



Behaviour and Discipline Policy

1. The Principles

The Governing Body believes that in order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the school as reflected in the school motto Respect and Pride – Respect for all members of the community and Pride in the achievements that arise from hard work. This will be achieved by:

- promoting good behaviour, self-discipline, self-esteem and respect for oneself
- promoting pride in progress and success
- promoting positive relationships based on mutual respect.
- encouraging high-quality provision that meets diverse needs, improving outcomes for all students regardless of background
- encouraging consistency of response to both positive and negative behaviour.
- promoting early intervention.
- providing a safe environment: free from disruption, violence, bullying and any form of harassment.
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.
- minimising the impact of disruption and maximising the learning opportunities for all students.
- promoting a culture of praise and encouragement in which all students can achieve.

The respect and pride agreed set of rules are displayed prominently around the school and referred to often by teachers and staff in their interactions with students. Students have a copy of the framework in their student handbooks to refer to and infringement of these principles will incur sanctions whilst consistently demonstrating these values will lead to rewards or recognition as appropriate.

2. Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of good behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of good behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures and the monitoring of their effectiveness.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. The staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive attitudes to, and behaviour for, learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their children and young people both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of good behaviour so that the school values are maintained. Parents will be actively encouraged to raise with the school any issues arising from the operation of the policy Opportunities for meetings to review their child's progress and provide support for both the school and their child are provided.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. The school has a "Tell a Teacher" policy.

3. Training

The Governing Body will ensure that staff have access to appropriate high quality training on all aspects of behaviour management and that all staff have read the schools policy. Regular reviews and reminders are provided to support the implementation of the policy and Heads of Year work in support of staff to maintain consistency and offer advice.

4. Inter-relationship with other school policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly Exclusions, Equal Opportunities, Special Educational Needs, Anti-bullying, E-Safety, Confiscation of banned items and Drugs, will be established. For example, issues related to the inappropriate use of electronic devices are dealt with more specifically in the Mobile phone policy, E-Safety policy and where poor behaviour merges with Bullying, this is dealt with further in the Bullying Policy.

5. Involvement of outside agencies for additional support

The school will work positively with external agencies, seeking appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. These include professionals such as the Educational Welfare Officer, SEN support, Behaviour support team, mental health professionals CAHMs and Pupil Referral unit Outreach Workers.

Access to such agencies will be overseen by the AHT for Inclusion based on evidence of need and evaluated for their impact on, and support for, the student's the progress. (This may be in review meetings with HOY or specialist support staff) Parents will be consulted as part of the process and ask to complete referral paperwork to give permission for additional support. For some referrals parents will need to provide supplementary information and give permission for the review to be progressed for example a CAHMs referral. Safeguarding and welfare concerns raised do not need the permission of parents to be reported into MASH as the needs of the child take priority - see the schools safeguarding policy for more information.

6. Review

The Governing Body will review this policy and associated procedures annually to ensure its continuing appropriateness and effectiveness. Significant changes will lead to the review taking place in consultation with the Headteacher, staff, students and parents.

The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour and Discipline Policy.

7. Rewards

We recognise that our students thrive on praise, and the importance of respecting the hard work and progress of our students. We want our students to take pride in their successes and in the successes of their peers. Praise rewards the deserving, can inspire those who from time to time may be struggling and can inspire and motivate. Finding ways to reward is an integral part of our teaching.

We must reward whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely

Our rewards system is open and transparent and was designed so all students can benefit from our rewards processes regardless of ability, gender, ethnicity or background are recognised and rewarded for their hard work and success. We use a system called Classcharts to award both positives and negatives and parents and students are able to access this information via an app. Data on sanctions and rewards are reviewed regularly by the schools leadership staff and discussed with Governors. Our aim is to promote the consistent application of system across departments, year groups and from teacher to teacher.

Rewards must be given sincerely and fairly as a means of acknowledging an effort, achievement or action that is above and beyond the norm. Rewards must never be given as a 'bribery' (rewarding students for doing what should be expected of them normally) as this will undermine school processes and may serve to promote a behaviour that we would not wish to see in our school.

8. Sanctions

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 91 of the Education and Inspections Act 2006).

- 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 for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property. (School Confiscation of Banned Items Policy)

The teacher may discipline a student for any misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or for misbehaviour at any time, whether or not the conditions above apply, that:

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

9. Recording and Reporting

Teachers record both positive and negative points against students in their class across a number of categories. Using a system called ClassCharts, this data is then stored securely. The points accumulated by a student may be analysed by individual staff, as the data gives an insight into how that child is performing across their academic curriculum and how they are engaging with staff's instruction; work outside of the lesson is an integral part of the schools

expectation. Teachers are asked to update class charts at the end of each teaching day so that a timely picture of a child's attitude and engagement with school life is maintained. A teacher who is concerned about a child's engagement may contact you to ask for your support. It is expected parents will be positive about this contact understanding it is made with the intention of supporting your child to be successful. Teachers may discuss your child's progress with the Head of Department who may seek contact or a meeting to discuss what further support can be offered and clarify expectations of your child.

Children who are raising concerns across a number of subjects or are causing disruption to teaching will be spoken to by their Tutor or Head of Year and this may lead to a number of interventions and the setting of goals to improve. The resulting dialogue between adult and child is key to the process as it enables staff to identify areas for praise and reflect upon what could be improved further.

A tutor or pastoral support worker may send a 'round robin' to staff teaching a particular child to ask for feedback on their progress or a specific behaviour and seek affirmation of improvement.

Parents can have access to their child's records on request or by using a secure app so they can participate in the monitoring of their child's conduct in school.

It is strongly recommended that a parent downloads the app so that they have the opportunity to monitor their child's conduct and support the school fully if sanctions are issued.

10. Detentions

Detention (including detention outside of school hours) is a sanction. Schools don't have to give parents notice of after-school detentions or tell them why a detention has been given. However the school is keen to strike a balance with parents regarding the issuing of sanctions but also mindful of the additional burden detentions place on teachers who have to supervise them taking time away from planning and assessment. This is why the detentions have now been centralised across three days of the week and will be used by teaching staff in the majority of cases when scheduling a sanction. Staff may phone the parent out of courtesy to discuss the reasons behind the sanction and ask for support or email a parent but this is not a requirement. If they contact you they will log the contact on the school's data base or classcharts

- Where detention is outside school hours and is given from five to twenty minutes in length, teachers or tutors **do not have** to give notice and it can be issued to students on the same day or a different day.
- For students who are late they will serve a 20 minute late to school detention the same day.

Teachers do not have to give notice for a break-time or lunchtime detention and the use of these detentions is up to the teacher as they miss the opportunity for their working break. This type of detention is often referred to as a hold back

If you miss a detention, that detention will be upscaled to the next detention level the next day. This will be communicated via ClassCharts.

Tuesday	Wednesday	Thursday
L1 - 25 minutes	L1 - 25 minutes	L1 - 25 minutes
L2 - 50 minutes	L2 - 50 minutes	L2 - 50 minutes
L3 - 75 minutes	L3 - 75 minutes	L3 - 75 minutes

Failure to attend detentions and escalating sanctions will result in a student being allocated time in the schools inclusion unit to clear the outstanding sanctions. Refusal to engage in this process can result in a fixed term exclusion or internal exclusion.

Detentions after school should not be moved unless circumstances are exceptional, it is a parent's responsibility to make arrangements to collect their child or other children impacted by the issuing of a sanction if appropriate. This request should be made by the parent contacting the school, not the child trying to negotiate not doing the detention at the end of the day as this causes unnecessary conflict with staff. Please let the school know if an exceptional reason applies before the detention by emailing or phoning Raising Standards.

At detention students should be productively engaged in tasks that support progress in that subject or involved in a community payback activity such as litter picking, cleaning palettes etc.

Teachers who have issued detentions for the non-completion of coursework or examination preparation will expect the time to be used by the student to catch up work in support of their progress. Lack of revision for assessments can trigger a sanction involving the child in resitting the assessment so an accurate snapshot of progress can be made.

Otherwise students can be expected to read, practice times-tables or complete tasks that are helpful to the department but students must not be expected to sit in silence doing nothing.

Lunchtime detentions are also available for students that do not respect other students, staff or the facilities during their break and lunchtimes.

The Parents/Carers of students that persistently fail to complete or hand in homework tasks on time will be contacted by the relevant Head of Year, classroom teacher or head of department. Following these discussions it may be appropriate to assign the student compulsory attendance at Homework Club in the Library or for detentions to be set.

11. Inclusion

Disruptive behaviour can be an indication of unmet needs. Failure to follow an adults instructions in school is a fundamental principle in maintaining an orderly environment in school for all and is one which the school expects parents to fully support in discussions with their child about their conduct. It is vitally important that your child understands that adults in school are in charge and that the expectation is they take academic instruction and treat others with respect. We would ask parents to take the lead in making this expectation clear to your child; as this acceptance of the role of the adult means classrooms are positive places to learn and very few children are assigned time in inclusion.

Where the school has concerns about a student's behaviour in response to the schools published expectations we will try to identify whether there are any causal factors that may be driving this behaviour and aim to intervene early in order to reduce the need for a subsequent exclusion. Where the school has concerns about a student's behaviour, in response to the schools published expectations, we will try to identify whether there are any causal factors that may be driving this behaviour and aim to intervene early in order to reduce the need for a subsequent exclusion. This is a graduated approach, typically involving agreeing upon areas for improvement, allocating time with an in school support worker to develop strategies to overcome barriers and review responses to commissioning assessments to establish difficulties, up to consideration to a multi-agency assessment that goes beyond the student's educational needs and if required the collection of evidence to support an ECHP. Staff will ask the parents for their views as part of this process as well as their child and ask staff teaching the child for their views to try and form a whole picture of the child's progress and conduct.

Early intervention to address underlying causes of disruptive behaviour will include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have.

The Equality Act 2010 provides a single, consolidated source of discrimination law.

It simplifies the law and it extends protection from discrimination in some areas.

- As far as schools are concerned, for the most part, the effect of the current law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.
- The exceptions to the discrimination provisions for schools are all replicated in the current act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

However, there are some changes that will have an impact on schools as follows:

Protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The “responsible body” is the governing body or the local authority for maintained schools in England

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Definition of disability:

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The duty to make reasonable adjustments applies only to disabled people.

For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Provisions within the Equality Act allow the school to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a student with a statement of SEN or a looked after child it should, in partnership with others (including the local authority as necessary), consider what additional

support or alternative placement may be required. This involves assessing the suitability of provision for a student's SEN. Where a student has a statement of SEN, the school may consider requesting an early annual review or interim / emergency review.

Inclusion Room

The inclusion classroom is used by the school as a sanction and allows a student to continue to access the academic curriculum and be supported in school. It also allows other students to continue their learning undisturbed or the victim of a student's actions to know that a student has been issued with a sanction and that they are out of circulation for a time. Occasionally if a child has been involved in an incident and it is being investigated the IR is allocated so they can complete their statement and still access the curriculum. Very few students attend the IR and if they do, it is normally for no longer than one or two days. Sometimes they attend the IR for a subject in which they have caused disruption in and not responded well to being asked to attend another teacher's classroom. If this is the case the HOD will have made contact with home.

If a student does not respond to the instruction to attend the IR they are at risk of exclusion for defiance. In some instances where the student has attended the IR a number of times prior then arrangements will be made for them to attend another schools IR. Parents have responsibility for ensuring their child attends.

The IR is stocked with resources and has computers available for students to complete work sent to them by staff through the Google environment. Each computer has a vanity panel divider to enable students to maintain focus. It also has tables and seating to allow students to complete non computer work. Students can ask the inclusion staff to change location based on work they are accessing. Movement breaks are built into the day and students with time out cards may still ask to use them.

Inclusion Room day timings

The IR has an 'extended day' for all students who are referred into the Inclusion Room for the day.

Students will attend from 08:40 to 16:00.

The Raising Standards Team will notify your parents/carers and will reiterate your finishing times. Should you fail or refuse to complete this time you will automatically have to serve additional time in the IR the following day (periods 1, 2 and break).

Inclusion Room rules

These are the same as for the main school but students are expected to work in quiet, and are not to disturb others. If they persist in doing so further sanctions will apply. Students are expected to access and complete work to a similar standard to their normal working pattern. They should ask if they require assistance from staff.

Lunch and break arrangements

Students do not have a break or lunch at the same time as the main school as this defeats the purpose of inclusion.

All students referred to the Inclusion Room for the day will be expected to bring a packed lunch with them including a filled water bottle.

Students who have Free School Meals

If you are eligible for a Free School Meal, we will order your lunch through the school caterers and duty students will bring it over to you.

Monitoring

The IR is monitored using CCTV to ensure the safety and security of students and staff. This is operated in accordance with the provisions of the Data Protection Act, 2018.

The aims of the Inclusion Room are:

- To give a clear message to students that behaviour that impacts on others learning in the classroom will not be accepted and by a particular child attending the inclusion unit it allows their regular classes to continue without interruption.
- To provide an opportunity for a student to reflect on their choices that led to being sanctioned with inclusion and for them to show they can take personal responsibility for their behaviour and future conduct.
- To enable a student to continue to access the curriculum in a supportive setting
- To support the school's policies on behaviour and exclusion
- To reduce the number of fixed term exclusions from the school by offering an alternative step
- To provide an environment where learning can continue until the opportunity for restorative justice between two parties can be afforded- this may be as a result of a dispute or an incident of a student being unkind.
- Students will be encouraged and helped to make apologies to other students or staff they may have offended, show they can keep to the school rules, or make suitable reparation.
- It may be used to separate a member of the school community from others they have threatened or whilst a serious incident is being investigated this allows the school to maintain an orderly environment for learning. The time spent in inclusion will be minimised until a decision regarding a sanction is made and the time can be used to request a written account from the students of their actions in support of the investigation

Guidance on Internal Exclusion

If the gravity of a breach of School rules warrants a student's temporary removal from the School community, and other disciplinary procedures are not deemed sufficient, then the student will be internally excluded.

A student should be aware that if his/her behaviour is inappropriate and a continuing issue, internal exclusion will be the outcome. Students may attend for a whole or part day adjustments being made based on the behaviour demonstrated and the impact on themselves and the community. This will be determined by the Head of Year and is not negotiable either by the student or through the involvement of the parent.

12. Fixed Term Exclusion – please refer to school exclusion policy for full details

In order to obtain maximum benefit from our curricular provision, the school endeavours to help every student to make progress and try to keep students in school, in lessons.

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. Students can be externally excluded for a set period of time normally up to 5 days at any one time. On rare occasions, a longer sanction may be appropriate, or a student may be hosted at another local school, the school work will be provided by the student's EPCS teachers.

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. 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

Whenever a student is excluded parents will be notified of the period of the exclusion and the reasons for it.

Parents/carers will be provided with 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;
- the parents' right 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; and
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- that parents/carers are legally required to ensure that their child is not present in a public place during school hours without reasonable justification and that parents may be given a fixed penalty notice or prosecuted if they fail to do so. This includes the areas adjacent to the school and the footpath.

The governing body have also delegated responsibility to the Headteacher to arrange alternative provision for students where appropriate.

If alternative provision is being arranged the school has partnership arrangements with the other 5 secondary schools in Bracknell, then the following information must be included, no later than 48 hours before the provision is due to start:

- The start date for any provision of full-time education that has been arranged for the student during the exclusion.
- 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; and
- Any information required by the student to identify the person he / she should report to on the first day.

Parents are responsible for ensuring their child attends the provision made as agreed and that their child adheres to the rules of the partnership school's Inclusion Room and provision as explained.

Where the parents' first language is not English consideration will be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and parents' right to make representations to the governing body have been understood.

The Headteacher will notify the governing body and the local authority of:

- a permanent exclusion.
- exclusions which would result in the student being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the student missing a public examination or national curriculum test.

For all other exclusions the head teacher must notify the local authority and governing body once a term.

Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion

Reintegration Meetings

Following any Fixed Term Exclusion a Reintegration Meeting is arranged for the Head of Year, student and parent.

The aim of a reintegration meeting is to support the student in making a successful return to learning. It is an opportunity for the pastoral lead, parents and the child to review the progress made against any previously discussed areas for improvement. Where the school has concerns about a student's behaviour, in response to the schools published expectations, we will try to identify whether there are any causal factors that may be driving this behaviour and aim to intervene early in order to reduce the need for a subsequent exclusion. This is a graduated approach, typically involving agreeing upon areas for improvement, allocating time with an in school support worker to develop strategies to overcome barriers and review responses to commissioning assessments to establish difficulties, up to consideration to a multi-agency assessment that goes beyond the student's educational needs and if required the collection of evidence to support an ECHP. Staff will ask the parents for their views as part of this process as well as their child and ask staff teaching the child for their views to try and form a whole picture of the child's progress and conduct. Parents are asked to be open with the school about any factors that may be impacting on their child's behaviour so we can work in support, examples include witnesses to domestic violence, support from external agencies, mental health concerns etc.

During this meeting requests for additional support Parents/Carers should attend to help re-establish the boundaries and protocols required of the student. All parties should work towards providing a resolution in a positive manner, staff and parents following the code of conduct.

The parent will be asked to identify what support they are able to put in to support their child as examples;

- Checking to see their child has the correct equipment as per their timetable each day
- Removing access to their child's phone and links to social media after a set time in the evening
- Working alongside their child to complete key homework tasks
- Signing a behaviour contract in support of their child
- Seeing the GP with their child
- Participating in the completion of a CAF or other agency referral
- Completing a behaviour and conduct questionnaire – regarding behaviours experienced at home
- Sorting out and resolving uniform issues so their child consistently meets expectations
- Accessing a parental course or support group

They may be joined by the AHT Inclusion if the student is on the SEND register or if the school believes further external assessment is needed to meet the child's needs. If the student has reached more than 5 days FTE within the term, the SLT member responsible for progress in that Key Stage may also attend.

13. Managed Moves

A student may be transferred to another school as part of a 'managed move', arranged through the Bracknell Forest Fair Access Panel. This requires the consent of all parties involved, including parents and the destination school who have to be satisfied they can meet the needs of the child. It is a strategy to broker specific provision or support for the student. Managed moves normally come with a given time frame (usually 6 weeks) and reviews of the child's progress between all parties are expected.

14. Permanent Exclusion

Permanent exclusion is only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school. Please see the school's Exclusion Policy.

15. Managing Unacceptable Behaviour Use the Minimum Effective Response

Students will always be given a chance to consider their behaviour. Excessive shouting or intimidating gestures and comments by adults are not appropriate and are not supported as effective methods of student management please note raising your voice to a student in not shouting and is used by teachers to gain a student's attention as an audible trigger that they need to act to change their current behaviour or actions.

Students are regularly reminded of the following;

- Positive welcome on entry
- One voice- should be heard
- Track the speaker

Students should be complying with this guidance as routine

Students will be encouraged and helped to make apologies to other students or staff they may have offended, show they can keep to the school rules, or make suitable reparation.

Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate. Staff will try to de-escalate the incident using a variety of means for example they may call other adults to assist as required, ask the child to take time out of the classroom, remove the child to another classroom to work – sent to HoD on removal rota.

Staff are reminded

- To follow the school policy
- To tackle the behaviour and not the student.
- To provide opportunities for students to correct own behaviour - warning
- Use a timeout as a clear indication the student has met the threshold for inappropriate behaviour
- Use school systems- department removal rota- (further disruption refusal) collection of student and removal to Raising Standards
- Ask a student to get assistance from another adult.
- No contact means No conflict.
- To report incidents to the appropriate colleague.
- Everyone struggles sometimes. Always be willing to ask for advice and support from colleagues.

Unacceptable behaviour

Exclusions, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour and Discipline policy:

Physical assault against another student

Includes fighting, violent behaviour, wounding, obstruction and jostling.

Coercion

Use of so called coercion games e.g. pinch, punch, flinching games, games that involves suppressing another's movement by holding or restraining them, circle game, debagging or wedgies, Chinese or Indian burn, kick me or similar signage, noogie – using knuckles to create a friction burn, peanuting the use of spit balls,

Applying food, glue or similar substance to another without their consent, cutting hair or skin, deliberate act of creating bruises over sustained contact.

Coercing someone to ingest a substance that will promote an adverse reaction e.g. chillies, urine or other substance

Physical assault against an adult

Includes violent behaviour, wounding, obstruction and jostling.

Verbal abuse/threatening behaviour towards another student or an adult

Includes threats of violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon.

Bullying

Includes verbal bullying, physical bullying, homophobic bullying, racist bullying, cyber bullying, and extremism.

Racist Abuse

Includes, in addition to racist bullying; derogatory racist statements, swearing attributed to racist characteristics, racist graffiti.

Sexual Misconduct

Includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, and sexual graffiti.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. As examples sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes, debagging or wedgies and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. It may include:
 - non-consensual sharing of sexual images and videos.
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Misconduct involving drugs/alcohol/tobacco

Includes possession of illegal drugs, inappropriate use of prescribed drugs, dealing in drugs, smoking, alcohol abuse, substance abuse.

Bringing banned items into school - Please refer to Confiscation Policy

Prohibited and Dangerous Items:

1. Illegal drugs and 'legal highs' and any paraphernalia associated with drug taking
2. Guns, including toy/imitation ones
3. Knives including penknives, shafts with a sharpened point and other offensive weapons including knuckle dusters
4. Stolen property
5. Alcohol
6. Fireworks or any other explosive or flammable items

The school reserves the right to inform police and social care if items that are prohibited are brought onto the school premises and if appropriate to give these items to the police.

Banned Items:

The items listed are not allowed in school. They are 'banned' and students should not bring to or agree to hold these items in school, even if someone else asks them to. More detail can be found in the schools confiscation of items policy.

- *Drugs Type A, B and C or any so called legal highs or cannabis flavoured products
- *Grinders or any type of drug paraphernalia

- *Matches, Lighters, Cigarettes, Tobacco pouches, Vapes and accompanying smoking equipment
- Glass marbles or Snooker balls
- *Firearms or any other type of weaponry including replicas, toys and BB guns
- *Slingshots, catapults or similar
- *Knives or items crafted to have a sharp point or blade, knuckledusters
- *Laser pens
- *Racist, Homophobic or Pornographic material - in digital or other formats
- *Helium balloons or nitrous canisters
- **Any item that could be used or perceived as a weapon of offence, or that could pose a threat to others**
- Drones or other remote controlled devices
- Lottery cards or betting slips or similar
- Balaclavas or masks
- * Alcohol
- *Fireworks or other explosive or flammable items
- Stolen items
- *Aerosols (as these may trigger asthma attacks or be used to start a fire) **roll on deodorants only**
- Bottles of aftershave or perfume in glass bottles or any glass bottle
- Excess jewellery including raised setting claw type or sovereign rings
- Belts with large oversized buckles
- Prescribed or over the counter medication or products (these should be signed into Welfare and stored appropriately following the school's Managing Medicines Policy)
- Fake tan or colourants
- Hair straighteners or other heating devices
- Fidget Spinners (with the exception of fidget toys agreed and issued by the Assistant Headteacher Inclusion who is the designated SENCo)
- **#Healthy choices**
- *Energy drinks excess caffeine or full fat high sugar drinks such as Coca Cola, Red Bull, Monster or any other brand including supermarket own-brands.
- *Chocolate bars over 250gm in size
- *Family sharing tubes of Pringles or similar
- *Large bags of crisps 50gms +
- *Packets of biscuits

Parents do not have the right to have these items returned and they may be handed to the police for disposal. If found items marked with a star will be confiscated and disposed of. Other items will be returned to parents via the Head of Year following a conversation with the parent and child regarding school expectations.

As part of the education programme the school may bring in organisations who have access to drug or search dogs and knife arches to demonstrate the process in use.

Damage Theft

Includes vandalism, arson and graffiti.

Includes stealing school property, stealing personal property of students or adults, stealing from a shop while on a school trip, selling and dealing in stolen property.

Persistent disruptive behaviour

Includes challenging behaviour, disobedience/defiance, and persistent violation of the school rules.

Other

Includes serious acts of misconduct not covered by the above.

16. Confiscation of inappropriate items: If a teacher has to search a student's bag removable clothing e.g. a hoodie or coat, shoes or locker it should always be done with a colleague acting as witness. Searches carried out by staff are recorded in the student's pupil record.

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 or retain a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
2. Any member of school staff can search a student for any item banned under the school rules, if the student agrees.
3. The head teacher and staff who the Head teacher has delegated authority to have a statutory power to search students or their possessions **without consent** where they suspect the student has a prohibited dangerous item or banned items. In our school this includes the SLT, HOY, Raising Standards staff and Child Protection Staff
4. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs, banned items and stolen items. School staff can confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to the school community, staff or visitors.
5. The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats, socks, shoes, boots, gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes lockers and bags.
6. Parents do not have the right to have these items returned and they may be handed to the police for disposal. If found items marked with a star will be confiscated and disposed of. Other items will be returned to parents via the HOY following a conversation with the parent and child regarding school expectations
7. 'Wanding' Parents should be aware student taking external examinations may be 'wanded' to check they are not breaking examination rules and have a phone or smart watch on their person. Senior staff may also wand a student who they suspect of having a phone about their person without permission. For example they have failed to check in their phone as part of Roll Call
8. As part of the education programme the school may bring in organisations who have access to drug or search dogs and knife arches to demonstrate the process in use.
9. A search should be conducted by someone of the same sex and there must be a witness (also a member of staff) and, if at all possible, they should be the same sex as the student being searched. An exception can be made of a search of the opposite sex, without a witness, but only if there is a risk of serious harm will be caused to a person if you do not conduct the search immediately and where it is not possible to summon another member of staff.

The items that can be searched for under this power are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Nitrous oxide canisters (widgets)
- Pornographic images

- Any article that the member of staff 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)

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Statutory guidance for dealing with electronic devices

- Where the person 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.
- In determining a 'good reason' to examine or erase 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.
- If inappropriate material is found on the device it is up to the teacher 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 involvement of the police.

It is school policy to inform parents/carers if a search has been conducted, whether or not anything was found.

- 17. Reasonable Force:** The school's general rule continues to be "No contact, no conflict". Where contact may be necessary is when a student is in danger of hurting themselves or someone else. This stance is revisited every year at the first INSET day of every year.

The DfES Guidelines recommend on 'What is reasonable force?'

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

1. All members of school staff have a legal power to use reasonable force.
2. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

1. remove disruptive children from the classroom where they have refused to follow an instruction to do so.
2. prevent a student behaving in a way that disrupts a school event or a school trip or visit.
3. prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
4. prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
5. and restrain a student at risk of harming themselves through physical outbursts.

18. Allegations of abuse against staff

Allegations of abuse will be taken seriously and will be dealt with quickly and in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension, even without prejudice, will not be used as an automatic response when an allegation has been reported but may be chosen to best protect any on-going investigation.

Students that are found to have made malicious allegations are likely to have breached our behaviour expectations. In determining a response to the malicious allegation the school may use a Fixed Term or Permanent Exclusion. A referral to the police will also be made if there are grounds for believing a criminal offence has been made.

19. Additional Support

It may be that as part of helping a student to get back on track and work within the boundaries set by the school, parents/carers will be invited to:

- consult with the school staff.
- Make arrangements with the school for their child to attend catch up sessions or revision if they are behind in their studies.
- be part of developing a regular dialogue regarding their child's progress and agreeing upon actions to support their child. We would expect the parent/carer to actively support the plan.
- make a referral to the Learning Support Team and, with permission if appropriate, referral to outside agencies.
- attend meetings (formal and informal) with Head of Year, Assistant Headteacher and/or Headteacher if and when appropriate at all stages of the intervention.
- work alongside staff to consider the most appropriate way forward for the student.

Reviewed and Revised:

September 2019

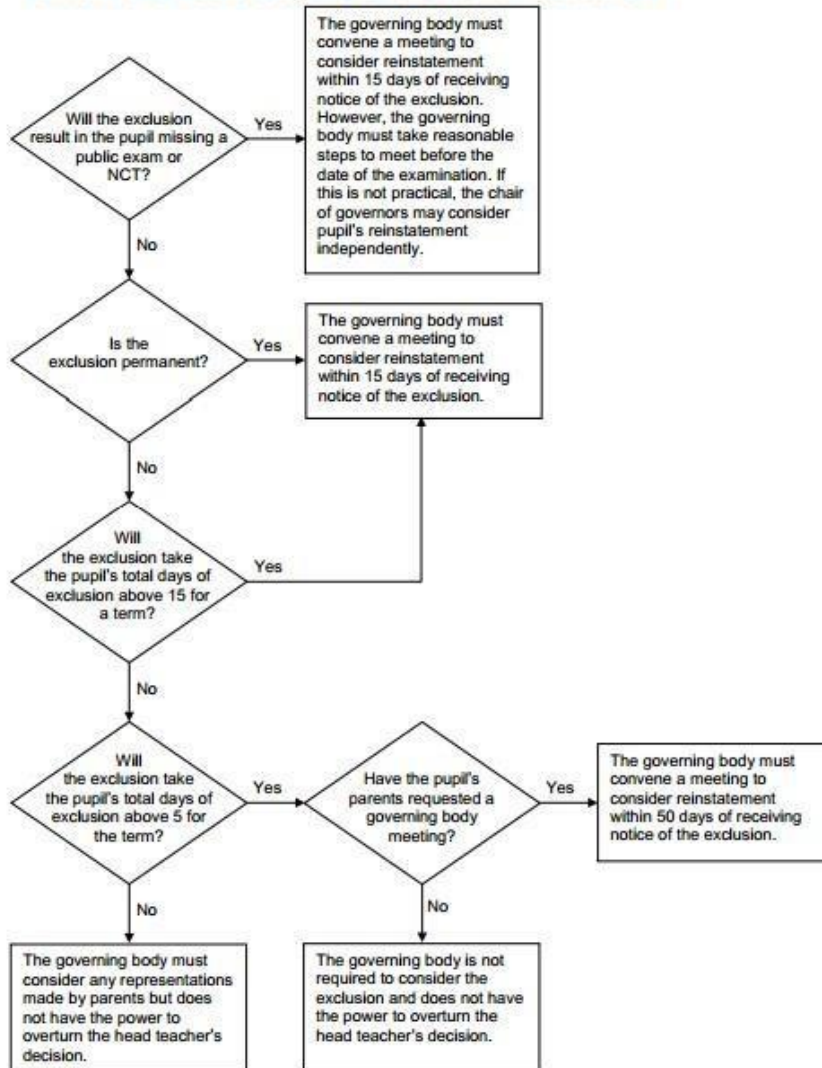
Responsibility for Implementation and Review:

DHT Raising Standards
Student Support Committee

Date of Next Review:

Spring 2020

Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.