

Behaviour & Exclusion Policy



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1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)

- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Exclusion from maintained schools, academies and pupil referral units in England](#)

3. Definitions

Examples of misbehaviour:

- Persistent disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Persistent non-completion of classwork or homework
- Persistent poor attitude
- Persistent incorrect uniform / equipment

Examples of serious misbehaviour:

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

4. Bullying

Bullying – see anti bullying policy

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy and promoting the strategies within the student care model consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 1 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the tutor promptly

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded through house points:

- Each student is allocated to one of the 4 houses: Oak, Maple, Chestnut and Willow
- Each tutor group assigned to a house
- Every student is given a house badge, ironed to their lapel
- Students can earn house points (HPs) through good work and positive contributions

The school may use any of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Behaviour logged onto the management information system

- Sending the pupil out of the class
 - Expecting work to be completed at home, or at break or lunchtime
 - DoY / SLT detention after school
 - Placing the student at a formal stage of the student care model
 - Letters or phone calls home to parents
 - Agreeing a behaviour contract
 - Putting a pupil 'on report'
 - loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular academy events such as sports day or prom
 - Internal exclusion
 - education off-site for a designated period
- fixed or permanent exclusion

See appendix 2 for sample letters to parents about their child's behaviour.

We may use the isolation in response to serious or persistent breaches of this policy. Pupils may be sent to a member of SLT or DoY during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention are also escalated to a SLT detention or DoY / SLT isolation

Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a fixed-term or permanent basis.

7.2 Off-site behaviour

The school will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school. When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school staff will consider:

- whether the pupil is taking part in any school-organised or academy-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
- the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will address the behaviour in accordance with this policy.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

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

Staff may use any of the following points however this is an exhaustive list. The list below are examples:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the whole school expectation within their classroom
- The member of staff has planned the lesson appropriately to support all learners
- The member of staff has communicated any concerns around previous behaviour to the tutor who has then communicated with parents / carers via phone call, email exchange or meeting
- The member of staff has asked for support and guidance from their department / area of the school they are working
- The member of staff has asked for support and guidance from the pastoral team – tutor / ADoY / DoY
- The member of staff has deployed other adults in the room appropriately
- The member of staff has used prior attainment / student data for lesson planning / dealing with a follow up to an incident (outside of lesson)
- The member of staff has used the SEND / PP passport to support
- The member of staff has asked the student to move seats within the class
- The member of staff has spoken to the student in a personalised way (one to one discussion) either prior to or during the lesson / in corridor
- The member of staff has used encouragement and / or praise
- The member of staff has applied the de-escalation method to defuse the situation
- The member of staff has asked the student to stand outside of the classroom for a couple of minutes (**no longer than 5 minutes**) to help defuse the situation
- The member of staff has reminded the student of their report targets (if applicable)

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 1 for a behaviour log)

8.3 Confiscation

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

We will also confiscate any item which is harmful or detrimental to the school. These items may not be returned to pupils after discussion with senior leaders and parents.

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

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

8.4 Pupil support

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

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

In order to support students' misbehaviour a structured approach to intervention is in place

Stage 1: **Tutor** – Calls home, report, notifies DOY of student concern, letter home

Stage 2: **DOY** – Face-to-face with parent (DOY and tutor), report, notifies SLT lead, student can be placed in after-school DOY detention or isolation, letter home

Stage 3: **Assistant Principal** – Notifies EIPT, Face-to-face with parent (Tutor, DOY and AP), report, notify Vice Principal of issues, student can be placed in isolation or SLT detention, letter home

Stage 4: **Vice Principal** – Notifies EIPT, Face-to-face with parent (Tutor, DOY and AP), report, notify Principal of issues, student can be placed in isolation or SLT detention, letter home

Stage 5: **Principal** – Notifies EIPT, meeting with parent (DOY, AP and Principal), Principal report, student can be placed in isolation with Principal, SLT detention, exclusion or managed move

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

8.5 Investigations

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences must be carried out by two staff together. Secondary age pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. Primary aged pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

[The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.]

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

In exceptional circumstances, pupils may receive a fixed term exclusion pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the academy.

9. Pupil transition

To ensure a smooth transition from primary to secondary school pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process, this can be accessed through the CPD / Twilight sessions, briefings and or faculty meetings.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the governing body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

Appendix 1: behaviour log –

Incident Details

Type 0

Type Of Bullying

Description	Points

New
Delete

Activity Type Location

Date 26/09/2017 Time

Lesson Information

Comments

Recorded On 26/09/2017 Status

Appendix 2: letters to parents about pupil behaviour – templates

Letter 1 – Tutor

Dear <<PARENTNAME>>

Within our student care model we are always reviewing student's behaviour by trying to catch students doing the right things through our rewards system of house points. When behaviour is deemed unacceptable it affects the learning environment of both classrooms and corridors. We have a staged approach towards dealing with unacceptable behaviour which involves the following stages of the student care model:

- Tutor
- Director of Year
- Assistant Principal for Key Stage
- Vice Principal for Key Stage
- Principal – Mr S Strickland

Unfortunately <<STUDENTNAME>> has been placed at the formal tutor stage of the student care model due to poor behaviour being reported by staff. As the tutor of <<FORMCLASSCODE>> I will make contact with you regarding the details of the behaviour shown. We ask you to speak to <<STUDENTNAME>> to support and prevent movement to the next stage of the student care model.

<<STUDENTNAME>> will be placed on a behaviour monitoring report. This involves a behaviour report with targets being taken to all lessons for teachers to give feedback upon progress. We expect a parental signature placed on the report at the end of each day. I will then be monitoring this report at the start and end of each day and will communicate accordingly with you to support <<STUDENTNAME>>. <<STUDENTNAME>> will remain on report to me until one of two criteria is met:

- A **successful** completion of the report and stage
- An **unsuccessful** report – this will then mean <<STUDENTNAME>> will move to the next stage of the student care model which is formal Director of Year involvement

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally outlined we aim to catch students doing the right thing, I hope <<STUDENTNAME>> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF FORM TUTOR

Tutor of <<FORMCLASSCODE>>

Letter 2 – DoY

Dear <<PARENTNAME>>

Within our student care model we are always reviewing student's behaviour by trying to catch students doing the right things through our rewards system of house points. When behaviour is deemed unacceptable it affects the learning environment of both classrooms and corridors. We have a staged approach towards dealing with unacceptable behaviour which involves the following stages of the student care model:

- Tutor
- Director of Year
- Assistant Principal for Key Stage
- Vice Principal for Key Stage
- Principal – Mr S Strickland

Unfortunately <<STUDENTNAME>> has been placed at the formal Director of Year stage of the student care model due to further poor behaviour being reported by staff. As the Director of Year for Year <<YEARGROUPNUMBER>> I will make contact with you regarding the details of the behaviour shown.

In order to support this stage you will be required to attend a meeting in school with myself, <<TUTORNAME>> as tutor of <<FORMCLASSCODE>>, I also would like <<STUDENTNAME>> to be present at the meeting. We will use this time to set targets for a behaviour monitoring report. This involves a behaviour report taken to all lessons for teachers to give feedback upon progress. We expect a parental signature being placed on the report at the end of each day. I will then be monitoring this report at the start and end of each day and will communicate accordingly with you to support <<STUDENTNAME>>.

<<STUDENTNAME>> will remain on report to me until one of two criteria is met:

- A **successful** completion of the report and stage
- An **unsuccessful** report – this will then mean <<STUDENTNAME>> will move to the next stage of the student care model which is formal Assistant Principal involvement with Mr Dewes

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally outlined we aim to catch students doing the right thing, I hope <<STUDENTNAME>> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF DoY

Director of <<YEARGROUPNUMBER>>

Letter 3 – AP

Dear <<PARENTNAME>>

I write to express my concerns that <<STUDENTNAME>> will be begin formal Assistant Principal Involvement here at the school. Within our student care model we are always reviewing student's behaviour by trying to catch students doing the right things through our rewards system of house points. You will now be aware of our staged approach towards dealing with unacceptable behaviour which involves the following stages:

- Tutor
- Director of Year
- Assistant Principal for Key Stage
- Vice Principal for Key Stage
- Principal – Mr S Strickland

Unfortunately <<STUDENTNAME>> has been placed at the formal Assistant Principal stage of the student care model due to continued poor behaviour being reported by staff. This is after formal tutor and Director of Year involvement. As the Assistant Principal for Student Care I will make contact with you regarding the details of the behaviour shown.

In order to support this stage you will be required to attend a meeting in school with myself, <<DoYNAME>> as Director of Year and <<FORMTUTORNAME>> as tutor. We also require <<STUDENTNAME>> to be present at the meeting. We will use this time to set targets for a behaviour monitoring report. We expect a parental signature placed on the report at the end of each day. I will then be monitoring this report at the start and end of each day and will communicate accordingly with you to support <<STUDENTNAME>>. <<STUDENTNAME>> will remain on report to me until one of two criteria is met:

- A **successful** completion of the report and stage
- An **unsuccessful** report – this will then mean <<STUDENTNAME>> will move to the next stage of the student care model which is formal Vice Principal involvement with Mrs Adams

As originally outlined we aim to catch students doing the right thing, I hope <<STUDENTNAME>> will take this opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF AP

Assistant Principal – Student Care

Letter 4 – VP

Letter 4 – VP

Dear <<PARENTNAME>>

I write to express my disappointment with <<STUDENTNAME>> continued poor behaviour in school. Our student care model aims to catch students doing the right things unfortunately we are repeatedly catching <<STUDENTNAME>> demonstrating poor behaviour. So far <<STUDENTNAME>> has been involved in the following support strategies

- Formal tutor involvement - report, letter sent home and phone call
- Formal Director of Year involvement - report, letter sent home, phone call and parental meeting
- Formal Assistant Principal involvement - report, letter sent home, phone call and parental meeting

Unfortunately <<STUDENTNAME>> has now formally started the Vice Principal stage. I need to highlight to you that the next stage will be formal involvement by the Principal, Mr Strickland. The Principal is the final stage of the student care model, at this point discussions will take place regarding <<STUDENTNAME>> being at the school as we would have exhausted all possible support strategies. At this point we will be contemplating a managed move to another school or even permanent exclusion.

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally outlined we aim to catch students doing the right thing, I hope <<STUDENTNAME>> will take this final opportunity to reflect upon their behaviour and strive for improvement. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF VP

Vice Principal

Letter 5 – Principal

Dear <<PARENTNAME>>

I write to you following communication from Mrs Adams (Vice Principal) regarding <<STUDENTNAME>> repeated and continued poor behaviour in school. Our student care model aims to always catch students doing the right things, unfortunately <<STUDENTNAME>> is now at the final stage of formal Principal involvement. So far <<STUDENTNAME>> has been involved in the following support strategies

- Formal tutor involvement - 10 day report, letter sent home and phone call
- Formal Director of Year involvement - 10 day report, letter sent home, phone call and parental meeting
- Formal Assistant Principal involvement - 10 day report, letter sent home, phone call and parental meeting □
Formal Vice Principal involvement

Unfortunately <<STUDENTNAME>> has now formally started the final stage of the student care model, this will involve a final Principal report. I fully expect <<STUDENTNAME>> to successfully complete this report with positive feedback from all teachers. If improvement is not shown I will be asking you to return to school so we can formally discuss the next steps.

As a school we want to work with parents to improve and support any unacceptable behaviour. As originally outlined we aim to catch students doing the right things in and outside of lessons but <<STUDENTNAME>> place at the school is at risk. Please do not hesitate to contact me if you require any further support or guidance around this letter.

Yours sincerely,

SIGNATURE OF

Principal

