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# Behaviour Policy

## Including the statement of behaviour principles

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### Discipline in schools – teachers' powers

#### Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school 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 Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers can confiscate students' property.
- Teachers have a power to impose detention outside school hours. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - a) Any school day where the student does not have permission to be absent;
  - b) Weekends - except the weekend preceding or following the half term break; and
  - c) Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Parental consent is not required for detentions. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable. In this case the detention may be spread over an appropriate timescale.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, on the journey to and from school, and on school trips
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- PREVENT incidents
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers, and electronic cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## 5. Roles and responsibilities

Poor behaviour can affect the safety and welfare of members of our community, the ability of students to learn and of teachers to teach. It therefore cannot be tolerated. Low level disruption, such as talking and shouting out detracts from good learning. Behaviour management is a whole school responsibility and all members of the school community have a part to play in ensuring that this policy is put into practice

### 5.1 The governing body

The Governors Care, Support and Guidance Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governors Care, Support and Guidance Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

## **5.2 The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors Care, Support and Guidance Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school 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.

## **5.3 The classroom teacher**

Classroom teachers are responsible for:

- Ensure clear routines are in place to facilitate good learning and behaviour
- Follow the guidelines and minimum standards for lessons at Crofton school.
- Take the main responsibility for the behaviour and discipline within their lessons.
- Follow the behaviour management structure to avoid escalating classroom issues too soon.
- Keep FL, SL and Tutors/HOY informed of any behaviour issues
- Ensure work is appropriate to the needs of the student.
- Set clear ground rules for behaviour in their lessons and apply them consistently.
- Avoid issuing whole class sanctions
- Keep records of any detentions or contacts with parents.
- Praise and reward good attitudes to learning.

## **5.4 The Tutor will:**

- Follow the guidelines and minimum expectations for Tutor times at Crofton School.
- Monitor **behaviour logs** and alert HOY to potential problems.
- Support the individual classroom teacher or SL in ensuring students are aware of expectations and sanctions.
- Reinforce the seriousness of the situation.
- Follow up unsatisfactory behaviour in tutor time.
- Communicate effectively with parents over behaviour issues.

## **5.5 The Faculty/Subject Leader will:**

- Monitor behaviour within their subject area eg: regular item on Dept agenda/monitor behaviour logs
- Run a regular departmental detention, inform parents of students who fail to attend a detention
- Monitor that minimum standards for lessons are being met within their subject area
- Keep records of detentions set within their subject area
- Be the first line of support for all teaching and supply staff within their subject area
- Ensure all subject teachers within their subject area are clear on the procedures for dealing with unacceptable student behaviour

- Work with the tutors and HOY to ensure a high expectation with regard to student behaviour.
- Alert HOY to problems they consider to be serious.

### **5.6 Heads of Year will:**

- Track and monitor the behaviour of their year group across the curriculum
- Monitor tutor time to ensure that expectations are being met
- Be the first line of support for tutors
- Ensure records are kept up to date regarding student incidents.
- Coordinate Head of Year detentions with the other Heads of Year and maintain records of this
- Ensure that all tutors are clear on the procedures for dealing with unacceptable student behaviour.
- Alert link SLT link to any problems they consider to be serious.
- Monitor that tutors are applying the minimum expectations for tutor time.
- Draw up Pastoral Support Plans as required
- Consult with outside agencies using the Early Help Hub as appropriate

### **5.7 Parents**

Parents are expected to:

- Familiarise themselves with the school ethos and policies.
- Work in partnership with the school to promote and reinforce positive behaviour by supporting staff in respect to their behaviour management.
- Inform the school of any change in circumstance that may affect a child's behaviour or learning.
- Show an interest in all that their child does at school.
- Encourage self-discipline and support any sanctions applied by the school.
- Attend Parents' meetings and other appropriate events to support their child's learning.

## **6. Student code of conduct**

### **General Expectations**

At Crofton School we:

- Treat all people with respect and consideration and do not accept bullying in any form.
- Take responsibility for our own behaviour and are kind, polite and well-mannered at all times.
- Listen to and follow instructions quickly and quietly.
- Wear smart correct school uniform.
- Take care of the school and our own and others property.
- Will be punctual to school and to all lessons.
- Move around the school in a sensible manner.
- Expect all students to follow all instructions and rules.

In **lessons** we will:

- Be punctual to class
- Complete our work quietly, to the best of our ability and in the time given.
- Not use mobile phones or other electronic devices unless instructed to by the teacher as part of a

planned lesson or activity. *(If parents need to contact students in a case of emergency please follow the appropriate procedure and contact the school reception)*

- Not eat or drink: except water with the teacher's permission.
- Not chew gum or drink energy beverages at any time (this includes Lucozade and other isotonic drinks).
- Follow requests by **all** staff.
- Not use items which detract from learning or present a health hazard e.g. games/lpads/aerosols.

At **break and lunch time** we will:

- Not use mobile phones *(if parents need to contact students in a case of emergency please follow the appropriate procedure and contact the school reception)*
  - Not consume canned drinks.
- Try to resolve any problems peacefully and seek adult help if unable to do so.
- Respect tutor rooms. No eating or drinking is permitted except for Year 10 & 11 rooms.
  - Avoid congregating in corridors
- At the end of break and lunch, move quickly and quietly to their next lesson or tutor rooms without any delay.
- Put all rubbish in the bin.
- **Clear our plates and rubbish away in the canteen when we have finished.**
- Sit at the tables to eat or talk quietly with friends

**Before and after school**, including on the **journey to and from school**, we will

- Treat everyone with respect and consideration.
- Take responsibility for our own behaviour and be polite and well-mannered at all times.
- Wear smart, correct school uniform.
- Wear a cycle helmet and cycle safely, with consideration for others.
- Not engage or be involved in actions which are inappropriate, illegal or bring the school into disrepute.

**Crofton School has a zero tolerance approach towards drugs and other illegal substances. Involvement in such behaviours may result in a permanent exclusion.**

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

At Crofton School we believe that students have a better chance of learning successfully in a positive atmosphere. Students, who achieve well, behave well, attend regularly and punctually, **wear** the right uniform and **bring** the right equipment should be rewarded.

Students will be encouraged and motivated in the following ways

- Given verbal praise.
- Praise Points and Active Learner awards.
- Public recognition in the newsletter.

- Postcards.
- Prizes at celebration assemblies.
- Reward events.
- Reward badges and gifts.
  - Phone calls home

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- 'Parking' the student in another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use the isolation room or Seclusion Room in response to serious or persistent breaches of this policy. See Appendix 2 for the Inclusion Room Policy and the Seclusion Room Policy

Disciplinary procedures will generally follow the Sanctions ladders in Appendix 3. However, serious breaches of the school's code of behaviour may lead to fixed term or permanent exclusion. See Appendix 4 For the Exclusions Policy

### **The following behaviour will always invite a more serious sanction**

- Bullying, intimidation, racism, sexism or homophobia will not be tolerated at Crofton School. We expect you to be kind to all members of our school community.
- Disrupting the learning of others.
- Defacing or damaging school property. You will be asked to contribute towards repair bills and carry out community service for the school.
- Rudeness or bad language.
- Refusal to obey a reasonable request or lack of respect for staff.
- Fighting and physical assault on another member of our community.
- Smoking, being with others who are smoking, buying or selling cigarettes or other paraphernalia including e-cigarettes.
- Prohibited and controlled drugs. If you bring drugs into school, pass or receive drugs, the school will seek permanent exclusion. Alcohol will be treated in a similar way to drugs.
- Misbehaviour on the journey to and from school will be treated just as seriously as misbehaviour at school.
- Having any dangerous or inappropriate items in school, including correcting fluids, aerosols, smoking / vaping materials, laser pens, weapons of any sort and any other items which could cause harm to other members of our community. Items of this nature will **be confiscated and will not** be returned to students.
- Stealing from the school site.
- False accusations against members of staff.

- Any other behaviour which is deemed to be contrary to the School's ethos and School Code of Conduct.

## 7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters and matches, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

### 8.3 Confiscation

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

#### **What the law allows:**

There are two sets of legal provisions which enable school staff to confiscate items from students:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law

protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item.

2) **Power to search without consent** for “prohibited items” including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography will always be handed over to the police.

Searching and screening students is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

## **8.4 Student support**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school’s Director of Inclusion will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Training**

Our staff are provided with training on managing behaviour as part of their continuing professional development. Specific training needs can be arranged on request or as part of the performance management process.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the Governors Care Support and Guidance Committee every 2 years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by Governors Care Support and Guidance Committee every 2 years.

## 11. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Equalities Policy
- Offsite Activities Policy
- Physical restraint Policy
- Confidentiality Policy
- Home School Agreement
- Substance Misuse policy.

## Appendix 1: written statement of behaviour principles

In our school community...

- Kindness
- Diligence
- Ambition

...matters for everyone, every day.

We are motivated by a sense of the moral seriousness of what schools do; by a conviction that education, while important, should also be fun; by a belief that schools should be inclusive communities in which everyone is equally valued; and by a determination that we should not tolerate underachievement.

As members of the Crofton community we are expected to show consideration for others whatever their age, size, background, faith, gender disability or sexuality. This means actively looking for ways in which we can brighten the days of those around us.

Given that we only have one opportunity to get our secondary education right, every student must have every chance to achieve as much as they are capable of and to become the best people they can be – as such, we expect concentration and focus on learning.

Mutual respect underpins the way we behave – knowing that all human beings are equally and infinitely valuable and that they have equal rights and equal dignity, we listen to each other and we are polite and tolerant of difference.

Enthusiasm is important to us – we want everyone at the school to enjoy their time here and to get as much as they can from it.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2:**

### **Inclusion and Seclusion Room Policies**

#### **Inclusion Room Policy**

##### **Principles:**

1. The inclusion room and the timetabling of the room is under the direct control of the SLT.
2. Whilst students are withdrawn from their normal lessons work will be provided to allow them to continue learning following the curriculum of their peers.
3. Inclusion is an opportunity for reflection by the students.
4. Normally inclusion is for no longer than two consecutive days.
5. Parents will be fully informed of inclusion and made aware of the procedures involved.
6. If students misbehave or are uncooperative in inclusion then they will be required to either repeat the inclusion, or may be required to attend the Seclusion Room as a consequence
7. No contact with other students will be permitted.

##### **Practice**

1. The day to day management of the inclusion room will be the responsibility of Inclusion Room Manager.
2. Students will be placed in inclusion as a result of a decision by the SLT, normally after consultation with pastoral staff.
3. The reasons for and seriousness of inclusion will be clearly explained to the student and confirmed in writing to the parent.
4. On the day of inclusion students will arrive at school and report to the Inclusion Room with a packed lunch (FSM students eligible to receive lunch).
5. During the day the Inclusion Room Manager dealing with the student will ensure that the student takes the opportunity to reflect and will advise on how to avoid inclusion again. This will be recorded.
6. Departments will provide work for included students.
7. A store of appropriate materials will be available where work specific to that lesson is not available.
8. Toilet breaks will take place outside normal break/lunch time.
9. Students will be isolated until 4pm when they will be dismissed to go home.
10. If a student is absent on the designated Inclusion day they will be put into inclusion on the first day they return to school.

## Seclusion room Policy

### Principles:

1. The timetabling of the room is under the direct control of the Headteacher, Deputy Headteacher, and Assistant Headteacher: Exceptional Inclusion.
2. Student will be required to attend school between 9.00 am and 4 pm on days when they are secluded
3. Whilst students are withdrawn from their normal lessons work will be provided to allow them to continue learning following the curriculum of their peers.
4. Seclusion is an opportunity for reflection by the students.
5. Normally seclusion is for no longer than two consecutive days, however it will be extended if the Headteacher, Deputy Headteacher or Assistant Headteacher do not think the student is ready for re admission to main stream classes.
6. Parents will be fully informed of seclusion and made aware of the procedures involved.
7. If students misbehave or are un co-operative in seclusion then seclusion will be extended or a Fixed term exclusion will be considered.
8. The seclusion room will be staffed by The Inclusion Manager
9. No contact with other students will be permitted.

### Practice

10. The day to day management of the seclusion room will be the responsibility of Inclusion Manager.
11. Students will be placed in seclusion as a result of a decision by Headteacher, Deputy Headteacher, or Assistant Headteacher, normally after consultation with care, support and guidance staff.
12. The reasons for and seriousness of seclusion will be clearly explained to the student and confirmed in writing to the parent.
13. On the day of seclusion students will arrive at school and report to their Head of Year with a packed lunch (FSM students eligible to receive lunch).
14. During the day the Inclusion Manager dealing with the student will ensure that the student takes the opportunity to reflect and will advise on how to avoid seclusion again. This will be recorded.
15. Departments will provide work for secluded students.
16. A store of appropriate materials will be available where work specific to that lesson is not available.
17. Toilet breaks will take place outside normal break/lunch time.
18. A reintegration meeting will be held with the Assistant Headteacher: Exceptional Inclusion after every period of Seclusion

### Sanctions Ladders Pastoral & PDL

Person Responsible	Sanction Level	Behaviour Concerns	Staff Action	Who Informed & How
Tutor	Warning	Poor uniform, equipment, punctuality and/or poor behaviour in tutor	Tutor gives verbal reminder of acceptable behaviour. Name written on whiteboard.	
Tutor	P1 – Tutor short Detention	Repeated behaviour as above	Tutor issues Tutor Detention Record on SIMS under “ <b>Type</b> ” and “ <b>Action Taken</b> ”	All via SIMs
Tutor	P2 - Tutor Intervention	5 or more Sims events	From SIMs report, HOY gives names to Tutor at Pastoral Briefing to identify Tutor Intervention AHOY record on SIMS under “ <b>Action Taken</b> ” Student placed on Tutor report Assign to SIMS under “ <b>Intervention</b> ”	All via SIMs
AHOY	Tutor Report	Acquires <b>10-20</b> cumulative SIMs events	AHOY to issue report Assign to SIMS under “ <b>Intervention</b> ”	All via SIMs Phone call home from AHOY
HOY	Whole School Pastoral Detention Break/Lunch	Students with poor behaviour at break and lunchtimes  Students who are late to school	HOY identifies students, names given to TAN who updates the w/c break and lunch dt spreadsheet Assign to SIMS under “ <b>Intervention</b> ”  Attendance Officer to inform TAN via late spreadsheet	All via SIMs

HOY	P3 – HOY After School Detention	<ul style="list-style-type: none"> <li>✓ Students who have already had an P1 with tutor and whose behaviour has not improved</li> <li>✓ When student has missed a late DT or has been late 2+ in a week</li> <li>✓ Additionally, when a student acquires <u>30</u> behaviour events</li> </ul>	HOY to hold weekly After School Detention Assign to SIMs under “Intervention”	All via SIMs Parents via letter/Email/Phone
HOY	HOY Report	Following P3 After School HOY Detention, Student given HOY Report = 2 week period	HOY to issue and monitor Parents informed Assign to SIMS under “Intervention”	All via SIMs Parents via letter/Email/Phone
HOY	Meeting with Parents/carers	Acquires <u>30-40</u> cumulative SIMs behaviour events	HOY to meet with Parents/carers if meeting has not already occurred with tutor PSP completed Record on SIMS as “Intervention”	All via SIMs Phone call to arrange meeting
SLT	P4 - SLT afterschool DT	<ul style="list-style-type: none"> <li>✓ Missed P3</li> <li>✓ If a student acquires <u>50</u> cumulative SIMs events</li> </ul>	HOY to issue and monitor Parents informed Assign to SIMS under “Intervention”	All via SIMs Parents via letter/Email/Phone
HOY	P5 –Inclusion	<ul style="list-style-type: none"> <li>✓ Following HOY after school DT, if behaviour is still not improving</li> <li>✓ Missed P4</li> <li>✓ Truancy</li> <li>✓ 1 off incident as directed by SLT / HOY (examples = smoking, swearing at staff, fighting)</li> </ul>	HOY / SLT to arrange Assign to SIMs under “Intervention”  3+ P5 incidents – PSP must be completed	All via SIMs Parents via letter/Email/Phone
HOY/SLT	P6- Seclusion/Exclusion/ Inclusion at another School	Persistent challenging behaviour and/or significant one off events	SLT/HOY/ to arrange Assign to SIMs under “Type” and “Action Taken”	All via SIMs Parents via letter/Email/Phone
SLT	SLT Line Manager Report/Mentoring	Failure to complete HOY report in satisfactory way Report =2 week period	SLT to issue Assign to SIMs under “Intervention”	All via SIMs Parents via letter/Email/Phone

### Sanctions Ladder: Subject

Person Responsible	Sanction Level	Behaviour Concerns	Staff Action	Who Informed & How
CLASS TEACHER	First Warning	Not ready to learn/ Not doing best/disturbing Learning Low Level behaviour Failure to meet minimum expectations	Class teacher to give verbal reminder of acceptable behaviour. Name written on board.	
CLASS TEACHER	<b>S1</b> Short Detention (5/10/15)	Repeated behaviour as above No homework Mid Level behaviour	Class teacher to put student in short subject detention Record on SIMS under " <b>Type</b> " and " <b>Action Taken</b> "	All staff via SIMS
CLASS TEACHER	<b>S2</b> Subject Long Detention (20/30/45)	<ul style="list-style-type: none"> <li>✓ Repeated behaviour as above</li> <li>✓ persistent lack of homework</li> <li>✓ poor learning behaviour</li> <li>✓ truancy from lesson in 1 subject</li> <li>✓ consequence of patrol callout</li> <li>✓ non-attendance at S1</li> </ul>	Class teacher to put student in own long detention Record on SIMS under " <b>Type</b> " and " <b>Action Taken</b> " Inform parents by phone/mail/planner	All staff via SIMS Parents via phone/letter/Email
CLASS TEACHER	Teacher Report	<b>5</b> or more SIMS events in this subject	Class teacher puts student on teacher report. Record on SIMS under " <b>Intervention</b> " Inform parents to support report	All staff via SIMS Parents via phone/letter/Email
SUBJECT LEADER	<b>S3</b> Subject After School Detention	<ul style="list-style-type: none"> <li>✓ When a student has reached <b>10</b> SIMS behaviour events in subject</li> <li>✓ individual significant subject behaviour event</li> <li>✓ non-attendance at S2</li> </ul>	Subject Leader puts student in Subject Leader After School Detention Record on SIMS under " <b>Intervention</b> "	All staff via SIMS Parents via phone/letter/Email
SUBJECT LEADER	Subject Leader Report	When a student has reached <b>10</b> SIMS behaviour events in subject	Subject Leader puts student on report. Record on SIMS under " <b>Intervention</b> " Inform parents to support report	All staff via SIMS Parents via phone/letter/Email

SUBJECT LEADER	<b>S4</b> Subject Parking	Repeatedly disruptive or challenging behaviour/significant individual event	Subject Leader to park student for agreed period of time. Record on SIMS under " <b>Intervention</b> "	All staff via SIMS Parents via phone/letter/Email
DHT	<b>S5</b> DHT detention	Failure to attend S3	Subject Leader requests DHT After School Detention Record on SIMS under " <b>Intervention</b> "	All staff via SIMS Parents via phone/letter/Email
SUBJECT LEADER/HOY/SLT	<b>S6</b> Inclusion	<ul style="list-style-type: none"> <li>✓ On-going repeatedly disruptive or challenging behaviour</li> <li>✓ significant individual event</li> <li>✓ Failure to attend S5</li> </ul>	Subject Leader to refer to HOY/SLT for advice/decision as appropriate	All staff via SIMS Parents via phone/letter/Email

# Exclusions Policy

## 1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and students
- Students in school are safe and happy
- Students do not become NEET (not in education, employment or training)

## 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude students:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil exclusions and Reviews\) \(England\) Regulations 2012](#)
- Sections 64-68 of the [School Standards and Framework Act 1998](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded students
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

## 3. The decision to exclude

Only the Headteacher, or acting Headteacher, can exclude a student from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEND)

## 4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

## **5. Roles and responsibilities**

### **5.1 The Headteacher**

#### **Informing parents**

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded student:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the student may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the student to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

#### **Informing the governing board and local authority**

The Headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the student missing a public examination

For a permanent exclusion, if the student lives outside the LA in which the school is located, the Headteacher will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Headteacher will notify the governing board and LA once a term.

### **5.2 The governing board**

Responsibilities regarding exclusions is delegated to the Governors Care, Support and Guidance Committee, consisting of at least 3 governors.

The Care, Support and Guidance Committee has a duty to consider the reinstatement of an excluded student (see section 6).

Within 14 days of receipt of a request, the governing board will provide the secretary of state and the LA with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing body will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion.

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

### **5.3 The LA**

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

## **6. Considering the reinstatement of a student**

The Governors Care, Support and Guidance Committee will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- It would result in a student missing a public examination

If requested to do so by parents, Care, Support and Guidance Committee will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a student missing a public examination, Care, Support and Guidance Committee will consider the reinstatement of the student before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the student.

The Care, Support and Guidance Committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, Care, Support and Guidance Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The Care, Support and Guidance Committee will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent Care, Support and Guidance Committee decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
  - The date by which an application for an independent review must be made
  - The name and address to whom an application for a review should be submitted
  - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEN are considered to be relevant to the exclusion
  - That, regardless of whether the excluded student has recognised SEN, parents have a right to require the LA to appoint an SEN expert to attend the review

- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## 7. An independent review

If parents apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by Care, Support and Guidance Committee of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the Headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the LA or governing board of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA, or the governing body, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the LA, school, governing body, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

## 8. School registers

A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

## 9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term exclusion:

- *Agreeing a behaviour contract*
- *Putting a student 'on report'*
- *Internal isolation*
- *Designing a Pastoral Support Plan*

## 10. Monitoring arrangements

The Assistant Headteacher: Exceptional Inclusion monitors the number of exclusions every term and reports back to the Headteacher and governors. They also liaise with the local authority to ensure suitable full-time education for excluded students.

This policy will be reviewed by the governors Care Support and Guidance Committee every 2 years. At every review, the policy will be shared with the governing board.

## 11. Links with other policies

This exclusions policy is linked to our

- Behaviour policy
- SEND policy and information report

## 12. Independent review panel training

The LA must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.