



# Ousedale School

Be Kind | Work Hard | Succeed Together

## **Behaviour Policy (incorporating suspensions and permanent exclusions)**

Reviewed and approved by Personnel Committee	October 2022
Next due for review by Personnel Committee	September 2023

## **1.0 Governors' and Headteacher's statement of general principles**

1.1 Ousedale School believes in a positive learning culture, where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect. Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with dignity and consideration.

1.2 The school's philosophy of '*Be Kind, Work Hard, Succeed Together*' is underpinned by the school's policies including the behaviour policy which incorporates the character values - The Ousedale standard for pupils , and the policy on suspensions and permanent exclusion .

1.3 To ensure that the high standards of behaviour in our students are maintained consistently throughout the school, the school expects all pupils, with parental support, to abide by the behaviour policy, including the character values for pupils .

1.4 The school has a positive approach to managing behaviour by which pupils are expected to take responsibility for their actions and behaviour. First and foremost, the school will encourage and reinforce positive behaviours which minimises the occurrences of poor behaviour. The school will also ensure there is a robust yet fair system of sanctions in place for the minority of pupils who display negative behaviours.

1.5 The school's culture and values are manifested through the behaviour of all its members. High standards and clear rules reflect the values of the school and outline the expectations and consequences of behaviour for everyone. This policy aims to:

- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour for pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory);
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- Otherwise regulate the conduct of pupils.

## **2.0 Communicating the behaviour policy to the school community**

2.1 The school will ensure that pupils are aware that they are expected to adhere to the school values and high standards of behaviour. The behaviour policy and character values for pupils are communicated through tutorials, the PSHE programme, assemblies and notices in classrooms. Parents will be reminded every year to familiarise themselves with the behaviour policy which will be published on the school website (hard copy available on request). The school values its partnership with parents and expects parents to support the school in maintaining its high standards of behaviour.

## **3.0 Equality Act 2010 & Students with Special Educational Needs**

In relation to the Behaviour Policy and character values for pupils , the school will have due regard for the promotion of equality and ensure that its policies, expectations and sanctions do not unlawfully discriminate, including in respect of pupils with special educational needs.

3.1 Reasonable adjustments will be made for SEND pupils.

#### **4.0 Power to discipline beyond the school gate**

- 4.1 The school's behaviour policy allows the school to regulate pupils' behaviour where the pupils are not in school or in the charge of the school e.g. in the immediate vicinity of the school, on the journey to and from school or when clearly identifiable as a member of the school, when the behaviour is witnessed by a member of staff or reported to the school. Pupils may be outside school on school business including for example school trips and educational visits, college courses, sporting activities and work experience placements. In such circumstances, breaches of the behaviour policy will be dealt with as if they had taken place in school i.e. for any behaviours or incidents as per section 8 of the policy.
- 4.2 The behaviour policy extends to when pupils are using digital communications including mobile phones and the internet.
- 4.3 For behaviour outside school, but not on school business, including through the use of digital communications such as mobile phones and the internet, the school may discipline a pupil with a sanction, including a suspension decided upon by the Headteacher, if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the pupil body as a whole.
- 4.4 The school will consider whether it is appropriate to notify the police, either directly or via the safer school's Officer, of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the school community or public, the police will be informed. In addition, the school will consider whether this misbehaviour may be linked to the pupil suffering or being likely to suffer, significant harm. In which case, the school will follow its safeguarding procedures.

#### **5.0 The harassment of staff**

- 5.1 The harassment, abuse or intimidation of staff, both on and off the premises, including via the use of digital communications such as mobile phones and the internet, is considered a serious breach of the school's behaviour policy. The school will discipline a pupil who breaches the school behaviour policy in this way with a sanction, including a suspension decided upon by the Headteacher.
- 5.2 If a pupil is found to have made a malicious allegation against a member of school staff the Headteacher may suspend the pupil from school either for a fixed term or permanently. This does not affect a parent or pupil's right to raise a complaint against a member of staff in good faith.

#### **6.0 Character values – The Ousedale standard for pupils**

- 6.1 We expect all members of the Ousedale School community (particularly pupils, staff and parents) to adhere to the following:

## Character values - The Ousedale Standard for Pupils

The Ousedale Standard for Pupils sets out the **character** values that we believe all pupils should value, convey and develop. They are central to our everyday working practice, they underpin our curriculum and are derived from our school motto: **'Be Kind, Work Hard, Succeed Together.'** Our rewards and behaviour systems ensure that these **character** values are developed, embedded and celebrated across the school community.

<b>Motto</b>	<b>Character Value</b>	<b>Definition</b> What it means for pupils to exemplify and display the Character Value	<b>Examples</b> What pupils will be rewarded or sanctioned for
<i>Be Kind</i>	Kindness  K	<ol style="list-style-type: none"> <li>1. We are kind, polite and considerate of the feelings and rights of other people</li> <li>2. We act and speak toward each other respectfully</li> <li>3. We follow instructions and school rules</li> <li>4. We look after ourselves, our wellbeing and others in our school community</li> <li>5. We always take care of the school and wider natural environment. We recognise our role as custodians of our planet.</li> </ol>	<ul style="list-style-type: none"> <li>✓ We are kind to each other</li> <li>✓ We look after our environment</li> <li>✓ We visibly help others in need</li> <li>✓ We volunteer to help in the school community</li> <li>× Litter, damage or graffiti</li> <li>× Bullying</li> <li>× Prejudice based incident</li> <li>× Rudeness, swearing, disrespect</li> <li>× Fighting</li> <li>× Not following instructions/school rules</li> <li>× Anti-social behaviour</li> <li>× Other</li> </ul>
<i>Work Hard</i>	Hard Work  W	<ol style="list-style-type: none"> <li>1. We always try and give of our best knowing that we could not have tried any harder. Success is achieved when ambition meets hard work and effort.</li> <li>2. We do not settle for second best. We set and aim to achieve ambitious targets for ourselves, and to be the best in all we do and can be.</li> <li>3. We do not give up when we encounter difficult challenges, we are resilient</li> <li>4. As well as doing our best individually we work hard in partnership with others</li> <li>5. We come to school ready to learn: we are punctual and always have our basic equipment</li> </ol>	<ul style="list-style-type: none"> <li>✓ We actively engage in our lessons and learning</li> <li>✓ Classwork and homework is completed to a high standard</li> <li>✓ We have high levels of attendance and punctuality</li> <li>✓ Good presentation in books</li> <li>✓ Correct uniform worn with pride</li> <li>✓ We work well with others</li> <li>× Disengaged/passive in lessons</li> <li>× Incomplete classwork or homework</li> <li>× Disruptive behaviour in lessons (PDB)</li> <li>× Lack of basic equipment</li> <li>× Poor punctuality to school and/or lessons</li> <li>× Truancy</li> <li>× Other</li> </ul>
<i>Succeed Together</i>	Success  S	<ol style="list-style-type: none"> <li>1. Success comes when we are all kind and work hard</li> <li>2. We are members of our school and wider community. We work together in partnership to achieve our personal goals and help others succeed in theirs.</li> <li>3. We lead when necessary, but always play our part in the team and community</li> <li>4. We are rightly proud of our own achievements, but equally proud of the achievements of our peers</li> <li>5. We celebrate success, we do not belittle others' achievements</li> </ol>	<ul style="list-style-type: none"> <li>✓ We achieve well in relation to targets set</li> <li>✓ We participate in school teams/clubs/activities</li> <li>✓ We achieve points milestones in each of the 3 Character Values</li> <li>✓ We achieve awards ties and badges</li> <li>× We belittle or devalue others' achievements</li> <li>× We receive detentions and sanctions for not meeting our Character Values</li> </ul>

- 6.2 In practice our expectations for pupils are that they:
- comply with instructions from staff including support staff
  - respect all people and do not discriminate against others based on race, religion, gender, sexual orientation or disability (or any protected characteristic)
  - attend school regularly
  - arrive in school and in class on time, ready to learn, with the correct equipment
  - comply with the uniform policy and wear the uniform with pride
  - respect and take care of the school premises, buildings and property
  - respect the property of other people in the school community
  - keep work areas and social areas tidy, clean and free from litter
  - focus on their learning, taking a pride in their work, including presentation
  - complete homework and coursework on time and to the best of their ability
  - have due regard for the health and safety of others
  - comply with screening and searching for prohibited items if required
  - comply with the health and safety procedures and instructions in lessons and around the building and move around the building in an orderly and safe way
  - use the canteen and social areas in a safe, orderly fashion
  - maintain safe practices in queues and large groups – with no play fighting, pushing or pulling
  - make visitors to the school welcome
  - provide good examples of behaviour to students in younger year groups
  - maintain a high standard of behaviour on the way to and from school, when representing the school as well as when clearly identifiable as a member of the school community
  - respect the school's local community

**7.0 Rewards**

7.1 For the majority of pupils who regularly meet the expectations of the school and the character values for pupils, a system of rewards will be used:

<b>Reward</b>	<b>Staff responsible</b>
One to one praise	All staff
Issue of a reward point	Teachers, Associate staff
Congratulatory postcards home	Teachers, Associate staff
Congratulatory phone calls home	Teachers, Associate Staff
Awards (Bronze, silver and gold ) certificates	Pastoral staff
Badges for team/ club membership, council etc.	Pastoral team
Awards prizes	Pastoral staff
Student Achievement Awards	PALs
Awarding of silver and gold ties	Middle Leaders via PALs

Rewards lunch with PAL	PAL
Rewards lunch with Headteacher	Headteacher
Invitation to Awards Evening(s)	Middle Leaders via SLT & Governors
Spend time with therapy dog in the PILC	Pastoral team
Recognition in OuseNews and on school website	All staff via relevant Associate staff ensuring procedures re. use of student photographs are followed

\*SLT = members of the Senior Leadership Team (Head, Deputies & Asst Heads)

\*PALs = Pastoral and Academic Leaders

## 8.0 Unacceptable behaviours

8.1 The following behaviours are not acceptable:

- poor punctuality or truancy from school or from lessons
- chewing gum on school grounds
- dropping litter
- riding of bikes on the school property
- lack of care and consideration for residents and businesses in the local community
- misuse of digital technologies including hand held devices, ICT and the internet
- the use of hand held devices, phones, mp3 players, headphones etc. without permission between 0840 and the student leaving school for the day (see appendix 2 - mobile phone protocol).
- leaving the school premises during the school day without authority
- refusal to comply with instructions
- disruption of lessons and learning
- eating in areas not designated as eating areas
- taking unauthorised photographs videos or recordings on school premises
- smoking and/or vaping on the premises and on the way to and from school
- misbehaving in examinations including plagiarism of written work, controlled assessments and homework
- bringing, concealing and/or using prohibited items to school or school trips or visits
- encouraging others to bring, conceal and/or use prohibited items to school or on school trips or visits
- violence and threatening behaviour, either verbal or non-verbal bullying and harassment, including cyber-bullying racist, sexist and homophobic behaviour and language
- theft
- destruction of property including malicious damage and graffiti
- students endangering their own health and safety and endangering the health and safety of other members of the school community or those in the local community
- bringing the reputation of the school into disrepute
- any other behaviour that can be detrimental to the smooth running of the school

8.2 In addition the following cannot be brought in to school:

- Chewing gum, aerosol cans and carbonated drinks - cans
- laser pens

- Cigarettes/'e-cigarettes' i.e. those giving off a gas or vapour which can be inhaled), cigarette paper, tobacco, cigarette lighters, matches etc
- Alcohol, illegal drugs, drug paraphernalia and substances
- Weapons and offensive weapons such as BB guns, knives, catapults or anything that has been, or is likely to be, used to cause injury or commit an offence.
- Fireworks, including fire crackers;
- 'Stink bombs' and other dangerous/noxious items
- Stolen property
- Pornographic images
- Any other item that can be detrimental to the smooth running of the school
- Materials of any format that are discriminatory against those protected under the Equality Act e.g. racist or homophobic literature

8.3 Pupils bringing weapons onto site will be automatically suspended or permanently excluded from school. Pupils found with alcohol, illegal drugs and substances will be automatically excluded from school. Pupils who are repeatedly found with cigarettes, vapes, cigarette lighters, matches, etc. will be suspended from school.

## **9.0 Sanctions**

9.1 Where pupils choose not to respond to the school's high standards of behaviour and breach the behaviour policy, then pupils must accept that consequences will be imposed.

9.2 Consequences form part of a pupil's school record. There are a variety of sanctions, with the ultimate sanction being suspension where the Headteacher considers this appropriate.

9.3 There are stepped levels of sanctions. Pupils who do not comply at one level move up to the next.

9.4 For more serious breaches of discipline the decision regarding which sanction to impose will take into account a number of factors. This includes whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. As well as the individual student's behaviour record.

9.5 Within the school various staff have direct responsibility for managing the behaviour of students and ensuring that the smooth running of the school is maintained. These include teachers and associate staff, pastoral staff, teaching assistants, library staff.

9.6 Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

9.7 Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school (see 4.0)

<b>Sanction</b>	<b>Staff responsible</b>
One to one verbal reprimand and reminder of the expectations of behaviour	All staff

Setting of written tasks such as an account of their behaviour in the form of a statement	All staff
Detentions at break or lunchtime	All teachers, including supply and cover supervisors; TAs; pastoral staff
Withdrawal of break or lunch-time privileges	PALs; SLT
Work to be completed at home	Teachers; TAs; pastoral staff
Withdrawal of access to the ICT system	All ICT staff; pastoral staff; SLT
Confiscation of property – following school procedures	All staff
Withdrawal of participation in a sports event	PALs
Withdrawal of participation in a school trip or other educational visit	SLT
Placed in the Personalised Inclusive Learning Centre (PILC) for a day if found smoking / vaping on site. If caught a second time etc. it will be an external suspension. Students caught smoking/ vaping in a building will have a fixed term suspension.	PALs; SLT
Carrying out a period of community service within a curriculum area or library e.g. either during social times or after school, helping with display work, putting away resources, tidying up	Teachers; TAs; pastoral staff
Carrying out a period of community service e.g. either during social times or after school, cleaning and tidying the school canteen(s); helping the site team in maintaining the cleanliness of the school environment – such as picking up litter or weeding school grounds or removing graffiti	Pastoral staff; SLT
Detentions after school	
Implementation of 'Persistent Disruptive Behaviour' procedure	All staff
Appropriate use of emergency PDB system for senior staff to attend	All staff
Main School detention	All staff
SLT after school detention	SLT
Removal from class or a group	Middle leaders



Weekend detentions including catch up sessions	Teachers; pastoral staff - authorised by SLT
Detentions on Training Days	As authorised by the SLT
Extended days in inclusion centre, before school, lunchtime, and after school	SLT; PALs
Working in the inclusion centre for a fixed period of time	SLT; PALs
Placed on an alternative curriculum in the PILC due to persistent disruptive behaviour	PALs; SLT
Work outside SLT offices	SLT
Fixed term suspensions and permanent exclusions	Headteacher

\*SLT = members of the Senior Leadership Team (Head, Deputies & Asst Heads)

\*PALs = Pastoral and Academic Leaders

## **10.0 Additional information regarding sanctions**

- 10.1 Under current legislation, all staff, including associate staff, have specific legal powers to impose detentions to pupils, including same day detentions and detentions outside school hours.
- 10.2 Detentions can be held on any school day where the pupil does not have permission to be absent; weekends during term except a weekend during, preceding or following the half term break; or non-teaching days, except if it falls on a public holiday, on a day which precedes the first day of term, or after the last school day of term.
- 10.3 Staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside of school hours is reasonable, staff issuing the detention should consider the following points:
- Whether the detention is likely to put the pupil at risk;
  - Whether the pupil has known caring responsibilities;
  - Whether the detention timing conflicts with a medical appointment
- 10.4 Parental consent is not required for a detention to go ahead and parents cannot over-rule the school's decision to issue a detention for a pupil under the age of 18.
- 10.5 Parents / Carers are expected to make arrangements to ensure that their child attends the detention but may ask the school to consider an alternative date for their child to complete the punishment if the original date will cause the family a particular problem. However, if making suitable travel arrangements is an inconvenience to them, this is not a reasonable justification for a pupil not to attend a detention.
- 10.6 Parents will be notified of detentions outside school hours that are longer than 10 minutes by Edulink / Class Charts.
- 10.7 Occasionally, a detention may be notified to parents at a meeting, via e-mail or on the telephone. As parental permission is not required for a detention to go ahead,

returning an acknowledgement slip or giving permission is not a requirement for the detention to proceed.

10.8 Staff do not have to inform parents of a detention set for break or lunchtime as these are in school hours.

10.9 If a pupil does not attend a detention that has been set, disrupts or refuses to stay in a detention, then a further or higher level sanction will be imposed, which might be an internal suspension or a fixed term suspension, imposed by the Headteacher.

### **11.0 Confiscation (including electronic devices)**

11.1 Under the general powers to discipline, members of staff may confiscate, retain or dispose of a pupil's property to ensure pupil safety, as a punishment or where reasonable to do so. The law (Searching, Screening and Confiscation advice for school, DfE July 2022) protects 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.

11.2 Items that may be confiscated:

- Any item that has been or is likely to be used to commit an offence, cause Personal injury or damage to property and is on the prohibited list in 8.2.
- An item that disrupts learning e.g. a student using a mobile phone or other hand held device in class (see appendix 2)
- Items that are not allowed in a venue used for a public examination or during controlled assessments
- Items that are against school uniform rules
- Items that are counter to the ethos of the school
- Items that are illegal for a child to have e.g. racist or pornographic materials
- Items that disrupt the smooth running of the school e.g. mobile phones, mp3 players, headphones that are out or being used outside of permitted times or places
- Food or drink that is being consumed outside of the appropriate areas or times

11.3 Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour

11.4 As with all prohibited items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk

11.5 Staff may examine the data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to a designated safeguarding lead. Handling such reports or concerns can be complicated and the school will follow the principles as set out in 'Keeping children safe in education'.

11.6 If a member of staff finds any image, data or file they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable. In exceptional circumstances members of SLT may dispose of the image or data if there is good reason to do so. In determining whether there is a '**good reason**' to examine the data or files, the member of SLT should reasonably suspect that the data or file on the device has been, or could be used, to cause harm,

undermine the safe environment of the school and disrupt teaching, or be used to commit an offence. In determining whether there is a **'good reason' to erase** any data or files from the device, the member of SLT will consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable.

- 11.7 Mobile phones will be confiscated if seen. If a mobile phone has been confiscated 3 times and behaviour has not been modified, pupils will be asked to hand in their mobile phone to reception at the start of the school day.

## **12.0 Returning items**

12.1 Not all items will be returned under the power to confiscate.

- Items of little monetary value, such as a message on a piece of paper may be disposed of;
- Items found when searching and confiscating prohibited items whereby some items will generally not be returned and may be handed to the police

## **13.0 Returning Items of monetary or emotional value**

13.1 Generally, items that are being confiscated for longer than a lesson e.g. a mobile phone, will be stored securely until the end of the day.

13.2 Items that are not prohibited will generally be returned at the member of staff's discretion at the end of a lesson or the end of the day. Jewellery or items of clothing will generally be returned at the end of the school day.

13.3 In the case of repeat or persistent offenders, e.g. for pupils who persistently use their mobile phone in lessons or otherwise have used it inappropriately in school, or who persistently wear non-regulation items their parents may be required to collect their child's property and the pupil may be banned from bringing the item into school in the future.

## **14.0 Searching and Screening**

14.1 Searching can play a critical role in ensuring the school is a safe environment for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

14.2 The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in 8.2 or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:

- Knives and weapons;
- Alcohol;
- Illegal drugs and paraphernalia;
- Stolen items;
- Tobacco, cigarettes, vapes and associated paraphernalia;
- Pornographic images;
- Any article that a member of staffs reasonably suspects has been, or is likely to be used:
  - To commit an offence, or
  - To cause personal injury to, or damage to property of, any person (including the pupil

- 14.3 School staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed
- 14.4 Any searching of a pupil will be implemented consistently, proportionately and fairly and will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with SEND and making reasonable adjustments that may be required where a pupil has a disability
- 14.5 Before any search takes place, the member of staff conducting the search will explain to the pupil why they are being searched, how and when the search is going to take place and give them an opportunity to ask any questions
- 14.6 A record of a search must be kept on My Concern indicating the date / time the search was carried out, the reason for the search, staff members involved in the search and outcome
- 14.7 Staff may wish to consider using CCTV footage to decide whether to conduct a search for an item
- 14.8 Parental permission is not required before a search or a screening but should normally be informed after the search if something of significance was found.
- 14.9 Prohibited items found during a with consent search, without consent search or with or without suspicion screening may be confiscated, retained or disposed of as is reasonable in the circumstances.
- 14.10 Weapons, Knives and controlled drugs will be handed over to the police. Other substances which are not believed to be controlled should also be delivered to the police. Alcohol, tobacco, cigarettes, vapes, associated paraphernalia and fireworks, staff may retain and dispose of them as they think appropriate but they will not be returned to a pupil.
- 14.11 Any inappropriate sexual content will be handed to the police.
- 14.12 If a pupil is not willing to co-operate with the search, the member of staff will consider why this is. Reasons might include that they:
- Are in possession of a prohibited item;
  - Do not understand the instruction;
  - Are unaware of what a search might involve; or
  - Have had a previous distressing experience of being searched.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items as identified in 14.2. The decision to use reasonable force should be made on a case to case basis. The member of staff will consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Advice should always be sought from a member of SLT first.

- 14.13 A pupil refusing to co-operate with a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff - in such circumstances an appropriate disciplinary sanction will be applied and the police will be called.

## **15.0 Use of Reasonable Force**

- 15.1 School staff may use reasonable force (using no more force than is needed) to control and restrain pupils in the light of current law and guidance from the DfE (Use of reasonable force – advice for school leaders, staff and governing boards). Reasonable force may also be used by the Headteacher and authorised staff if using force is reasonable in the circumstances to conduct a search for knives, weapons, illegal drugs, alcohol, stolen items, tobacco, cigarettes, vapes and associated paraphernalia;, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- 15.2 School staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the school or among pupils
- 15.3 Staff, when considering using reasonable force, should consider the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions
- 15.4 Parental permission is not required before reasonable force is used but parents/carers must be informed if reasonable force has been used to control and/or restrain their child.
- 15.5 It is not illegal for a member of staff to touch a pupil and indeed there may be circumstances when touching a pupil is proper and necessary e.g. to comfort a distressed student.

## **16.0 Tracking behaviour and managing breaches of the school behaviour policy**

- 16.1 Other than sanctions listed above, the school has various strategies to support pupils in changing their behaviour. For pupils causing concern the choice of which strategies to employ is based on an assessment of an individual pupil's needs but might include any of the following:
- The school engaging with the parents, regular reviews, including interim reports
  - Close monitoring including different levels of monitoring reports
  - Changing tutor group or teaching group
  - Registration with a member of the pastoral team, SLT or in the PILC
  - Consideration by the SENDCo in school
  - Providing 'time out' opportunities
  - Curriculum alternatives at key stage 4 and Key stage 3
  - Behaviour contract with pupil , parents and school
  - Referral to the inclusion centre for a fixed period of time with phased reintegration to mainstream classes
  - Pastoral Support Programme
  - At risk of permanent exclusion meetings
  - Restorative justice meetings
  - Meeting with the governors' discipline committee
  - Referral to a support service such as the Education Welfare Service, Children's Services, Educational Psychology, Child & Adolescent Mental Health Service
  - MK Behaviour Partnership referral to a Personal Education Centre on a 'refocus' programme
  - MK Behaviour Partnership referral to a Personal Education Centre
  - A managed move to another local school with the consent of all parties, following the local Fair Access Policy
  - Parenting contract
  - Referral to the school counsellor

- 16.2 Pupils may be removed from lessons for persistent disruptive behaviour and may be required to spend a limited time out of the classroom at the instruction of a member of staff.
- 16.3 Pupils may be removed from lessons for serious disciplinary reasons and may be required to spend time out in the PILC. The use of removal will allow for the continuation of the pupil's education but it will differ from the mainstream curriculum but will still be meaningful for the pupil. Parents should be informed on the same day if their child has been removed from the classroom.
- 16.4 Removal will be used for the following reasons:
- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
  - To ensure the teaching and learning of all pupils is not persistently disrupted by one or a number of pupils;
  - To enable disruptive pupils to be taken to the Personalised and Inclusive Learning Centre (PILC) where education can be continued in a managed environment; and
  - To allow the pupil to regain calm in a safe place
- 16.5 The Personalised and Inclusive Learning Centre is a planned intervention occurring one to one, small group work and in place of mainstream lessons. The purpose of the PILC is:
- As a planned intervention for behavioural or pastoral reasons;
  - As a final preventative measure to support pupils at risk of exclusion;
  - Regulate a student's emotions;
  - Health and safety/ medical and well-being reasons;
  - Reintegration / stepping stone back into mainstream lessons full time due to attendance, well-being etc.

Although the list is not exhaustive. However in all cases, the underlying ambition is to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons.

- 16.6 The school monitors breaches of the school behaviour policy electronically. This enables the school to identify individual pupils with persistent poor behaviour. Each day, via class charts, parents of pupils will be notified of their child's behaviour (both positive and negative behaviours).
- 16.7 If a pupil is identified as continuing to misbehave by breaching the behaviour policy, despite sanctions having been imposed, then the school will work on various behaviour management strategies, as detailed above, to refocus the pupil.

## **17.0 Multi-agency approach**

- 17.1 The school has a multi-agency approach to support pupils who display continuous disruptive behaviour. Therefore, some pupils are already referred to other agencies such as Specialist CAMHS, Speech and Language Therapy, school counsellor or the Educational Psychologist. For pupils who are not already referred, parents will be encouraged to support the school's recommendations that they agree to a specialist referral to assess whether the behaviour is due to any unmet underlying educational or other need.

17.2 The school can transfer a pupil on a 'managed move' as preventative measures to suspension to another school if there is an agreement of everyone involved, including parents/carers and the admission authority of the new school.

17.3 The Headteacher has the power to direct a pupil off-site for education, without parents/carers having to agree, to improve a pupils behaviour e.g. to an alternative educational provider (AP) or another secondary school. Any AP will be based on an understanding of the support a pupil needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction will only be used where in-school interventions and/or outreach have been unsuccessful.

## **18.0 Key Stage 5**

There is an expectation and requirement that pupils in years 12 and 13 behave in accordance with the principles laid out in this policy. These expectations are communicated to pupils via their induction programme, Sixth Form Agreement which they sign, and regularly thereafter via assemblies, tutor time and notices displayed throughout the sixth form area. Should pupils fail to act in an appropriate manner, sanctions will be considered and, if deemed necessary, implemented – see Appendix 1.

## **19.0 Suspensions**

19.1 The ultimate sanction available to the Headteacher is suspension (a suspension, where a pupil is temporarily removed from school, is an essential behaviour management tool) – including permanent exclusion. For the majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be a last resort. This is to ensure pupils and staff are protected from disruption and can learn in safe, calm and supportive environments.

19.2 The decision to exclude is never taken lightly. Only the Headteacher (or in their absence the senior teacher in charge) can suspend a pupil. Other suspension-related activities, including the investigation, may be delegated to other staff.

19.3 When making decisions on suspensions and administering the suspension procedure, the Headteacher must comply with the law and must also have regard to the current guidance, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'. A guide for those with legal responsibilities in relation to suspension published by the DfE. This section of the behaviour policy draws upon this guidance.

19.4 If a pupil has been involved in a serious incident or an accumulation of persistently poor behaviour at school that breaches the school behaviour policy which incorporates the Ousedale standard for pupils, the Headteacher may decide to suspend the pupil from school. This means that for the period of the suspension the pupil cannot attend the school or come near to the school premises. Suspensions may be fixed term suspensions, which means that the pupil may return to the school once the suspension has been served, or a permanent exclusion which means that the pupil may never return to Ousedale School.

19.5 A pupil may be suspended, and possibly permanently excluded, after being involved in a single or 'one off' incident that is a serious breach of the behaviour policy. Examples of such an incident include:

- drug and alcohol related incidents e.g. coming on site under the influence of alcohol and/or drugs, intent to deal drugs, possession of drug paraphernalia (e.g. scales)
  - smoking or vaping inside the school buildings
  - incidents involving offensive weapons
  - stealing
  - swearing at teachers or other staff; threatening staff
  - serious actual or threatened violence against another pupil or member of staff
  - destructive behaviour
  - deliberate damage to school property, including graffiti, or the property of other members of the school community
  - incidents impacting on the health and safety of other pupils or members of staff bringing the reputation of the school into disrepute.
- 19.6 Or a pupil may be suspended and / or permanently excluded for persistent poor behaviour. In the case of pupils with a history of poor behaviour, a relatively minor offence might also trigger a suspension. Examples of persistent poor behaviour include:
- persistent disruption of lessons
  - persistent bullying
  - frequent referrals to the PILC
  - persistent refusal to comply with instructions
  - an accumulation of incidents involving cigarettes, Vapes, tobacco, cigarette lighters or matches
  - breaking a PSP behaviour target
- 19.7 The above lists are by no means exhaustive and merely indicate the type of incident which may lead to suspension.

## **20.0 The decision making process**

- 20.1 There has to have been an incident to start the process. There will be an investigation by members of staff. The investigation will usually be coordinated by a senior member of staff with pastoral staff supporting the investigation.
- 20.2 Pupils involved in an incident may be placed in the PILC whilst the matter is investigated.
- 20.3 Pupils are encouraged to give their version of events and will be given the opportunity to write a statement explaining what happened. If a Pupil finds it difficult to write, an adult may scribe for them. Honesty is valued.
- 20.4 Other pupils and staff involved will be asked to write statements. Other evidence may be gathered. If relevant, the CCTV will be checked.
- 20.5 The Headteacher will usually confer with the relevant member of the investigation and pastoral team and/or look at the pupil's file and check the behaviour record to determine whether or not such an incident is out of character. The Headteacher will check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment.
- 20.6 The Headteacher will also take into account the school's behaviour policy and other linked policies.



- 20.7 The Headteacher will examine the results of the investigation and make the decision to exclude.
- 20.8 In making the decision to suspend the Headteacher will apply the civil standard of proof: i.e. on the balance of probabilities, it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher will accept that something happened if it is more likely that it happened than it did not happen.
- 20.9 In deciding to suspend and in determining the length of the suspension , the Headteacher will consider the full written reports on the incident and will take into account the pupil's previous record of incidents as well as any special educational needs or disability that the pupil might have. Plus whether the pupil has a social worker, including looked after children and previously looked after children. If the pupil is new to the school this will also take into account his/her record at his/her previous school, the comments of his/her PAL and his/her co-operation when being spoken to about the incident. Honesty is always valued.
- 20.10 When the decision to exclude a pupil is taken, parents will be notified before the suspension comes into effect, ideally by telephone and usually by a senior member of staff. Notification of the suspension will also be confirmed in writing without delay.
- 20.11 If the incident is very serious, the person contacting a parent may ask them to remove their child from the school immediately. The parent will be informed that their child is being suspended and, if the length of the suspension has been determined at this point, for how long.
- 20.12 A fixed term suspension cannot be extended and nor can a fixed term suspension be 'converted' into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed term suspension may be issued to begin immediately after the first term suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
- 20.13 The Headteacher will write to parents informing them of the decision to suspend, why and for how long and either the parents' right to make representation to the Governors or their right of appeal if appropriate.
- 20.14 The Headteacher may cancel/withdraw/rescind a suspension or permanent exclusion that has not been reviewed by the governing board. If this occurs, parents, the governing board and the local authority will be notified, and if relevant, the social worker and VSH.
- 20.15 Parents should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the suspension being cancelled
- 20.16 The Headteacher will report to the governing board once per term on the number of suspensions which have been cancelled. This will include the circumstances and reasons for the cancellation.

## **21.0 Contacting the school about an exclusion**

- 21.1 Parents should not contact staff or the Headteacher about the reported incident.
- 21.2 Once a suspension has been issued parents should only contact the governors via the clerk to the governors.

## **22.0 Education during exclusions**

22.1 Work is not provided, unless requested, for one-day suspensions as pupils should have homework and/or coursework to do. For longer exclusions students will be provided with work which will need to be collected and returned.

22.2 If a suspension is longer than five days then arrangements will be made for the pupil to receive appropriate education equivalent to full-time education from the sixth day. This will be off-site, usually in the inclusion centre of another MK secondary school.

### **23.0 Public examinations during an exclusion period**

23.1 The school will make arrangements for suspended pupils, including permanently excluded pupils, to sit any public examinations that fall within the exclusion period. However, the examination may be supervised in isolation or held at another examination centre for example at another local school or the school's linked Personal Education Centre.

### **24.0 Where a child should be during exclusions**

24.1 Parents have a duty to ensure that when their child is suspended that he/she is not present in a public place during school hours during the first five days of a suspension, unless there is reasonable justification for this. It will be for parents to show reasonable justification. If parents do allow their child in a public place, then they may receive a penalty notice from the LA. They must also ensure that their child does not come to the school during the period of suspension, especially to meet friends, at the end of the school day.

### **25.0 Length of suspensions**

25.1 The length of the suspension is decided by the Headteacher and may take into account the nature of the incident, any provocation that might have led up to the incident, a pupil's previous behaviour record.

### **26.0 Lunchtime Suspensions**

26.1 The Headteacher may decide that an appropriate punishment is a lunchtime suspension. By law each lunchtime suspension is the equivalent of a half-day fixed term suspension. Lunchtime suspensions do not count towards the school's duty to provide full time education from day six of a fixed term suspensions. Parents will have to make arrangements for their children to be collected from school at the beginning of lunch, supervised and then returned to school at the end of lunchtime.

27.0 Regulations allow the Headteacher to suspend a pupil for one or more fixed periods not exceeding 45 days in one school year. This applies to the pupil and not the institution. This means if a pupil has been suspended and moves school, then the record of suspension goes with them.

### **28.0 Permanent Exclusion**

28.1 A permanent exclusion means that the pupil can no longer attend the school, ever, unless the pupil is reinstated. The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **29.0 Readmission meetings after a suspension or off-site direction**

29.1 At the end of all fixed term suspensions parents are invited to attend a readmission meeting with their child that offers the pupil a fresh start. These are important

meetings; the school has found that working together with parents is the most effective means of ensuring that a child does not re-offend. It helps them understand the impact of their behaviour in line with the school's culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. These meetings will usually be conducted by a member of the senior leadership team and certain reassurances about the pupil's future behaviour will be sought.

**30.0 Pastoral Support Programmes (PSPs)**

30.1 If a pupil is considered to be at risk of permanent exclusion a pastoral support programme will be organised at the re-integration meeting or at a separate "At risk of permanent exclusion meeting".

**31.0 The Discipline Committee**

31.1 The Governing Board delegates its functions in respect of suspensions to a committee of governors, the Discipline Committee.

31.2 The Discipline Committee reviews all permanent exclusions and fixed term exclusions of more than 15 school days in one term (or which brings the pupil's total number of days of exclusion to more than 15 in one term) and, should parents request it, will meet to consider a fixed period of exclusion of more than 5, but not more than 15 school days in any one term.

**32.0 Monitoring and Evaluation**

32.1 At the beginning of an academic year the Headteacher will provide the Personnel Committee with a written report about the operation and effectiveness of the policy particularly in relation to behaviour and suspensions for the previous academic year.

32.2 The Personnel Committee, on behalf of the Governing Body, will review the policy on an annual basis.

## **Appendix 1 – Key Stage 5 – Sanctions**

The following sanctions (in addition to the sanctions applied at main school) will be considered in the event of inappropriate behaviour in Key Stage 5 (Years 12 and 13):

1. Increased use of compulsory 'private study' to ensure that students complete outstanding work for their subject(s) and teacher(s).
2. The use of the school's PILC for behavioural incidents. This may be for specific lessons or days, depending on the specific behaviour concern. The amount of time spent in the PILC is at the discretion of the PAL, Director of Sixth Form and any member of the school's Senior Leadership Team (SLT).
3. For students who are significantly behind with their studies due to a lack of work and commitment, the school will consider withdrawing them from specific subject(s).
4. For students with persistent absence (i.e. under 85% attendance threshold), the school will consider, and if necessary, action the removal of exam entry for specific subject(s). We will take into account the circumstances of who have had serious medical issues, as certified by a doctor, or suffered close family bereavements.
5. Any breaches of the school exam policy will be dealt with accordingly and in line with exam board regulation. External examination boards will also be notified of any malpractice.
6. Students who fail to meet the expectations of the Sixth Form Dress Code may be sent home to change. Continued non-compliance would result in the school considering the full range of sanctions at its disposal.
7. In the event of aggressive, rude behaviour, or persistent failure to comply, the school will consider the full range of sanctions at its disposal.
8. In the event of a student bringing any of the following: offensive weapons, drugs or drugs paraphernalia onto the school site, the Headteacher will automatically consider a permanent exclusion.
9. In the event that a student enters the school site and is not fit to attend due to any form of substance abuse, including drugs and alcohol, the Headteacher will consider appropriate sanctions, including fixed term exclusion and permanent exclusion.
10. In the event of students who are persistently failing to comply with appropriate requests from staff, the Headteacher will consider whether permanent exclusion is appropriate.

*The list is not exhaustive and the Governing Board and Headteacher reserve the right to implement sanctions they deem suitable for any behaviour or action considered to be inappropriate.*

## **Appendix 2**

### **Mobile Phone protocol**

- The use of mobile phones, including where being accessed through the use of headphones and/or smartwatches, is not allowed during the school day.
- There may be a limited number of exceptions where phone use may be permitted, but only with specific permission and direct in-person supervision from the teacher.

#### **Years 7 to 11:**

- No phones from beginning of the day when entering the site at Reception to leaving the school site at the end of the day (including any after school activities). This includes no use at break-times or outside the school building in the playgrounds.

#### **6<sup>th</sup> Form:**

- The policy remains unchanged i.e. phones may be accessed only within the 6<sup>th</sup> Form block and grounds within the fence.
- If Staff see a mobile phone, or hear it, then a mobile phone, including headphones and smartwatches being used to access phones, will be confiscated.

### **Sanctions**

#### **If a mobile phone (headphones, smartwatch) is confiscated:**

- **1<sup>st</sup> time:** Mobile phone (headphones, smartwatch) confiscated and kept at Reception until the end of the day.
- **2<sup>nd</sup> time:** Mobile phone confiscated and kept at Reception until the end of the day. Parents will be informed that they will need to come and collect the phone in person if confiscated at any stage in the future.
- **3<sup>rd</sup> time & every subsequent time:** Mobile phone confiscated until parents are able to come and collect it in person.

#### **Pupils who refuse:**

- Pupils who refuse to hand-over their phone (headphones, smartwatch) will be placed into inclusion and will ultimately face exclusion from school.
- Pupils found to have taken, or be in possession of pictures, images or recordings of staff and/or pupils in lessons without authorisation will be excluded from school.