



# Ousedale School

Aspire | Believe | Achieve

## **Behaviour Policy and addendum due to changes during the COVID-19 period (incorporating exclusions)**

Reviewed and approved by Personnel Committee	17 November 2021
Approved by Full Governors	6 December 2021
Next due for review by Personnel Committee	November 2022

## **1.0 Governors' 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 '*Aspire, Believe, Achieve*' is underpinned by the school's policies including the behaviour policy which incorporates the Ousedale standard for students, and the policy on exclusions.
- 1.3 To ensure that the high standards of behaviour in our students are maintained consistently throughout the school, the school expects all students, with parental support, to abide by the behaviour policy, including the Ousedale standard for students.
- 1.4 The school has a positive approach to managing behaviour by which students 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 students who display negative behaviours.

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

- 2.1 The school will ensure that students are aware that they are expected to adhere to the school values and high standards of behaviour. The behaviour policy and Ousedale standard for students 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**

- 3.1 In relation to the Behaviour Policy and Ousedale standard for students, 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 students with special educational needs.

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

- 4.1 The school's behaviour policy allows the school to regulate students' behaviour where the students 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. Students 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 students 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 student with a sanction, including an exclusion decided upon by the

Headteacher, if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the student 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 student. 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 student 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 student who breaches the school behaviour policy in this way with a sanction, including an exclusion decided upon by the Headteacher.

5.2 If a student is found to have made a malicious allegation against a member of school staff the Headteacher may exclude the student from school either for a fixed term or permanently. This does not affect a parent or student's right to raise a complaint against a member of staff in good faith.

## 6.0 The Code of Conduct

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

### The Ousedale Standard for Students

QUALITY	DEFINITION
RESPECTFUL	<ol style="list-style-type: none"> <li>1) You always politely consider the feelings, requests and rights of other people.</li> <li>2) You always take care of your environment.</li> <li>3) You always value yourself and your contribution to school.</li> </ol>
COLLABORATIVE	<ol style="list-style-type: none"> <li>1) You are always co-operative.</li> <li>2) You always display active listening.</li> <li>3) You always participate enthusiastically, productively and appropriately.</li> </ol>
DETERMINED	<ol style="list-style-type: none"> <li>1) You always strive to be the best you can be.</li> <li>2) You have a good understanding of how you can do better.</li> <li>3) You respond positively to all feedback, showing you are committed to improve.</li> </ol>
ENGAGED	<ol style="list-style-type: none"> <li>1) You display consistently positive behaviour.</li> <li>2) You display a thirst for knowledge.</li> <li>3) You can work independently.</li> </ol>
ORGANISED	<ol style="list-style-type: none"> <li>1) You are always well-equipped.</li> <li>2) You are always on time.</li> <li>3) You always strive to take pride in what you are doing.</li> </ol>

Students must meet 10 aspects across all five qualities to be awarded an outstanding for ATL

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- 6.2 In practice our expectations for students 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
  - 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 students who regularly meet the expectations of the school and the Ousedale standard for students a system of rewards will be used:

Reward	Staff responsible
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 (including epraise) certificates	Pastoral staff
Awards prizes	Pastoral staff
Student Achievement Awards	PALs
Awarding of colours 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

Recognition in OuseNews and on school website	All staff via relevant Associate staff ensuring procedures re. use of student photographs are followed
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\*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 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 are not allowed in 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 Students bringing weapons onto site will be automatically excluded from school. Students found with alcohol, illegal drugs and substances will be automatically excluded from school. Students who are repeatedly found with cigarettes, cigarette lighters, matches, etc. will be excluded from school.

## 9.0 Sanctions

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

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

9.3 There are stepped levels of sanctions. Students 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 including the nature of the incident, a student's age, provocation and any special educational needs or disability they may have 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.

Sanction	Staff responsible
One to one reprimand	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 on site. If caught a	PALs; SLT

second time etc. it will be an external exclusion. Students caught smoking in a building will have a fixed term exclusion.	
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	Middle leaders
Implementation of 'Persistent Disruptive Behaviour' procedure	All staff
Appropriate use of emergency '2222/7777' system for senior staff to attend	All staff
Main School detention	Middle leaders; 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 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, staff have specific legal powers to impose detentions outside school hours.

- 10.2 Parental consent is not required for a detention to go ahead and parents cannot overrule the school's decision to issue a detention for a student under the age of 18.
- 10.3 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 student not to attend a detention.
- 10.4 Although notice may not be necessary for a short after school detention, for detentions without notice of longer than 10 minutes, parents will generally receive notice via a telephone call.
- 10.5 Parents will be notified of detentions outside school hours that are longer than 10 minutes by Edulink/ParentMail.
- 10.6 Occasionally, a detention may be notified to parents at a meeting 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.
- 10.7 Staff do not have to inform parents of a detention set for break or lunchtime as these are in school hours.
- 10.8 If a student 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 exclusion or a fixed term exclusion, imposed by the Headteacher.

### **11.0 Confiscation of inappropriate items**

- 11.1 Under the general powers to discipline, members of staff may confiscate, retain or dispose of a student's property and to ensure student safety, as a punishment.
- 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

### **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 students 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 student may be banned from bringing the item into school in the future.

### **14.0 Searching and Confiscation of Prohibited Items**

- 14.1 In addition to the right to confiscate property as above, the Headteacher and other staff have powers available to search and screen students with or without suspicion and with or without consent, particularly in relation to section 8.2 of this policy, as appropriate.
- 14.2 Parental permission is not required before a search or a screening.
- 14.3 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.
- 14.4 Weapons and Knives will be handed over to the police.
- 14.5 Any inappropriate sexual content will be handed to the police.
- 14.6 A student refusing to co-operate with a search raises the same kind of issues as where a student 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 to control and restrain students in the light of current law and guidance from the DfE. 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 and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- 15.2 Parental permission is not required before reasonable force is used.
- 15.3 It is not illegal for a member of staff to touch a student and indeed there may be circumstances when touching a student 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 students in changing their behaviour. For students causing concern the choice of which strategies to employ is based on an assessment of an individual student'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 student, parents and school
- Referral to the inclusion centre for a fixed period of time with phased reintegration to mainstream classes
- Pastoral Support Programme / Student 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
- A managed move to another local school with the consent of all parties, following the local Fair Access Policy
- Parenting contract

16.2 The school monitors breaches of the school behaviour policy electronically. This enables the school to identify individual students with persistent poor behaviour. Each term, via the Progress Review, parents of students will be formally notified of their child's current behaviour record (both positive and negative behaviours).

16.3 If a student 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 student.

## **17.0 Multi-agency approach**

17.1 The school has a multi-agency approach to support students who display continuous disruptive behaviour. Therefore, some students are already referred to other agencies such as Specialist CAMHS, Speech and Language Therapy, school counsellor or the Educational Psychologist. For students 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 student on a 'managed move' 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 student off-site for education, without parents/carers having to agree, to improve a student's behaviour e.g. to an alternative educational provider or another secondary school.

## **18.0 Key Stage 5**

There is an expectation and requirement that students in years 12 and 13 behave in accordance with the principles laid out in this policy. These expectations are communicated to students 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 students fail to act in an appropriate manner, sanctions will be considered and, if deemed necessary, implemented – see Appendix 1.

**19.0 Exclusions (Refer to government guidance 'changes to the school exclusion process during the coronavirus (COVID-19) outbreak updated 10<sup>th</sup> October 2021')**

19.1 The ultimate sanction available to the Headteacher is exclusion – including permanent exclusion.

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

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

19.4 If a student 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 students, the Headteacher may decide to exclude the student from school. This means that for the period of exclusion the student cannot attend the school or come near to the school premises. Exclusions may be fixed term exclusions, which means that the student may return to the school once the exclusion has been served, or a permanent exclusion which means that the student may never return to Ousedale School.

19.5 A student may be excluded, 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 inside the school buildings
- incidents involving offensive weapons
- stealing
- swearing at teachers or other staff; threatening staff
- serious actual or threatened violence against another student 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 students or members of staff bringing the reputation of the school into disrepute.

19.6 Or a student may be excluded for persistent poor behaviour. In the case of students with a history of poor behaviour, a relatively minor offence might also trigger an exclusion. 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, 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 exclusion.

## **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. Students involved in an incident may be placed in the PILC whilst the matter is investigated.

20.3 Students are encouraged to give their version of events and will be given the opportunity to write a statement explaining what happened. If a student finds it difficult to write, an adult may scribe for them. Honesty is valued.

20.4 Other students 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 student'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 exclude 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 Often, at this point, the length of the exclusion has not been determined.

20.10 In deciding to exclude and in determining the length of the exclusion, the Headteacher will consider the full written report on the incident and will take into account the student's previous record of incidents as well as any special educational needs or disability that the student might have. If the student 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.

20.11 When the decision to exclude a student is taken, parents will be notified before the exclusion comes into effect, ideally by telephone and usually by a senior member of staff. Notification of the exclusion will also be confirmed in writing without delay.

20.12 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 excluded and, if the length of the exclusion has been determined at this point, for how long.

20.13 A fixed term exclusion cannot be extended and nor can a fixed term exclusion be 'converted' into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed term exclusion may be issued to begin immediately after the first term exclusion ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

20.14 The Headteacher will write to parents informing them of the decision to exclude, why and for how long and either the parents' right to make representation to the Governors or their right of appeal if appropriate.

### **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 an exclusion 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 exclusions as students 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 an exclusion is longer than five days then arrangements will be made for the student 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 excluded students, including permanently excluded students, 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 excluded that he/she is not present in a public place during school hours during the first five days of an exclusion, 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 exclusion, especially to meet friends, at the end of the school day.

### **25.0 Length of exclusions**

25.1 The length of the exclusion 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 student's previous behaviour record.

### **26.0 Lunchtime Exclusions**

26.1 The Headteacher may decide that an appropriate punishment is a lunchtime exclusion. By law each lunchtime exclusion is the equivalent of a half-day fixed term exclusion. Lunchtime exclusions do not count towards the school's duty to provide full time education from day six of a fixed term exclusion. 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 exclude a student for one or more fixed periods not exceeding 45 days in one school year. This applies to the student and not the institution. This means if a student has been excluded and moves school, then the record of exclusion goes with them.

### **28.0 Permanent Exclusion**

28.1 A permanent exclusion means that the student can no longer attend the school, ever, unless the decision is overturned. A permanent exclusion might be used for persistent poor behaviour or for single “one-off” incidents which are considered serious enough to warrant a permanent exclusion, for example, if a student hit a teacher, sold drugs on the school site or set a fire in school.

### **29.0 Readmission meetings**

29.1 At the end of all fixed term exclusions parents are invited to attend a readmission meeting with their child. However, in exceptional circumstances e.g. the COVID-19 period it will not be possible to have a face to face readmission meeting. If all participants agree to the use of remote access and all participants have access to the technology the readmission meeting will be held remotely. If this is not possible the readmission meeting will take place with the student in school and all paperwork will be sent to the parents/carers. 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. These meetings will usually be conducted by a member of the senior leadership team and certain reassurances about the student’s future behaviour will be sought.

### **30.0 Governing board and independent review panel (IRPs) meetings**

30.1 (all exclusions and permanent exclusions occurring between 25<sup>th</sup> September 2021 and 24<sup>th</sup> March 2022 (inclusive of these dates and subject to government change) are subject to temporary arrangements with the regards to the use of remote access technology meetings of governing board or independent review panels. This is a contingency measure should there be any further public health restrictions to limit the spread of COVID-19 that might make it difficult for meetings to be held in person within the normal statutory timescales).

### **31.0 Pastoral Support Programmes (PSPs)**

31.1 If a student 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”.

### **32.0 The Discipline Committee**

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

32.2 The Discipline Committee reviews all permanent exclusions and fixed term exclusions of more than 15 school days in one term (or which brings the student’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.

### **33.0 Monitoring and Evaluation**

33.1 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 exclusions for the previous academic year.

33.2 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 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.