachers are as follows:

- The power applies to all paid staff with responsibility for students, including teaching assistants
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of the teacher, including school visits
- Teachers can also discipline students for misbehaviour outside school
- Teachers can confiscate students’ property

The power extends to other schools/institutions which a student may be attending for a particular course, but only to the extent that it is ‘reasonable’ for the school to impose the sanction.

In determining whether a disciplinary action is ‘reasonable’ the following must be considered:

1. Any Special Educational Needs or Disability
2. Any Religious requirement affecting them

The Principal will take account of the following in determining and implementing the Behaviour Policy:

1. None of the school sanctions must be degrading or humiliating
2. All rewards and sanctions must be applied fairly and consistently. It is not appropriate to issue a whole class sanction for the misbehaviour of a few
3. The Principal has the power to withdraw the authority from individual staff



The School Management Team has agreed that the following ‘disciplinary penalties’ may be used:

1. Removal from the group/class or particular lesson on a short-term basis
2. Detention
3. Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum
4. Completion of work or extra work
5. Carry out a useful task in the school (community service)
6. Internal Exclusion
7. Fixed term exclusion
8. Permanent exclusion

Detention:

Members of the staff who have the right to hand out detentions include teachers who work at the School, in addition any other staff who have the authority of the Principal, this includes Teaching Assistants and staff on duty at break and lunchtime.

Detention may be given to students who attend the School. There is no legal obligation to obtain parental consent before students attend detention. However, in order to work successfully with parents 24 hours’ notice to be provided at STIS for all detention being held after 3:00pm. This is due to the unique circumstances of many of our students who are collected from school with their younger siblings, thus allowing parents 24 hours’ notice will allow parents to make other arrangements.

Students can be detained for up to an hour at the end of the day. When parents are given 24 hours’ notice, it should be in the form of a letter or phone call. The detention information should state why the detention has been given, where it is being held and for how long.

Failure to attend detention. If a student fails to attend an after-session detention for a disciplinary offence without a reasonable excuse, normally a more severe sanction should follow.



Daily Behaviour Report:

A daily school behaviour report card (or “daily report card”) is a way for your child’s teacher to give you feedback about your child’s behaviour in school each day. Once you know how your child has behaved in school, you will be able to give appropriate rewards at home, which can encourage better behaviour in school.

The daily report card is often one of the first interventions you should try if your child is having behaviour problems at school. The cards are convenient, they can improve parent-teacher communication by involving both teachers and parents, and they are effective with a wide range of problems.

How to Use the Reports

At the beginning, the system works best if teachers send the reports home every day. As the child’s behaviour improves, the reports can be reduced to twice weekly (for example, Wednesdays and Fridays), once weekly, or even monthly until they are phased out altogether.

The child can take a new card to school each day, or you can leave a stack of cards with the teacher. Either way will work, but it is best to choose one arrangement and stick with it.

The target behaviours include both social conduct (e.g., sharing, playing well with peers, following rules, staying in assigned seat) and academic performance (e.g., completes maths or reading assignments, stays focused on work, follows directions for each assignment, remembers to take homework home, completes homework, remembers to bring homework back to school). You may also choose to target negative behaviours (e.g., aggression, destruction, calling out) that you want to reduce; but remember to list the positive opposite of these behaviours on the card (e.g., instead of “hits others” put “keeps hands to self”).

In cases where the child attends several different classes taught by different teachers, the programme may involve some or all of the teachers, depending on the need for help in each of the classes. When more than one teacher is included in the programme, a single report card may include space for all teachers to rate the child. (The example report cards shown in this handout can be helpful because they have columns that can be used by the same teacher at the end of each subject, or by different teachers.) Alternatively, different report cards may be used for each class and organised into a notebook for the child to carry between classes. For particularly problematic behaviour, we encourage teachers to provide a brief explanation to you on the back of the report.



The daily break time and free time behaviour report work essentially the same way as the classroom reports. They should be completed by whichever school staff member is supervising break time or free time.

Working with Your Child's Teacher

As you start to decide which behaviours to target, we strongly recommend consulting with your child's teacher (or teachers). The report cards are intended to be as clear and easy to use as possible, and the best way to make this happen is to ask for the teacher's input. You can start by showing the teacher the blank reports at the end of this handout. It might also be helpful to explain that daily feedback is important because the reports will be tied to specific, predictable set of rewards and consequences at home each day. Frequent feedback will be most effective in shaping your child's behaviour.

What Happens When the Reports Come Home?

As soon as your child returns home, you should immediately inspect the card, discuss the positive behaviours first with your child, and then proceed to have a discussion with your child about any negative marks and the reasons for them. Then ask your child to formulate a plan for avoiding negative marks for the following day. After the child makes the plan, award your child the usual points or rewards for each check mark on the card. Be sure to remind your child of the plan the next morning before he or she departs for school.

The success of the programme depends on a clear, fair, consistent method for translating the teacher's reports into consequences at home. One advantage of daily school behaviour report cards is that a wide variety of consequences. Occasionally, a child may attempt to undercut the system by failing to bring home a report, forging a teacher's signature, or failing to get a particular teacher's signature. To discourage these practices, treat missing reports or signatures as "bad" reports (that is, the child fails to earn rewards or is fined by losing points or privileges).



The Right to Search Students

Schools' obligations under the European Convention on Human Rights (ECHR)

- Under the ECHR students have a right to respect for their private life. In the context of these particular power, this means that students have the right to expect a reasonable level of personal privacy
- Students rights are not absolute as it can be interfered with by any interference with this right by a school must be justified and proportionate.

School staff can search a student for any item if the student agrees. It is enough for the teacher to ask the student to turn out their pockets or if the teacher can look in the student's bag or locker and for the students to agree. The Headteacher or Principal has the statutory right to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the students may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes or e-cigarettes
- Pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used
 1. to commit an offence,
 2. to cause personal injury to, or damage to the property of, any person (including the pupil)

The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Should a member of staff suspect a student of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent.

All members of the Senior Management Team and Leaders of Years, in addition all members of staff whilst carrying out their 'On Call' duty. However, all members of staff can search if they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.



Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being searched and it is with their consent.

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; coats, jumpers, boots; gloves and scarves.

The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.

Any search of a student must be recorded on an incident form and processed in the normal manner. In addition should any member of staff conduct a search without consent the member of the Senior Management Team responsible for behaviour must be informed. Searches must be recorded even if nothing is found. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips.



Confiscation

Staff can seize any prohibited item found because of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If the following items listed above are found they must be given to the Principal or Headteacher and the police will be contacted to collect the item and if necessary arrest the student.

If items are confiscated because they are against the School rules they should be placed in the Main School Office for parental collection, they should be clearly labelled with 1) the students name and 2) who confiscated it and 3) when the item was confiscated.

- Mobile Phones & Ipads (If inappropriately used)
- Any other item which though not dangerous or illegal would be better collected by a parent rather than returned to the student. Large sums of money or expensive jewelry could fall into this category where the teacher deems there is a real risk of a student being robbed or assaulted for such items.

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include inappropriate clothing, food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate).



Internal Isolation

A full investigation needs to occur with recommendations for the sanctioning of the student being discussed with SMT line managers. A letter will be sent home on the day informing parents of the internal isolation. The same process as for a Fixed Term Exclusion. Should the decision be an Internal Exclusion then liaison must then go through Deputy Headteacher with responsibility for behaviour or any member of the Senior Leadership Team in their absence. A letter will be sent home on the day informing parents of internal exclusion and a phone call must be made home.

Students that are Internally Excluded must report at 8.30am and wait at the Main Office to be collected. They will follow a specified day with time set aside for collecting/eating lunch or toilet breaks. Students will remain under the supervision of the Principal or the Head of School.

Any misbehaviour/refusal/defiance whilst internally excluded will automatically lead to Fixed Term Exclusion. Parents will be called for a reintegration meeting before the student can return to normal lessons. The meeting will be with the Head of Primary/Secondary and an ABC will be completed and monitored by them and tailored behaviour interventions put in place to enable the student to move forward positively.

Staff who normally teach a student who is internally excluded must provide suitable learning for the student.



Levels of Behavior Infractions and Appropriate Actions

Level 1 – Strike Three System: Two warnings then Level 1 Demerit – 5 Level 1’s = 15min Detention). Parents will be informed about ASD.

Inappropriate Behavior	Recorded on Engage by	Action Taken	Sanction Carried out by
Disrupting the Class	Subject Teacher Members of STIS Administration Staff	Verbal Warning (2) Follow Figure 1.1	Subject Teacher <i>If necessary</i> Class Tutor
Arrived Late			
Computer Code Issue			
Continuous Talking			
Disrupting the Class			
English Policy			
Mobile Misuse			
Pushing in Line			
Uniform Violation			
Teasing Toy Guns			



Level 2: Demerit, After School Detention = 30min - Parents will be informed

Inappropriate Behavior	Recorded on Engage by	Action Taken	Sanction Carried out by
Repeat Offences of Level 1	Subject Teacher Members of STIS Administration Staff	Follow Figure 1.1 Break-time Detention Lunch-time Detention Contact Parents	Subject Teacher <i>If necessary</i> Class Teacher Phase Coordinator Head of Dept.
All Level 1 Misbehavior When on a Continuous Basis			
Biting			
Damage to School Property (Disruptive)			
Disrespecting Another Person			
Harassment (Racist + Sexist; Remark + Conduct)			
Ongoing Lying, Dishonesty			
Repeated Interruption			
Serious Fighting			
Stealing from Others			
Writing Inappropriate Message (Racist + Sexist; Remark + Conduct)			

Level 3: Instant After School Detention (ASD) 45 Minutes - Parents will be informed

Inappropriate Behavior	Recorded on Engage by	Action Taken	Sanction Carried out by
Repeat Offences of Level 2	Subject Teacher Members of STIS Administration Staff	Follow Figure 1.1 ASD Contact Parents	STIS Phase Coordinator
Not Attending Detention (In School 2nd Time)			
Purposely Missing a Class			
Not Attending Detention (In School 2nd Time)			



Level 4: Instant After School Detention (ASD) for 1 Hour – Parents will be informed

Inappropriate Behavior	Recorded on Engage by	Action Taken	Sanction Carried out by
Repeat Offences of Level 3	Subject Teacher Members of STIS Administration Staff	Follow Figure 1.1 ASD Contact Parents	STIS Phase Coordinator
Damage to School Electronics			
Offensive Behavior towards Staff			
Physical and Verbal Assault			
Physical or Emotional Bullying			
Possession of Pornography			

Level 5: One or Two Full Academic Days of Internal Isolation, Direct Contact

Parents/Guardians will be contacted via email. Deduction of 10 House Points.(In severe case parents will be asked to come for a meeting and their child will be placed on report)

Inappropriate Behavior	Recorded on Engage by	Action Taken	Sanction Carried out by
Repeat Offences of Level 4	Subject Teacher Members of STIS Administration Staff	Follow Figure 1.1 ASD Contact Parents	STIS Phase Coordinator
Threatening or Causing Grievous Bodily Harm to Oneself or Others			
Possession of a Dangerous Item			
Possession of Alcohol			
Possession of Cigarettes or Smoking Materials			
Possession of Drugs			
Sexual Harassment			



Fixed Term Exclusion

The School will use exclusion (fixed term or permanent) if a student has seriously broken school rules, internal exclusion has had limited impact or allowing them to stay in school would seriously harm their education or welfare, or the education and welfare of other students.

Only the Principal or Headteacher can make the decision to exclude. Before deciding to exclude a student they will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the student an opportunity to be heard; (this is particularly important if an exclusion could lead to a safeguarding concern)
- Consult other relevant people if necessary.

Having considered these matters the Principal will make a decision based normally on the balance of probability. The reason for and length of exclusion will be outlined. This will be followed by a letter which also outlines how a parent can complain or challenge the decision should they wish. A readmission meeting will occur before the student attends school again. A parent must be in attendance. The readmission meeting must always be conducted by a member of the SMT with the appropriate Leader of year in attendance. The purpose of the readmission meeting is for the student to reflect on the behaviour which led to exclusion and how they will ensure that it does not happen again. Staff at the readmission should set up strategies in order to aid the student make positive choices.

Exclusion will be inappropriate in cases of:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- pregnancy
- non-compliance with uniform regulations, except where this amounts to a defiance
- in response to the unacceptable behaviour/attitude/conduct of a student's parents



Removing students from the School for disciplinary reasons without following formal exclusions procedures is illegal and referred to as unofficial exclusion. Unofficial exclusions are:

- The Principal or other school staff sending students home for disciplinary reasons, but not following the procedures required for formal exclusion.
- Student being sent home for either short periods of time, or for longer, indefinite, periods which can sometimes result in the students not returning to school at all.
- Where a critical situation has occurred during the school day and a student has been sent home to 'cool off'.
- Following a fixed period of exclusion, a student remains out of school awaiting a reintegration interview which may be indefinitely delayed, by the school, and the student does not return to school.

Parents being advised that if their student returns to school after the fixed period exclusion ends, the child will be permanently excluded.

- Parents being strongly encouraged to home educate even though they may not be aware of the responsibilities involved.
- Disruptive students being asked to stay out of school for any particular reasons
- Students placed on study leave as a disciplinary measure. Behaviour and attendance are monitored by the Principal or Headteacher responsible for behaviour. If a member of staff is found to have used unofficial exclusion it can result in disciplinary action, as this may result in a breach of a student's right to be educated.



Permanent Exclusion (including Managed Transfer)

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional ‘one-off’ offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon.
- Or any other one-off offence considered by the Headteacher to be exceptionally serious.

Parents have the right to make representations to the Management Team (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where the SMT upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five consecutive school days.

The Principal, at his/her discretion, may offer a parent a ‘Managed Transfer’ instead of a permanent exclusion should the protocol be in existence. This will only be offered once, parents cannot negotiate this process. Acceptance of a Managed Transfer means that a parent will not dispute the original reason for exclusion and cannot change their mind once a new school has been allocated. Students will attend the new school on a trial basis, and should the receiving school fail the student in this trial they will automatically be returned to STIS where a Permanent Exclusion will formally take place.



Managing Allegations from Students Against Staff

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in references.

Students that are found to have made malicious allegations will be dealt with seriously. In accordance with the School's policies, they could consider Fixed Term or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).