

## The Hollyfield School BEHAVIOUR AND REWARDS POLICY

<b>Date last reviewed</b>	February 2019
<b>Committee Responsible</b>	Student Behaviour & Safety Committee
<b>Designated member(s) of staff</b>	Matthew Winpenny (Deputy Headteacher, The Hollyfield School)
<b>Date of next review:</b>	27 March 2019

### STATEMENT OF INTENT

The school aims to promote positive approaches to difference, fostering respect for people and property. Language or behaviour which is racist, sexist, extremist, homophobic or potentially damaging to any group, will not be tolerated. Our aim is to ensure that all students achieve the highest standards. Our policy is underpinned by an appreciation of how race, class, gender, sexual orientation, size, religion, or the challenges of Special Educational Needs and Disability (SEND) or disadvantage impact on learning. We operate in a climate which celebrates diversity.

We are committed to being a school that operates a 'Restorative Approach' to resolving conflict and improving student behaviour and staff-student relationships. The principles of Restorative Approaches are covered later in this policy.

The Governing Body reserves the right to exclude, up to and including permanently, students who are involved in any incidents of violence, theft, serious damage, anti-social behaviour, smoking, alcohol use or possession, drug use including possession or dealing and offensive weapons.

### BEHAVIOUR POLICY

All staff are expected to be part of maintaining good behaviour in the school by being consistent in their implementation of this policy. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. The Headteacher has ultimate responsibility for behaviour in the school (including to and from school and on trips and activities) and will make the final decision on matters of behaviour.

### AIMS

The aims of this policy are to:

- Promote good behaviour, self-discipline and respect
- Regulate the conduct of students
- Ensure that students' age, SEND and religious requirements are taken into consideration when deciding on a sanction/consequence and if necessary follow the safeguarding policy

- Prevent bullying
- Ensure that students complete assigned work
- Outline rewards for excellent work and effort
- Celebrate success

## **EXPECTATIONS OF STUDENTS**

Students should:

- Wear the correct school uniform both in school and when travelling to and from school
- Behave in a responsible way both in school and when travelling, to and from school
- Be conscientious about attending school every day
- Arrive at school punctually and be on time throughout the day
- Prepare for lessons by bringing all necessary equipment and books
- Respect and look after the school's and other students' equipment, etc.
- Work to the best of their ability in lessons
- Submit Home Learning and assignments on time
- Return both text and library books promptly
- Take full advantage of the opportunities offered by the school and be willing to contribute to the school community
- Keep to the school's policy on Equal Opportunities
- Keep the school's Health and Safety regulations and follow the systems
- For health and safety reasons remain on site during school hours, unless they are given permission to leave
- Treat everyone in the school community with good manners, politeness, understanding and respect
- Share responsibility for maintaining a clean and tidy school environment.

## **EXPECTATIONS OF STAFF**

All staff should:

- Not shout at students as a matter of principle, unless it is to gain the attention of a group.
- Treat students with appropriate consideration and respect.
- Uphold and promote the school's Equal Opportunities Policy.
- Be supportive in lessons and around the building and be aware of, and try to understand, the needs of the students they work with.
- Stop disruptive behaviour when seen, by taking steps to understand the situation, and by trying to prevent further disruption.
- Be concerned about students' welfare and behaviour in the corridors and grounds as well as in lessons.
- Make reasonable adjustment for students with Special Educational Needs.

## **REWARDS**

Hollyfield is a school that promotes positive relationships and good behaviour. We want our students to achieve recognition, praise and rewards for positive contributions to school life. Such contributions include academic work and effort, good behaviour and extra-curricular pursuits. It is expected that good standards of behaviour will be encouraged through a consistent approach by all staff, supported by a balanced combination of rewards and sanctions. We are always looking to find more ways of celebrating student success.

Students can be rewarded in the following ways:

- Praise from teachers and other adults
- Positive notes in planners
- Stickers, stamps and positive comments in exercise books and folders
- House Points/SIMS Achievement Points (including the Star of the Lesson and Star of the Week)

- Commendations for good behaviour and attendance
- Letters, postcards, phone calls or emails home
- Nominations for the Jack Petchey Achievement Award
- Presentations/certificates in awards ceremonies and assemblies

(NB: See Appendices 1 and 3: Rewards)

## **SANCTIONS**

Our aim is to develop a consistent pattern of sanctions which are known, understood and agreed by all members of the school community. Students have a right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor infringements of the code of conduct. Sanctions can be applied for incidents outside of the school grounds e.g.: on the way to and from school; on school trips etc. They may also be applied if a student brings the school into disrepute. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus it is inappropriate to sanction whole groups for the misdemeanors of a few or to impose a sanction which is designed to humiliate a student or students.

(NB: See Appendices 2 and 4: Behaviour and Appendices 5 (bullying) and 9 (Confiscation of items)).

The school can sanction a student for any misbehaviour when the student is -

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform or
- in some other way is identifiable as a Hollyfield or Grey Court School student

Any misbehaviour at any time, whether or not the conditions above apply, that -

- could have repercussions for the orderly running of the school
- poses a threat to another student, member of the public or
- could adversely affect the reputation of the school

Sanctions are set within a graduated framework through consultation with Heads of Department, Heads of Year and the Senior Leadership Team. At each stage, students are encouraged to reflect on their actions and resolve the issue in order to prevent further negative consequences. There will occasionally be times when students will bypass the initial stages. A student who acts in a dangerous or threatening manner or who consistently disrupts or undermines a member of staff would immediately be removed by a senior member of staff. A restorative meeting between the student and teacher will take place before the student is returned to the class.

## **EXPECTATIONS AND ROUTINES**

The decision to sanction a student can only be made by a member of the school teaching staff. The decision to sanction the student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff.

A teacher can discipline a student for:

- Any misbehaviour when the student is -
  - Taking part in any school organised or school related activity
  - Travelling to or from school
  - Wearing school uniform or
  - In some other way is identifiable as a Hollyfield student
- Any misbehaviour at any time, whether or not the conditions above apply, that -
  - Could have repercussions for the orderly running of the school

Poses a threat to another student, member of the public or could adversely affect the reputation of the school

## DETENTIONS

Students may be detained at the end of school for 30 minutes by class teachers, 45 minutes by Heads of Department and for an hour by members of the SLT. Break or lunch time detentions are allowed providing students have adequate time to get something to eat/drink and go to the toilet. Often this is in order to allow for a restorative discussion with the teacher. **There should be no whole class detentions.** Heads of Department and Heads of Year hold their own detentions. Should a student miss one of these detentions then this will be escalated to an SLT detention. SLT detentions take place three times a week on a Monday, Wednesday and Friday.

## RESTORATIVE APPROACHES

The school endeavours to involve students in the disciplinary process and apply, wherever possible, restorative approaches as the first step to repairing the harm done to the school or others. Restorative approaches aim to resolve conflict in a calm and positive way, with all those involved working together to find a way forward. Everyone has the opportunity to talk about what has happened, how they have been affected and what needs to happen next. The meeting is structured so that everyone has the opportunity to have their say and to listen to others. The next stage is for everyone to agree what needs to happen to put things right and to stop the same thing happening again. All members of staff, including the Senior Leadership Team, Heads of Year and Pastoral Teams receive training in restorative approaches as part of our CPD package.

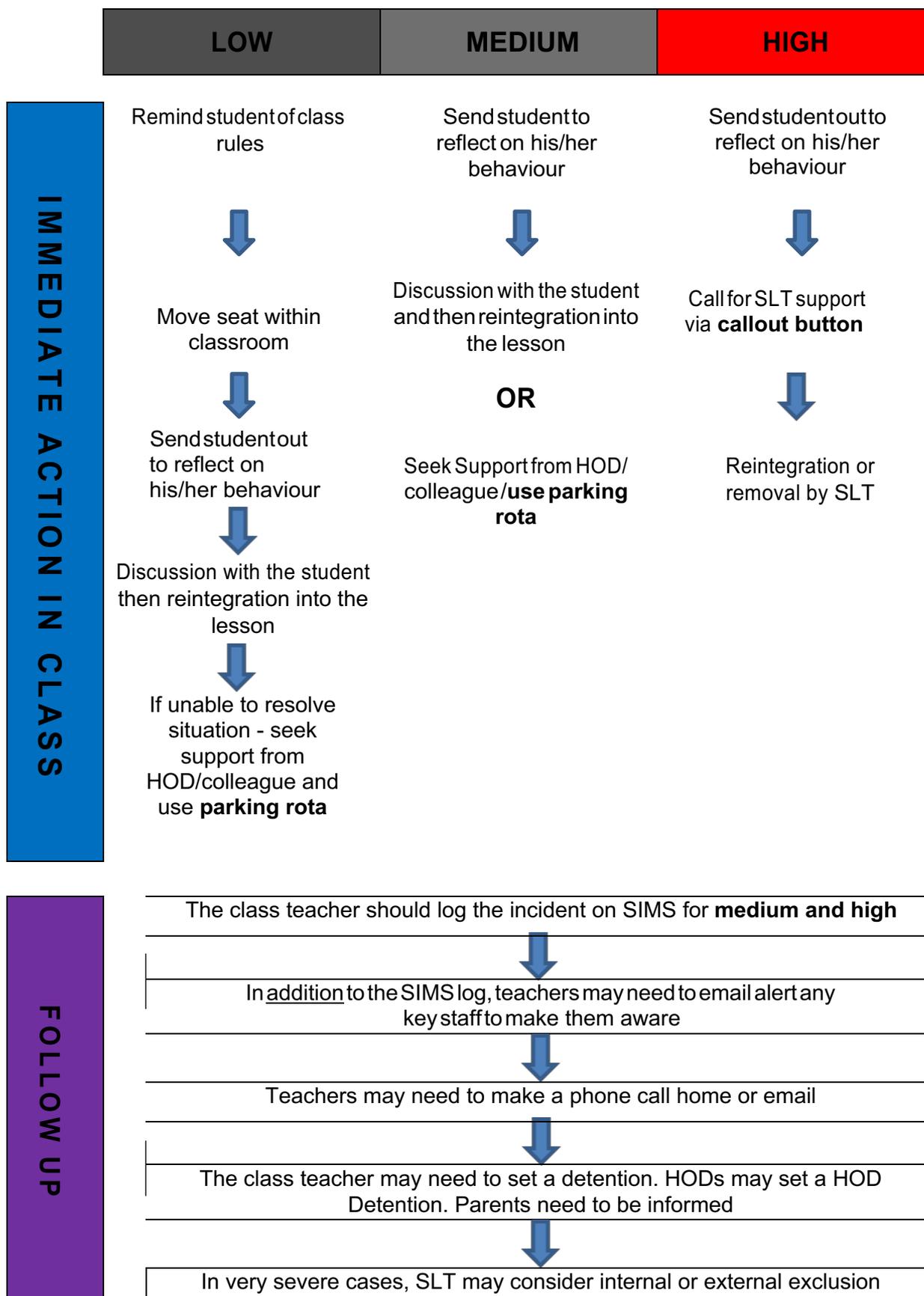
## BEHAVIOUR FOR LEARNING IN THE CLASSROOM

It is the responsibility of staff to prepare challenging and engaging lessons that are inclusive of all students, including students with SEND (Special Educational Needs and Disability). Individual Provision Maps and Teaching Assistants should be consulted when planning, to ensure that all students are supported appropriately. SEND students who cause concern should be referred to the SENCO as well as the Pastoral Leaders. Staff should try to de-escalate potentially difficult situations and should use positive behaviour strategies as far as possible. They should also model the respectful behaviour they want to see in their classrooms. All students should be given a 'clean slate' at the start of a lesson, and if problems arise, staff should follow the procedures below before a student exits the classroom:

2. Use of proximity/praise/targeted questioning to re-engage/general rule reminders/check for their understanding of the work/ check for any other unmet student needs
3. Specific rule reminders with reference to visual prompts (e.g.: expectations posters)
4. Changing of seating place to maximise the learning of all students (give time for take up) and/or send outside for 5 minutes to reflect. (N.B.: A 'call back' or detention may be set at this point to allow for a restorative discussion.)
5. If the student is still disturbing the learning of other students, they should be sent to the nominated member of staff on the parking rota for the remainder of the lesson. A detention with the classroom teacher should be arranged, written in planner and followed up with a letter or phone call home.
6. If none of the above resolves the problem, a member of the Senior Leadership Team should be sent for by using **the callout button**. The member of the Senior Leadership Team will attempt to resolve the incident through a restorative conversation and will return the student to the class if appropriate. Alternatively, the student will be removed.

# DEALING WITH INCIDENTS IN A LESSON

The class teacher needs to use professional judgment to determine the severity of the situation



## **BEHAVIOUR OUTSIDE OF LESSONS**

It is our collective responsibility to ensure a calm, orderly working environment. Teaching staff should ensure that their corridors are calm and that students are greeted at the door. They should dismiss students calmly from lessons. If a member of staff observes poor behaviour outside lessons, this can be dealt with directly and a relevant consequence administered. Incidents of serious disruption should be referred to the Head of Department, Head of Year or SLT as appropriate.

## **TIME OUT AND RE-START**

Should there be a need to remove a student from a classroom then the parking rota should be used in the first instance. However, Senior Leadership will remove a disruptive student from the classroom should that be necessary. Students who are taken from lessons are expected to work quietly in our Time Out Room, unless they have an EHCP, in which case they will normally work quietly away from the mainstream lesson with their Key Worker.

The purpose of the Time Out Room is to ensure that students reflect on their behaviour. It is not to counsel a student about his/her behaviour. The Time Out room has three basic functions:

- As a place for students to go if they are sent there by a member of SLT as part of a 'Senior Leadership Response' request from a teacher.
- As a place for internal exclusion from the rest of the school as a final sanction before external exclusion
- As an interim placement if a student is being extremely disruptive and un-cooperative.

Only the Headteacher, Deputy Headteachers or the member of SLT in charge behaviour can place a student in the Time Out Room for more than one day. Students can be placed in Time Out on a temporary basis if required by a Senior Leadership Response.

Students spend a limited amount of time in the Time Out Room before being referred to the Re-Start Centre or returning to mainstream lessons, having resolved the original issue. The purpose of the Re-Start Centre is to support students to reintegrate back into full time education; to provide a respite for students and/or to provide support for students with emotional needs

## **THE REPORT SYSTEM**

In common with most schools, we use both a Daily and Weekly Report to monitor students' behaviour. It also provides an opportunity for dialogue between adults and students. Students causing particular concern can be placed on report. Three levels of report will be used and students are placed at the level thought most appropriate by the Head of Year. Students should not be on a level of report, at any given level, for longer than two weeks. The levels are:

- (Green) Form Tutor
- (Amber) Head of Year
- (Red) Senior Leader

NB: If a student has SEND then the SEND department should be consulted.

## **SCHOOL TO SCHOOL TRANSFERS**

It is sometimes deemed necessary for a student to have 'time out' from the host school and their educational provision will be fulfilled in a neighbouring school (typically for up to three days). The Achieving for Schools protocol will be followed.

## **MANAGED MOVES**

Managed Moves are a 'trial period' to try and start a student in a fresh school. The

Headteachers in both schools will initially agree this and follow the Achieving for Children protocol for making such transfers. The aim is to avoid having to exclude students from the host school and/or to offer them a fresh start in a new environment.

## **EXCLUSIONS**

Fixed term or permanent exclusion will take place if there is a major incident or a consistent failure to comply with the school's Code of Conduct/Behaviour Expectations as set out in this document. No exclusion may ever be made without the Headteacher's approval. On deciding that exclusion is the appropriate action, the Headteacher will take the following action:

### **Step 1**

Inform the student of the decision.

Inform the parents/carers by phone on the day of the incident.

Write to the parents/carers informing them of the reason for the exclusion and of the representations they may make about the exclusion if they wish. For any permanent exclusion or fixed period exclusion of more than five days, the Headteacher must also inform Achieving for Children (AfC) and the school's governing body. For fixed term exclusions exceeding five days the student will be required to attend and receive education at another AfC school

Ensure that the student is sent home at the earliest opportunity on the day of the incident following contact with the parent/carer;

Ensure that a copy of the exclusion letter is emailed to relevant staff.

### **Step 2**

The Pastoral Leaders organise and co-ordinates work for the student to do at home.

### **Step 3**

A reintegration meeting takes place and notes are kept and then placed on the students file.

### **Step 4**

A restorative meeting is held between the students or teachers involved, in order to ensure a positive reintegration.

(NB: Appendix 9: Exclusions)

## **PHYSICAL INTERVENTION AND SEARCHING OF STUDENTS**

The law has changed over recent years and may well change again. The most current legislation and guidance from the Department for Education (DfE) will be applied. The detail included in DfE documents will be regarded as the guidelines for The Hollyfield School. The DfE guidelines – 'The use of force to control or restrain pupils' (April 2010) states 'reasonable force' can be used when a student is:

- Committing a criminal offence
- Causing injury to themselves or others
- Damaging property
- Prejudicing good order and discipline

(NB see appendices 6 and 8)

## **ROLES AND RESPONSIBILITIES**

## **The Headteacher**

The Headteacher is responsible for implementing this policy and the expectations outlined in it. He/she is responsible for regularly reviewing the application of discipline within the school and to ensure regularly that practice follows the principles of the policy. He/she is responsible with the governors for ensuring that this policy is reviewed on an annual basis.

## **The Governors**

The governors are responsible as ‘critical friends’ of the school for monitoring the application of this policy by the Headteacher and his/her staff. On an annual basis they will review the policy and agree with the Headteacher any changes that might be agreed as necessary. They will ensure that they receive regular reports and data concerning discipline within the school, the effect of student behaviour on attainment, sanctions imposed, etc. and will consider these at their full Governing Body meetings and at their committee meetings.

The governors have a statutory role to play in the application of the exclusion procedures and will ensure at all times that they review dispassionately the actions of the school, always bearing in mind the overriding interest of the students and the school community as a whole.

The governors will ensure that they witness the working of the school at first hand and will always reinforce with staff, students, parents and carers the messages conveyed by the Code of Conduct. The governors will also have a panel of governors to review certain cases if the need should arise. This has the power to convene meetings with parents and to hear a management case from the school regarding students.

Remit of Governor’s Disciplinary Panel: In the case of students who have been displaying anti-social behaviour the school may consider inviting parents and students to a formal disciplinary panel. In this meeting the school will present to a board, made up of governors and a senior leader from the school, the nature of the difficulties presented by the student alongside the support which the school has already actioned. Parents and students will be provided with an opportunity to express their response to the situation in this formal context. The panel may question further all who are present to establish a clear understanding of the situation and the nature of the anti- social behaviour. Finally the panel will discuss each case after they have heard from the school representative, parents / carers and the student involved and then will set recommendations regarding next steps; these recommendations will be put in writing and be presented to parents/carers of the student who is causing the school serious concern.

With regard to sanctions, the governing body has no power to exclude a students nor can it make the Headteacher’s original exclusion more severe by extending the period of a fixed-term exclusion. The governors’ role is essentially one of reviewing the Headteacher’s exclusion decisions as the need arises.

The governors must, however, be informed of any permanent exclusion and of any fixed-term exclusion subsequently converted to a permanent exclusion and of any exclusion that would result in the student missing an examination. In cases of:

- permanent exclusions;
- fixed term exclusions converted to permanent exclusions;
- fixed-term exclusions totalling more than 15 school days in any one term;
- fixed-term exclusions totalling more than 5 school days in any one term where the parent expresses a wish to make representations to the Governing Body;
- exclusions that would result in the student missing an examination;

The Governing Body (or a panel from its membership of no fewer than three governors) must

meet to:

- consider the circumstances in which the student was excluded;
- consider any representations about the exclusion made by the parent and the LA;
- consider whether the student should be reinstated immediately, reinstated by a particular date or not reinstated.
- It should be noted that we will sometimes try to avoid fixed term or permanent exclusions by using internal exclusions in our Re-Start Centre and/or the 'Fair Access Panel' Achieving for Children system of alternative education for students e.g. 'managed move'.

## **PARENTS/CARERS**

The school is well aware that the primary role in a student's upbringing lies with his or her parents/carers. The school wishes to build a positive and supporting relationship with the parents of our students, through mutual understanding, trust and cooperation. To promote this objective we will:

- inform parents about our behaviour policy;
- answer any questions parents may have about their child's behaviour and discuss any problems with them;
- take seriously any issue which parents raise with teachers or governors about this policy, or about behaviour in the academy;
- inform parents about procedures and policies within the school so that the parents can support the key messages being given to students at the academy;
- keeping parents/carers fully informed of the circumstances of any incident involving their child and of any action arising from such an incident.

## **MONITORING AND REVIEWING**

The Headteacher and the Governing Body will review this policy every year.



# Appendix 1: The Hollyfield School – Rewards

Students should be awarded achievement points for positive behaviour within and outside of school.

All achievements should be recorded on Sims

	<u>Behaviour</u>	<u>Rewards</u>
<b>HR1</b>	<ul style="list-style-type: none"> <li>■ Positive behaviour in lessons: engagement, home learning, progress, respect, effort.</li> <li>■ Acts of kindness ■ Helpful to staff ■ Club participation, school council, charity work</li> </ul>	<p><b>VERBAL PRAISE (Teacher)</b>  <b>ACHIEVEMENT POINTS ON SIMS, INCLUDING STAR OF THE LESSON (Teacher)</b></p>
<b>HR2</b>	<p><b>Consistent displays of HR1</b></p> <ul style="list-style-type: none"> <li>■ Responsible behaviour in a serious incident</li> <li>■ Contribution to school event ■ Improved attendance/behaviour ■ Zero Heroes</li> <li>■ Sports team captain</li> </ul>	<p>ACHIEVEMENT POINTS ON SIMS (TEACHER, HOD, HOY)  <b>STAR OF THE LESSON (TEACHER)</b>            PHONE CALLS HOME (TEACHER, HOD, HOY)  <b>POSTCARD HOME (TEACHER, HOD, HOY)</b>            RECOGNITION IN ASSEMBLY, E-BULLETIN (HOD, HOY)</p>
<b>HR3</b>	<ul style="list-style-type: none"> <li>■ Care for School Environment – picking litter</li> <li>■ Contribution to school event(s)/ school life</li> <li>■ Weekly achievement point award</li> <li>■ Form Star of the Week</li> </ul>	<p><b>ACHIEVEMENT POINTS ON SIMS</b>            SKIP THE LUNCH QUEUE (TEACHER, HOD, HOY, SLT)  <b>CONTACT HOME (TEACHER, HOD, HOY)</b>            POSTCARD HOME (HOD, SLT)</p>
<b>HR4</b>	<ul style="list-style-type: none"> <li>■ Top achievement points for a term</li> <li>■ HOY Star of the term</li> <li>■ Subject Progress and Engagement awards (Termly)</li> <li>■ Form Tutor star of the term award</li> <li>■ 100% Attendance for one term</li> </ul>	<p><b>LETTER HOME (HOY, AHT, DHT, HT)</b>            100 CLUB PRIZE DRAW (SLT)  <b>PIN BADGES (HOY, SLT)</b>            CERTIFICATES AND VOUCHERS (SLT)  <b>RECOGNITION IN ASSEMBLY/E-BULLETIN</b></p>
<b>HR5</b>	<ul style="list-style-type: none"> <li>■ 100% Attendance for two terms</li> <li>■ Top Ten in the year for progress (10,11)</li> <li>■ Outstanding</li> <li>■ Achievement in representing the school</li> <li>■ Top 10 in year for Achievement points</li> </ul>	<p>ACHIEVEMENT POINTS ON SIMS (ALL)  <b>CERTIFICATES AND VOUCHERS (SLT)</b>            COLOURED TIES/BADGES (HOD ,HOY ,SLT)  <b>CONTACT HOME (SLT)</b>            XBOX/PS4 IN THE HALL (SLT)  <b>LETTER HOME (HOY, AHT, DHT, HT)</b></p>
<b>HR6</b>	<ul style="list-style-type: none"> <li>■ End of year subject award</li> <li>■ End of year HOY award</li> <li>■ 100% Attendance for whole year</li> <li>■ Jack Petchey Award</li> </ul>	<p>ACHIEVEMENT POINTS ON SIMS (SLT)  <b>CINEMA TRIP (SLT)</b>            THEME PARK TRIP (SLT)  <b>CONTACT HOME (SLT)</b>            HEADTEACHER'S LETTER (SLT)</p>



## Appendix 2: Behaviour For Learning/School Community

All behaviour incidents are to be recorded on Sims

Restorative must take place for all issues in HB2 to HB6

Please use your professional judgement to decide which consequence is appropriate

	<u>Behaviour</u>	<u>Consequences</u>
<u>HB1</u>	<p>Students given a first formal warning then a final choice. If behaviour does not improve then escalate to HB2</p> <ul style="list-style-type: none"> <li>■ Disrupting the learning of others</li> <li>■ Lateness to lessons</li> <li>■ Lack of equipment</li> <li>■ Defiance</li> </ul>	<p>VERBAL WARNING (Teacher) TIME OUTSIDE CLASSROOM (Teacher)</p>
<u>HB2</u>	<p>Escalated behaviour from HB1</p> <ul style="list-style-type: none"> <li>■ Continuous poor behaviour and lack of response to HB1</li> <li>■ Academic issues (homework, effort, progress etc.)</li> <li>■ Dropping litter</li> <li>■ Uniform issues</li> <li>■ Chewing gum</li> <li>■ Failure to follow instructions</li> </ul>	<p>MOVE SEATS (Teacher) TIME OUTSIDE CLASS (Teacher) 30 MINUTE CLASSROOM DETENTION (Teacher) CONTACT HOME (Teacher)</p>
<u>HB3</u>	<p>Failure to respond to HB2 in the lesson or series of lessons</p> <ul style="list-style-type: none"> <li>■ Persistently disrupting the learning of others</li> <li>■ Misbehaviour that compromises Health and Safety</li> <li>■ Rudeness to member of staff</li> <li>■ Offensive language</li> <li>■ Persistent academic concerns</li> <li>■ Persistent lack of equipment</li> <li>■ Persistent Mobile Phone issues</li> <li>■ Abuse of ICT or Missed teacher detention</li> <li>■ Late to school</li> </ul>	<p>CALL OUT IF WITHIN LESSONS REFERRAL TO HOD (Teacher) 45 MINUTE DEPT DETENTION (HOD) 2 WEEK SUBJECT REPORT (HOD) PARKING FOR A PERIOD OF TIME (HOD) RE-START PROVISION PARENTAL CONTACT (ALL)</p>
<u>HB4</u>	<p>Failure to respond to HB3 in the lesson or series of lessons</p> <ul style="list-style-type: none"> <li>■ Failure to attend 45min detention/Late to school</li> <li>■ Extreme rudeness to other students</li> <li>■ Repeated lateness</li> <li>■ Vandalism</li> <li>■ Truancy</li> </ul>	<p>SLT DETENTION ISSUED (1Hr) REFERRAL TO HOY TEAM (CONTACT HOME &amp; MEETING) AMBER REPORT (HOY)</p>
<u>HB5</u>	<p>Failure to respond to HB4 in the lesson or series of lessons</p> <ul style="list-style-type: none"> <li>■ Persistent defiance/ refusal to follow instructions</li> <li>■ Disrespecting the school community</li> <li>■ Aggression or dangerous behaviour</li> <li>■ Multiple truanting</li> <li>■ Swearing in response to challenge</li> <li>■ Failure to attend SLT detentions or deliberately missing detentions/Poor behaviour in detention</li> <li>■ Consistently disrupting behaviour across subjects</li> <li>■ 2 Call out responses in a day</li> <li>■ Poor behaviour on the way to and from school</li> <li>■ Bringing school into disrepute</li> <li>■ Malicious use of Social Media and ICT</li> </ul>	<p>REFERRAL TO SLT PARENTAL MEETING/INFORMED (SLT) MULTIPLE SLT DETENTION ISSUED (SLT) RED REPORT (SLT) INTERNAL EXCLUSION (SLT) SCHOOL TO SCHOOL (SLT) RESTART (SLT) ADDED TO AT RISK OF FTE DOC (SLT)</p>
<u>HB6</u>	<p>Failure to respond to HB6</p> <ul style="list-style-type: none"> <li>■ Bullying/inappropriate sexual behaviour/contact with another student</li> <li>■ Racist/sexist/homophobic abuse</li> <li>■ Repeated episodes of defiance</li> <li>■ Verbal abuse at or about any member of staff</li> <li>■ Intimidating behaviour towards staff</li> <li>■ Physically hurt another student</li> <li>■ Prohibited items</li> <li>■ Persistent disruptive behaviour</li> <li>■ Theft</li> </ul>	<p>INTERNAL EXCLUSION FIXED TERM EXCLUSION REINTEGRATION MEETING SCHOOL TO SCHOOL (UP TO 1 WEEK) GOVERNORS DISCIPLINARY PANEL PERMANENT EXCLUSION</p>

## Appendix 3: The Hollyfield School – Rewards

<p><b><u>HR1</u></b> <b><u>Behaviours</u></b></p>	<ul style="list-style-type: none"> <li>■ Positive behaviour in lessons: engagement, home learning, progress, respect, effort.</li> <li>■ Acts of kindness</li> <li>■ Helpful to staff</li> <li>■ Club participation, school council, charity work</li> </ul>
<p><b><u>HR2</u></b> <b><u>Behaviours</u></b></p>	<ul style="list-style-type: none"> <li>■ Consistent displays of HR1</li> <li>■ Responsible behaviour in a serious incident</li> <li>■ Contribution to school event</li> <li>■ Improved attendance/behaviour</li> <li>■ Zero Heroes</li> <li>■ Sports team captain</li> </ul>
<p><b><u>HR3</u></b> <b><u>Behaviours</u></b></p>	<ul style="list-style-type: none"> <li>■ Care for School Environment – picking litter etc.</li> <li>■ Contribution to school event(s)/ school life</li> <li>■ Weekly achievement point awards</li> <li>■ Form Star of the Week</li> </ul>
<p><b><u>HR4</u></b> <b><u>Behaviours</u></b></p>	<ul style="list-style-type: none"> <li>■ Top achievement points for a term</li> <li>■ HOY Star of the term</li> <li>■ Subject Progress and Engagement awards (Termly)</li> <li>■ Form Tutor star of the term award</li> <li>■ 100% Attendance for one term</li> </ul>
<p><b><u>HR5</u></b> <b><u>Behaviours</u></b></p>	<ul style="list-style-type: none"> <li>■ 100% Attendance for two terms</li> <li>■ Top Ten in the year for progress (10,11)</li> <li>■ Outstanding Achievement in representing the school</li> <li>■ Top 10 in year for Achievement points</li> </ul>
<p><b><u>HR6</u></b> <b><u>Behaviours</u></b></p>	<ul style="list-style-type: none"> <li>■ End of year subject award</li> <li>■ End of year HOY award</li> <li>■ 100% Attendance for whole year</li> <li>■ Jack Petchey Award</li> </ul>

<p><b><u>HB1</u></b> <u>Consequences</u></p>	<p>VERBAL WARNING TIME OUTSIDE CLASSROOM</p>
<p><b><u>HB2</u></b> <u>Consequences</u></p>	<p>MOVE SEATS TIME OUTSIDE CLASS 30 MINUTE CLASSROOM DETENTION CONTACT HOME</p>
<p><b><u>HB3</u></b> <u>Consequences</u></p>	<p>CALL OUT IF WITHIN LESSONS REFERAL TO HOD 45 MINUTE DEPT DETENTION 2 WEEK SUBJECT REPORT PARKING FOR A PERIOD OF TIME RE-START PROVISION CONTACT HOME</p>
<p><b><u>HB4</u></b> <u>Consequences</u></p>	<p>SLT DETENTION ISSUED REFERAL TO HOY TEAM (CONTACT HOME &amp; MEETING) AMBER REPORT</p>
<p><b><u>HB5</u></b> <u>Consequences</u></p>	<p>REFERAL TO SLT PARENTAL MEETING/INFORMED RED REPORT INTERNAL EXCLUSION SCHOOL TO SCHOOL RESTART</p>
<p><b><u>HB6</u></b> <u>Consequences</u></p>	<p>INTERNAL EXCLUSION FIXED TERM EXCLUSION – REINTERGRATION MEETING SCHOOL TO SCHOOL (UP TO 1 WEEK) GOVERNORS DISCIPLINARY PANEL PERMANENT EXCLUSION</p>

## **Appendix 5**

### **Definitions of Bullying**

***Bullying is the systematic abuse of power by one person or a group of people over another person or group. Bullying involves any behaviour, which is deliberately intended to hurt, intimidate, frighten, harm, exclude or threaten a person's well-being or safety. It is accepted that power relationships will always exist in social groups, but it is when that power is abused often and intentionally, that behaviour can be defined as bullying.***

### **Cyber Bullying Guidance**

Students should be advised not to retaliate to cyber bullying but keep all evidence, e.g. texts, e-mails, etc. They should also contact their network or a mobile phone provider to block any malicious text, calls, etc. Students should report this bullying as soon as possible to their tutor or HOY. In serious cases bullying should be reported to the police.

### **Homophobic Bullying**

Students may be reluctant to report homophobic bullying as they may worry that their parents, etc. may either find out that they are gay or assume that they are even if this is not the case. Therefore any homophobic bullying should be dealt with very carefully and sensitively. Staff must ensure that any information is kept confidential if there are any issues around safeguarding.

Any homophobic language should be immediately challenged even if it is said as a 'joke' or randomly. Further guidance and information can be obtained from Stonewall.

### **Racist Bullying**

Racist bullying can come from anyone regardless of their ethnicity or religion. Within a school there can be a range of perpetrators and victims. Any reference to abusive racial or religious terms even if said in jest should not be tolerated by staff.

### **Prevention of Bullying**

The Hollyfield School has developed a proactive approach to prevent bullying. In Year 7 transition data is used to identify any students who have been involved in any bullying or who have been bullied. This information is used when sorting form groups and also when targeting students for various support groups run by the Learning Support Department, such as support for students who have difficulty settling in Year 7. New students are provided support when they join the school by allocating other students to 'look after' them until they have established themselves. Outside agencies are also used if required for students who have challenging behaviour and who may need extra support.

Anti bullying lessons are an important part of Personal Development & Wellbeing (PDW) lessons especially in Years 7 & 8. Year and whole school assemblies cover many different aspects of tolerance with regards to race religion and understanding other cultures. The curriculum is used to explore issues relating to citizenship and role play is used to explore many issues which could result in a lack of understanding of other culture, religions and life choices. The School Council is used to discuss bullying and explore ways of preventing and tackling it.

### **HOYs and the Senior Team should:**

- Be aware of admission and transfer information which involves students who may be victims of or perpetrators of bullying behaviour.
- Monitor bullying behaviour.
- Ensure that all staff including the tutor(s) are kept informed.
- Identify different bullying behaviours and ensure that steps are taken to address these behaviours.
- Ensure that students who exhibit bullying behaviours are monitored and that appropriate programmes and intervention strategies are used to ensure their behaviour is corrected as much as possible.
- Use assemblies and PDW to raise awareness of bullying.

- Ensure that parents of the victim and the bully are kept fully informed of all the actions being taken by the school. A letter should be sent home outlining the details of the bullying incident it may be necessary to involve outside agencies such as the police, etc.

**Students who experience bullying should be confident that:**

- They should not be excluded from school for being bullied, even if it is believed that it would be in the best interest of the student.
- They know how to report any bullying and to whom it should be reported.
- Staff will deal with any incidents effectively.
- Steps will be taken to make them feel safe.
- They are helped to rebuild their confidence and resilience.

**Students who are involved in bullying behaviour should understand that:**

- They will have to discuss the incident/allegations.
- There are appropriate sanctions to ensure that they recognise and reflect on their behaviour, e.g.: detention, fixed term exclusion; exclusion from certain areas of the school premises; Governors behaviour panels; interview with the police, etc.
- They will be helped by staff to develop their emotional skills and knowledge so that in future their behaviour will not offend or cause harm to other students.
- They learn how they can take positive steps to repair any harm caused to a student(s) and bystanders have a responsibility to not encourage or condone bullying either by being on-lookers or jeering, i.e. joint enterprise.
- The school uses Restorative Justice to address bullying and to ensure there is a meaningful and sustained resolution.

## Appendix 6

### Searching Students

#### **Searching with consent**

The Headteacher and permitted members of SLT can search students with their consent for any item. The Hollyfield School does not require to have formal written consent from the student for this sort of search – a student can be asked to turn out his/her pockets or the searcher can look in the student's bag or locker if the student agrees.

If it is suspected that a student has a **banned item** in his/her possession, the Headteacher or permitted members of SLT can instruct the student to turn out his or her pockets, bag or locker. If the student refuses, the school can apply an appropriate sanction as set out in this behaviour policy.

**Banned items** which may be searched for include:

- any type of gun replica or real
- catapults
- cigarettes and cigarette lighters
- drinks containing stimulants
- all types of knives
- handcuffs
- laser pens or similar objects
- non prescribed drugs
- nude images
- offensive written/electronic material, e.g. racist, sexist, homophobic, religious, etc.

In this instance of a student refusing to co-operate the Hollyfield School can apply an appropriate behaviour sanction.

#### **Searching Without Consent**

The Headteacher can authorise a search of students or their possessions (including bags and lockers) without the student's consent if there are reasonable grounds for doing so. The conduct of student searches is a power available to Headteacher *not a duty*. The police will be contacted if the Headteacher feels this is necessary.

The Headteacher and permitted members of SLT have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a **prohibited item** including:

- knives and weapons
- alcohol
- illegal drugs/drug equipment
- stolen items
- pepper spray
- tobacco and cigarette papers
- fireworks
- pornographic images/literature
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any **banned** item has which may be searched for.

The Headteacher or permitted members of SLT 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/banned item. It must be decided in each particular case what constitutes reasonable grounds for suspicion. For example, other students may have been heard talking about an item or it might have been noticed that a student was behaving in a way that causes them to be suspicious.

The powers allow the Headteacher or permitted members of SLT members to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or

stolen. The Headteacher or permitted members of SLT can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

A search can be carried out on a student of the opposite sex to the searcher and without a witness present, but **only** where it is reasonably believed that there is a risk that **serious harm** will be caused to a person if the search is not carried out immediately and where it is **not reasonably practicable** to summon another member of SLT.

When a student is being searched the searcher must be the same sex as the student being searched; and there must be a witness (also a SLT member) and, if at all possible, they should be the same sex as the student being searched. In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the Headteacher or permitted members of SLT conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

During the search the searcher may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves, scarves, blazer and coat.

'Possessions' means any goods over which the student has or appears to have control of which includes desks, lockers and bags. A student's possessions can only be searched in the presence of the student and the Headteacher or permitted members of SLT, except where there is a 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 SLT.

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.

### **Informing Parents and Dealing with Complaints**

- 1) Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- 2) There is no legal requirement to make or keep a record of a search.
- 3) Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- 4) Complaints about screening or searching should be dealt with through the normal school complaints procedure.

## Appendix 7

### Confiscation of Items

The Headteacher or permitted members of SLT can confiscate any **prohibited/banned item** found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to school discipline.

The general aim of confiscating property is to maintain an environment which is conducive to learning and which safeguards other students' rights to be educated.

**Teaching staff can confiscate general items such as mobile phones, jewellery, coats, sweets, etc. However, any items which may require a SEARCH (banned or prohibited items) MUST be confiscated only by the Headteacher or permitted members of SLT.**

An item can be confiscated if the item:

- Is counter to the ethos of the school: for example, material which could cause tension between different communities in a school.
- Poses a threat to others: for example, a laser pen is being used to distract or possibly harm other students.
- Poses a threat to good order for learning: for example a student uses a personal music-player, mobile phone, etc. in a lesson.
- Is against school uniform rules: for example a student refuses to remove a baseball cap on entering a lesson.
- Poses a health and safety risk: for example large earrings in P.E.
- Which is illegal for a child to have: for example, racist or pornographic material.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

### **Items Found as a Result of a Without Consent Search**

The Headteacher or permitted members of SLT carrying out a search can confiscate anything they have reasonable grounds for suspecting is a prohibited item.

Where tobacco or cigarette papers are found then they may be retained or disposed of. As with alcohol, this means that The Hollyfield School can dispose of tobacco or cigarette papers as is thought appropriate but this should not include returning them to the student.

Where alcohol is found during a search, the Headteacher or permitted members of SLT may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.

Where the Headteacher or permitted members of SLT find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if they think there is a good reason to do so. Any drugs should be sealed in an envelope with the details of the student(s) involved the date and time. The staff involved in the confiscation should sign across the seal of the envelope to verify the contents. This should then be kept in a secure place, e.g. handed to the Headteacher or a member of SLT or placed in the school safe.

Where other substances are found which are not believed to be controlled drugs these can be confiscated if it is believed to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where it is suspected that a substance may be controlled this should be treated as controlled drugs (as outlined above).

Where stolen items are found these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a pornographic image is found, this may be disposed of unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

Where an item which is banned under the school rules is found the Headteacher or permitted members of SLT should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons, objects which could be considered a weapon or items which are evidence of an offence must be passed to the police as soon as possible.

### **Statutory Guidance on the Disposal of Controlled Drugs and Stolen Items**

- 1) It is up to the Headteacher or permitted members of SLT members to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police. In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to the following guidance issued by the Secretary of State Section 550ZC (6) Education Act 1996.
- 2) In determining what is a ‘good reason’ for not delivering controlled drugs or stolen items to the police, the Headteacher or permitted members of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
- 3) Where the Headteacher or permitted members of SLT are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.
- 4) With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, it may be judged that it is appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

### **Statutory Guidance for Dealing with Electronic Devices**

1) Where the Headteacher or permitted members of SLT conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, it could be decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

2) The Headteacher or permitted members of SLT must have regard to the following guidance issued by the Secretary of State. When determining **what is a “good reason” for examining or erasing the contents of an electronic device:**

In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

3) If inappropriate material is found on the device it is up to the Headteacher or permitted members of SLT to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the police to become

involved. **Weapons and knives and extreme or child pornography *must always be handed over to the police.***

### **Factors to be Considered when Confiscating Items**

- Staff **MUST** avoid physical contact or interference with a student's clothing when confiscating an item of jewellery or clothing.
- Confiscating an item of clothing which would result in a student being partially dressed **MUST** be avoided.
- Jewellery of religious significance can only be worn if this is **FIRST** discussed with the HOY and agreed with the Headteacher.
- If an item of jewellery is confiscated then a note must be made in the student's planner.
- Any confiscated items of jewellery should be placed in an envelope and labelled with the student's name, form, the date and the date to be returned. The item should then be handed to Student Services and kept in the safe. A note should be made in the student's planner.
- A student can be asked to hand over an item which is causing disruption if the student refuses the school will take action to discipline the student.
- Another member of staff **does not need to** be present when confiscation of an item takes place. However, it is advisable that where possible this takes place with another member of staff, especially for expensive items or involving difficult students.
- If a mobile phone is confiscated then Student Services should be informed and the procedure as outlined in the Student Planners should be followed (see mobile phone policy).
- Non uniform items of clothing should be returned at the end of the day.

## Appendix 8

### The use of Force to Control or Restrain a Student

#### **The Use of Force**

The legal provisions on school discipline also provide members of staff with 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. **Force cannot be used to search for items banned under the school rules.**

The Headteacher will decide whether it is appropriate to report a serious incident involving the use of force on a student to a parent/carer. A parent/carer should not be given a copy of the incident record as a matter of course, but they should be told when and where the incident took place, why it was decided that force had to be used, the strategies used to try to avoid having to use force, what force was used, whether there were any injuries and what follow-up action (support and or disciplinary) was being taken in relation to their child.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Reasonable force means using no more force than is needed.

**Control** means either passive physical contact (e.g. standing between students or blocking a student's path) or active physical contact (e.g. leading a student by the hand or arm, or ushering a student away by placing a hand in the centre of the back or grabbing/gripping a student's clothes).

When members of staff use '**restraint**' they physically prevent a student from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances, such as when two students are involved in a fight and physical intervention is needed to separate them.

Some examples of situations where reasonable force might be used are:

- To prevent a student from attacking a member of staff, or another student, or to stop a fight between two or more students.
- To prevent a student causing deliberate damage to property.
- To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object.
- To ensure that a student leaves a classroom where the student persistently refuses to follow an instruction to do so.
- To prevent a student behaving in a way that seriously disrupts a lesson.
- To prevent a student behaving in a way that seriously disrupts a school sporting event or school visit.

The **use of force should only be a last resort**, as all staff should minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

#### **Unreasonable Levels of Physical Restraint**

Only a court can judge, and does so retrospectively, if a reasonable level of physical force was used to restrain a student. The following actions would almost always be deemed unreasonable:

- Striking a student.
- Exerting excessive pressure on any part of a student's body.
- Forcing a student's arm up her/his back.
- Preventing a student from breathing.
- Shaking a student.
- Lifting a student off the floor in order to intimidate.
- Pulling a student's hair.

## **Physical Restraint Procedures**

### ***Before intervening:***

As soon as teacher has decided to intervene physically in order to prevent injury to any person, or serious damage to property, then s/he should:

- Give clear instructions warning the student of the consequences of failure to comply (note: this warning must not comprise any threat of unlawful assault).
- If at all possible, summon a second teacher/member of staff. The importance of the presence of a colleague is twofold. First, there is a witness if allegations of assault are subsequently made by students or parents. Second, another member of staff may be able to reduce the risk of the teacher suffering bodily harm – a solitary teacher is in a very exposed position, if, for example, a fight is in progress.

### ***While intervening:***

The teacher must employ minimum force for the minimum period necessary to restrain the student keep talking to the student: "If you stop kicking I will release my hold."

Avoid committing any act of punitive violence: to keep the student's temper under control.

### ***After intervening:***

The teacher must write up the incident immediately or as soon as possible and pass a copy to their line-manager and the Head of Year. Other adult witnesses should be asked to do the same independently. The judgement on whether to use force and what force to use should always depend on the circumstances of each case and – crucially in the case of students with SEN or disabilities.

**Individual risk assessments** may be required where it is known that force is more likely to be necessary to restrain a particular student, such as a student who's SEN and/or disability is associated with extreme behaviour.

If it is likely that reporting an incident to a parent/carer will result in significant harm to the student, then the incident should be reported to the local authority – for instance the Social Services Department or the Family or Children Services Department through the members of staff in charge of safeguarding.

## Appendix 9

### Fixed Term (External) and Permanent Exclusions

Only the Headteacher can exclude a student on disciplinary grounds. A student may be excluded for one or more fixed periods (**up to a maximum of 45 school days in a single academic year**), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion. Exclusion both internal and external are reserved for serious offences and will involve the HOY in conjunction with the SLT. **Based on the behaviour shown, the sanction issued may be a combination of external and internal exclusions, therefore a student may have an external exclusion for a day and then be placed into our time out room to insure reintegration can happen successfully into school. This may be for a number of days depending on the reasons for the exclusion.**

(Detailed guidance can be found in the document produced by the DFE - **Exclusion from maintained schools, Academies and student referral units in England: A guide for those with legal** `

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

The behaviour of students outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Headteacher in accordance with the behaviour policy.

The Headteacher may withdraw an exclusion that has not been reviewed by the Governing Body. The Headteacher and the Governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice. Students who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion. Any exclusion of a student, even for a short period of time, must be formally recorded. 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.

The decision on whether to exclude is for a Headteacher to take. However, where practical, the Headteacher should give students an opportunity to present their case before taking the decision to exclude. Whilst an exclusion may still be an appropriate sanction, the Headteacher should consider 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.

**At the end of an exclusion, parent(s) are expected to attend a re-integration meeting with either the HT, DHT or another senior member of staff. This meeting is essential to ensure that parents are involved within the behaviour management of their child. During this meeting, the exclusion will be discussed and steps put in place to reduce this happening again.**

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

Where a student has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, the Headteacher should consider whether exclusion is providing an effective sanction. The exclusion rates for certain groups of students are consistently higher than average.

This includes: students with SEN; students eligible for Free School Meals (FSM); child looked after (CLA); and students from ethnic groups.

In addition to the approaches on early intervention, the Headteacher should consider what extra support might be needed to identify and address the needs of students from these groups in order to reduce their risk of exclusion. Where a student has a statement of SEN, schools should consider requesting an early annual review or interim/emergency review.

Whenever a Headteacher excludes a student without delay parents/carers will be informed of the period of the exclusion and the reasons for it and the following information in writing:

- The reasons for the exclusion.
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent.
- Parents'/carers' rights to make representations about the exclusion to the Governing Body and how the student may be involved in this.
- How any representations should be made to the school.
- Where there is a legal requirement for the Governing Body to consider the exclusion, that parents/carers have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

When notifying parents/carers about exclusion the Headteacher should draw attention to relevant sources of free and impartial information.

This information should include:

- A link to this statutory guidance on exclusions: **exclusions guidance**.
- A link to the Coram Children's Legal Centre: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com).
- Where considered relevant by the Headteacher, links to local services, such as Traveller Education Services or the local parent partnership ([www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)).

### **Internal Exclusion for One to Three Days**

This internal sanction may be used for borderline offences which may not warrant full exclusion from school and once all other strategies have been tried. The HOY will discuss the situation with SLT and this will then be discussed with the Headteacher (Appendix 16).

### **External Exclusion for One to Five Days**

The HOY and the SLT will keep a careful and accurate record of the days for which any student is excluded and the background of the students, i.e. child looked after, ethnicity. All exclusions will be logged by Student Services on the behaviour management log on SIMS. Any student excluded for more than fifteen days in total during a term will be seen by the Governors Discipline Committee. A parent/carer will be asked to attend. Also, students who are extremely disruptive may also go to the Governors' Behaviour Panel.

*Staff are expected to provide and mark work for students for the duration of their exclusion.*

External exclusion is not appropriate as a sanction for truancy.

### **Exclusion for a Period of Six Days or Longer**

This can only be done by the Headteacher and would only occur after discussion with the HOY, and members of the SLT as appropriate, the student and her/his parent/carer. For a fixed-term exclusion for six days or longer then educational provision must be provided from and including the sixth day (or earlier if required). This provision should be off site.

A reintegration meeting will be held by the Headteacher and/or a member of SLT and the HOY for the return of all students following an external exclusion. The student should be present for all or some of the interview. Failure of parent/carer to attend an interview must be kept by the school as well as the reasons provided. **External exclusions cannot be used for as a consequence of truancy.**

**Permanent Exclusion**

This will only take place if all other interventions have been exhausted or an incident is so serious that the well-being of students and/or staff has been compromised.

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.