

# School Behaviour Policy

## Heathcote School and Science College



**Approved by:** Governors **Date:** 27th September 2021

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## Other Documentation

This Policy should be used in reference with the following documents;

- The Peer on Peer Abuse Policy.
- The Attendance Policy.
- The Drugs Policy.
- The Equality Policy.
- Educational Visits Policy.
- Safeguarding Policy.
- Learning and Teaching Policy.
- Prevent Policy.
- British Values.
- SEND policy.

The School Behaviour Policy is written in line with the following areas of legislation and guidance.  
Education Act 2002 and Education Act 2011

Education and Inspections Act 2006

Equality Act 2010

Behaviour and Discipline in Schools – DfE Guidance 2012

1. A guide to the law for school governors:

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

2. The Department's advice on the Equality Act 2010:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

3. Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

4. Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

5. Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff:

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

6. Exclusion from maintained schools, academies and pupil referral units in England:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

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## **Heathcote School Vision and Values**

At Heathcote School, we aim to ensure that every pupil is well educated, are able to attend university or access ambitious work choices and lead a happy and fulfilled life. We believe in order to achieve this, pupils have to work hard and act with integrity at all times. Our Behaviour Policy aims to help pupils to change any behaviours that do not lead to success so that positive behaviours become good habits which in time, become part of their character.

### **Aims**

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To help learners take control over their behaviour and be responsible for the consequences of it and celebrate those who do so
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure that all stakeholders are treated fairly, shown respect and to promote good relationships.
- To build a community that values kindness, respect and empathy for others.
- To ensure pupils with SEND are able to thrive in an inclusive ethos and firm and fair approach.

### **Who does the Policy Apply to?**

This policy applies to all pupils. However, it is only by modelling good behaviour, that teachers, other staff, parents/carers, and visitors can expect good standards of behaviour from those whose education is entrusted to us. The success of the policy depends on the full support of parents. To this end the Home School Agreement outlines clearly the responsibility of pupils, parents and school staff. Parents need to read the Behaviour Policy and Home School Agreement carefully and signing the latter means we expect parents/ carers to support and trust the school.

All staff have a responsibility to manage behaviour while the pupil is in school or elsewhere under the charge of school staff, including on school visits and outside school. School staff have a statutory power to discipline pupils for misbehaving outside of the school premises. This includes misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school
- displaying negative activity on social media

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

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

The power to discipline applies to all school staff. These staff have a statutory responsibility to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a

reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

In all of these circumstances, the Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

## **Pupil Expectations**

We expect all pupils to be **Ready, Respectful and Responsible**.

### **Ready Pupils**

1. Excellent attendance and punctuality to school and lessons
2. Have correct equipment for each lesson
3. Submit homework on time
4. Wear the correct uniform appropriately at all times
5. Remove outdoor wear before entering class, place on the back of the chair
6. Sit in allocated seat, up straight, tracking the teacher.
7. Begin 'Do Now' in 90 seconds
8. Have no banned items on display

### **1. Excellent attendance and punctuality to school and lessons**

#### **Attendance**

Pupils who fail to attend school and whose attendance drops below 95% will be subject to attendance procedures. Please see attendance policy. Pupils who struggle to attend school due to mental health issues will be discussed at the referral meetings and appropriate internal and external support will be deployed.

#### **Punctuality**

Pupils who arrive to school later than 30 minutes after the registers have closed, will be allocated a U code and a 30 minutes detention. Pupils who receive 12 U codes will be fined. Pupils who arrive late to school but less than 30 minutes will receive a 30 minute detention. Persistently late pupil's parents will be contacted and monitored by the school and the Educational Welfare Officer. School sanctions may escalate if the lateness is deemed as intentional. Once support is in place, if the issue persists a referral to Early Help will be made.

Pupils are expected to arrive on time to lessons. If they have been with a member of staff or have a genuine reason, then they must provide a note from an adult. Failure to do so will result in a sanction being issued. Pupils are considered to be late to the lesson if they arrive after the second bell. Teachers will record the number of minutes late onto the management information system Sims. Lateness of more than 10 minutes after the bell should be recorded as truancy. Teacher will add a centralised detention for truancy. This detention will occur on the same night and will be 30 minutes in length. Pupils who are persistently late will be placed on to punctuality report by the Head of Year and will be monitored by tutors.

## Truancy

Pupils who truant lessons will receive a 30 minute detention for each truancy log recorded that day. If pupils have 2 or more truancy logs in any one day, then the following day they will be placed in the IEU. The time in the IEU will be used to establish any issues with lessons or concerns that the pupils is having. Heads of Department will be asked to support with any class changes, seat moves or other issues. Pupils who persistently truant lessons will be placed on report to the Pastoral Team.

Leaving school without permission is unacceptable behaviour. In these cases, parents will be contacted and the child will be marked as having an unauthorised absence and on the child's return to school will be referred to IEU. To safeguard the pupil, we may also contact the police.

Pupils who are persistently truanting will be discussed at the referral meetings. If there are no improvements pupils may be isolated and then placed on report to a Senior Leader and will be part of the **Evergreen** programme. Failure to improve attendance to lessons will be considered as defiance and behaviour that is beyond the care and control of the school. This may result in pupils being permanently excluded or removed from the school via the Fair Access Panel.

Pupils with 100% attendance and punctuality each fortnight and for the whole half term will be entered for the ACE award. Every fortnight or half term a winner will be randomly drawn from the eligible cohort.

## 2. Have correct equipment for each lesson

### Equipment

To ensure pupils are prepared for lessons, they will require everything on the school equipment list. When pupils arrive at the class, they will be expected to put the equipment onto desks. Missing equipment will be addressed in tutor time and pupils will be given missing equipment and charged via Parent Mail. Pupils who are struggling to buy equipment will be supported through the schools Hardship Fund.

Having full equipment enables pupils to fully participate in their learning and enables them to produce work of the highest quality and presentation.

Pupils must be fully equipped for the lessons they have that day. We would expect all pupils to have an appropriate sized bag which holds the following equipment everyday:

2 pens

1 pencil

Ruler

Rubber

Calculator (scientific)

Reading book

Knowledge Organiser (Years 7-9)

Books for the lessons

Pupils will require their PE kits and drama socks on certain days of the week.

Pupils who do not bring equipment to lessons and do not have an appropriate note explaining the reason for this will be allocated a 30 minute detention. Pupils will be lent equipment where this is possible in exchange for a valuable item. When pupils persistently do not have equipment, parents will be contacted and asked to support with checking their child's bag on a regular basis.

For pupils who regularly fail to bring equipment, parents will be contacted and a detention will be given.

Pupils who are fully equipped will be given Praise points in the weekly form time check.

### **3. Wear the uniform correctly and appropriately.**

#### **Uniform**

Having respect for yourself is often displayed in the way pupils wear their uniform. The school believe that uniform plays a valuable role in contributing to the ethos, tone and instilling pride in the school by:

- Encouraging identity with and in support for the school ethos.
- Creating a strong cohesive school identity amongst peers which promotes equality and cohesion.
- Prepare pupils for working life.

Staff will address uniform at the start of the day and the start of every lesson. All adults in the building have a responsibility to address pupils whose uniform does not meet the required standard.

As pupils enter the classroom or school, staff will check uniform is in good order and ensure that this is addressed before entering the room.

Pupils are expected to wear the correct uniform every day. The uniform is as follows:

- Black blazer with a Heathcote badge
- White shirt tucked in
- A tie with 6 stripes showing
- A black V neck jumper
- Black pair of trousers
- Black skirt (must be knee length)
- Black or white socks (must not come over the knee)
- Black leather look shoes (no heels or boots)
- Large black bag
- Dark coat
- Lanyard
- Drama socks
- Headwear/ hair must follow the Halo code (no lines in hair or eyebrows)

Pupils who do not have the correct uniform will be sent to the pastoral office (IEU) at the start of school

day where they will be loaned the uniform in exchange for a valuable item. Pupils who refuse to wear this uniform will be placed in the IEU. Pupils will be given a 30-minute detention for not having the right uniform.

If pupils have the wrong uniform or a missing piece of uniform then they should bring an alternative in along with a note from the parents. This will prevent the child from being given a detention. It is expected that the issue is resolved by an agreed date otherwise detention will then be issued. At this point parents will be involved. We have a Hardship Fund to support families with financial difficulties.

Pupils who are wearing the correct uniform appropriately will be given a praise point in the uniform check once a week.

### **PE kit**

Pupils who do not have their PE kit will be issued a 30 minute detention and will be expected to wear spare kit where possible. Pupils without kit will also be expected to participate in lesson where this can be done safely.

If pupils have misplaced an item of PE kit then they should bring an alternative in along with a note from the parents. This will prevent the child from being given a detention. It is expected that the issue is resolved by an agreed date otherwise detention will then be issued. At this point parents will be involved.

## **4. Submit homework on time**

Homework helps pupils to extend the learning from lessons or will prepare them for future learning. Most homework tasks are set on google classroom and will need to be submitted via this. Pupils should be informed of the homework that has been set at the start of the lesson to ensure pupils have chance to ask questions if they do not understand or have any issues.

Pupils who do not complete the homework on time will be set a new deadline. Pupils who do not meet the new deadline will be allocated a 30 minute detention with the department that set the homework. In this detention the pupil will be expected to complete the homework set. Failure to attend the 30 minute department will lead to 1 hour department detention. Departments will contact home in advance of a 1 hour detention.

For pupils who persistently do not complete homework for a department or subject we will contact parents to ensure that they are supported from home. Pupils may also be placed on a report to the department.

Pupils who submit good quality homework on time will be given praise points.

## **5. Remove outdoor wear before entering class, place on the back of the chair**

Before entering the classroom or dining halls pupils should remove any outdoor wear (coats, hats, gloves). This outdoor wear should be placed on the back of their chair or into their bags. Pupils will be refused entry into the room unless these items have been removed.

Refusal to remove the item will be classed as defiance and will warrant a referral to the IEU. The item



in question will then be confiscated until the end of the day.

Once equipment has been removed from the bag then the bag should be placed under the table or designated areas. This helps to keep the learning space clear and walk ways safe.

In the event of a fire pupils would be expected to leave bags and coats in the classroom, as these items can hinder the safe exit from the building.

## **6. Sit in allocated seat, up straight, tracking the teacher.**

Once pupils arrive in the classroom they are expected to sit in the allocated seat, according to the seating plan. All staff have the right to change these plans if they feel that the seat allocated is not supporting pupils with learning.

Pupils should show that they are ready to learn by sitting up straight and tracking the teacher. When pupils are tracking the teacher, their head will be facing the teachers and their eye will be following the teachers moments.

During lessons, pupils will be expected to conduct themselves in a manner which enables maximum learning for all to occur. One key aspect of this is the '**How we Learn**' prompt. Pupils in lessons will be expected to maintain good order whilst working individually or in groups. Staff should think carefully about pairs and groupings and should plan transitions and seating plans.

Pupils should not question groupings or seating plans. Pupils who do not do follow the 'how we learn', seating plans or groupings will be issued with a detention or warning.

## **7. Complete Do Now in 90 seconds**

Once the above is completed pupils should complete the Do Now that is on the board. Every pupils is expected to be ready for learning and engaged within 90 secs of arriving. This is to ensure that the maximum learning time is achieved.

If pupils do not show that they are ready for learning staff may issue a 30 minute detention.

Pupils who are ready for learning may receive praise points from staff.

## **8. Have no banned items on display**

In the table below it is possible to see all the items that are classed as banned items. With the exception of phones, none of these items should be brought onto the school premises and if they are seen or found as part of a school search then they will be confiscated.

Each of the items carries different sanctions from a centralised detention for 30 minutes or 1 hour or the more serious sanction of the IEU or isolation for some items.

The school has the right to confiscate the item and dispose of them. Items will only be returned to pupils at the end of the day if this is not a persistent issue. Where pupil continually brings in a banned

item then they will be confiscated and only returned to the parents.

Where pupils are wearing make-up or nail polish pupils will be given appropriate wipes in order to remove this. Where pupils are wearing false lashes / nails we will ask them to remove where possible. If they are not able to remove them then parents will be contacted to sort the issue within the next 48 hours. After the agreed time if this has not been rectified pupils will be placed in the IEU.

Where pupils have a banned item that warrants a detention staff should confiscate the item. Where it warrants an IEU or an isolation if staff they feel comfortable to confiscate they should do so, if not they should report this to the Year leader or school leader as soon as possible.

<b>Banned Items</b>		
<b>Sanction type</b>	<b>Banned item</b>	<b>Next steps</b>
Community	Sugary / Junk foods Fizzy / Sugary drinks/ juice cartons Chewing Gum Aerosols/ Sprays	Confiscated and disposed of
Centralised	Mobile phones Earphones/ air pods Hoodies/ Hats/ Bandanas Mirrors/Lip gloss	Confiscated and Returned at the end of the day
	----- Nail polish/ Make up Lashes / fake nails*	Removed
	Nose studs/inappropriate earrings /earrings not in lobes	Confiscate Give plastic replacements
IEU/ Isolation	Food for Selling Metal combs Tobacco and Papers Vapes/ E cigarettes Lighters / Matches Stink / Water Bombs Compasses/ firecrackers	Confiscated and disposed of

\*these can be very long and sharp and present a health and safety concern for the pupil and others.

## Searching

To maintain good order and safety of the community, certain items are banned from the school premises, and when representing the School. School staff can search a pupil for any item if the pupil agrees and this is normally undertaken by Senior or Pastoral staff and by at least two staff members; at least one of the same sex where possible.

However, the Head Teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a dangerous/ unlawful item on their person or in their locker.

The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item, or they might notice a pupil

behaving in a way that causes them to be suspicious.

- The powers allow school staff to search regardless of whether the pupil is found after the search to have had that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen
- A statement from a pupil or adult could initiate a search
- School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

## **Screening**

The School's statutory powers to make rules on pupil behaviour, and their duty to manage the safety of pupils, staff and visitors enables them to impose the following requirement:

- the school can and will require pupils to undergo screening by a walk-through search arch or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils. Search arches will normally be planned in advance but pupils/parents will not be informed of specific dates
- Search arches will be conducted in line with guidance from the Metropolitan Police as we work in partnership with them
- school statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- any member of school staff can screen pupils.
- all pupils are expected to comply with a request for screening which involves no physical contact.
- this type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

If a pupil refuses to be screened or searched, they may not be allowed to remain on the school site. Parents will be contacted and pupils will be placed in the IEU whilst parents support us with the search or screen. A pupil refusing to cooperate with such this raises the same issue as any other unacceptable behaviour when instructed by a member of staff, and the school will apply an appropriate sanction.

Random searches and search arches will be part of Heathcote's normal practice, including that of bags, clothing and lockers.

For items that warrant an IEU or isolation, this will be decided after an investigation has occurred. The sanction will be decided in relation to how the item was being used or how it was identified. If any banned items was being used as weapon or caused harm to another person then these items will be considered as dangerous items and the sanction system for these deployed.

## **Dangerous items**

- Knives or weapons (including Swiss Army knives).
- Replica weapons or pointed articles or any object that could be used with intention of harming or intimidating another person.

- Alcohol.
- Illegal drugs and drugs paraphernalia.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- Fireworks or Flares.
- Pornographic images.
- Images of self with weapons or drugs.

These items may be handed to the Safer Schools Officer (SSO) and pupils will be spoken to by the SSO or the police.

Active refusal to be searched, especially where suspicions of a dangerous item may be concerned could result in an isolation, fixed term or permanent exclusion depending on the item. If pupil refuses to be searched on 3 occasions this will warrant escalated sanction each time and risk assessment being put in place for the pupil.

Pupils found with these items (unless there are unique and exceptional circumstances) will be permanently excluded from the school as the school operates a zero tolerance approach

Any staff member who hears, sees or has it reported to them that a pupil has a dangerous item should log this onto safeguard and report this to a senior member of staff immediately.

### **Confiscation**

- School staff can seize any banned / dangerous or unlawful item found as a result of a search.
- The school can seize any item, however found, which they consider harmful or detrimental to school discipline; this includes deleting electronic images or passing illegal material onto the police.
- depending on the nature of the confiscated item, it may be retained by the school or disposed of as a disciplinary measure where reasonable.
- confiscated weapons, knives or blade items, items believed to be stolen and illegal drugs (or suspected of being illegal drugs) will be passed onto the police

### **Mobile Phones**

The school does not allow the use of mobile phones on the school site. Mobile devices should not be seen or heard whilst on the school site. Mobile phones will be taken off pupils. Phones will be handed in to reception, the confiscation logged on the SIMs system and a detention allocated. The same will apply to Smart watches. The confiscated item will be handed to reception and the pupil may collect it at the end of the school day.

Any pupil who refuses to hand over their mobile phone will be referred to the IEU for not following staff instructions. When pupils arrive at the IEU they will be asked for their phone. This will be placed in a safe place till the end of the day and return once they are dismissed. Failure to do this will lead to an isolation.

Persistent breach of this rule will lead to the school making arrangements whereby the phone will be removed from the pupil on a daily basis for an agreed amount of time. Before the pupil can enter the building, they will be asked to hand their phone in. If a pupil is persistently found with their phone or refuses to hand over, we may decide that the parent or carer has to collect the phone.

Sixth form pupils can only use mobile phones in the sixth form building designated areas. No mobile phones should be seen or heard in the main school or in lessons. Sometimes sixth form pupils will be able use their phones in lessons to set reminders or log information. Where this is the case, pupils must follow the ICT Acceptable Use Policy.

No pupil should use their phone to photograph, film or record another person at any point during the school day. This is a serious breach of GDPR and will result in a sanction up to an exclusion.

Where the person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device. In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The inappropriate use of mobile phones, other technologies, social media inside or outside of the school which impact on the wellbeing of pupils, the orderly running of the school or its reputation will be reported to the Police via the Safer Schools Officer or to the appropriate authority. Once investigated, we will decide on sanctions and could be anything up to a permanent exclusion, especially if there is a repeat in behaviours.

### **Food for selling**

Pupils found to be bringing in excessive food or drink or found to sell will face the following sanction:

First offence - 1 day in the IEU

Second offence - 1 day isolation

Third Offence - 2 day isolation

Fourth offence - 3-5 day exclusion plus possible involvement from other agencies.

If the food has been stolen then pupils will receive an exclusion.

Any food or drink that is found on a pupil used for selling will be removed and disposed of. Any money made will also be removed from the pupil and given to the Hardship Fund.

**We expect all pupils to act in a respectful way towards staff and pupils.**

### **Respectful Pupils:**

1. Use good manners to all members of the community
2. Track adults and listen to peers when speaking
3. Follow all staff instructions without question or delay
4. Do not disrupt the learning of others
5. Keep hands, feet and objects to themselves
6. Are polite, kind and use positive language to all, in person and on social media

### 1. Use good manners to all members of the community

The way that pupils speak to each other and to staff denotes their character. We expect pupils to speak in full sentences and use standard English. The use of slang and inappropriate language will not be tolerated and pupils will be corrected by staff. We will encourage the pupils 'to leave the street at the gate' and model adult/ professional language.

We expect the highest standards from our staff and pupils in our community. When any stakeholders interact the expectations is that manners are used. This is important between staff as this is how we model to the pupils. We also expect staff to use manners with pupils even when giving them direct instructions. Moreover, we demand that pupils use manners when interacting with each other.

The table below are the expectations for all when interacting. Staff will remind pupils when they are not meeting these standards by asking them to correct their behaviour and also by modelling the desired behaviour. The teaching of respectful behaviour will become a large part of our daily teachings through lessons, assemblies and form times, as well as interactions with pupils. Pupils who fail to correct their behaviour or whose behaviour becomes disrespectful then this could warrant a centralised detention or an IEU.

Pupils who display good manners will receive praise points for this.

Being Respectful	
When talking to an adult:	
Body Language	Stand up straight No folded arms
Facial Expression	Track the adult
Titles	Use Sir /Mrs/ Ms/Mx /Miss
Polite phrases and words	Please, Thank you Good Morning Good Afternoon Sorry
Spoken Language	Speak in full sentences. Use standard English

## **2. Track adults and listen to peers when speaking**

It is important to us that pupils show the teachers/ adults or their peers that they are listening to them when giving instructions, giving responses or communicating important information to them. Pupils can do this by tracking the teacher/ adult / peer. Tracking is looking towards the adult/ peer and following them with their eyes and body language. Pupils would also not talk whilst they are tracking the other person.

Pupils who do not track adults or listen to their peers will be considered to be acting disrespectfully or seen as trying to disrupt learning. Pupils will be given warnings and may be referred to the IEU.

Pupils who show good listening skills and positive interactions with adults will be given praise points.

## **3. Follow all staff instructions without question or delay**

To ensure the school can run smoothly and safely it is important that pupils follow any instructions given by any member of staff. The expectation is that pupils respond to those instructions quickly and without delay.

During lessons, pupils will receive praise for their good behaviour and efforts and consequences for negative/ undesirable behaviours. Reasonable adjustment will be made to support pupils with their learning/ work but there will be no tolerance for defiance, or rudeness and or disruption.

Where pupils may have additional needs staff will ensure that they repeat the instruction. If the pupil is still not responding they will ask the pupil to speak to them and check why they have not followed the instructions. Once the instruction has been made clear, the expectation is that this is then followed. Refusal to do so will be classed as defiance and will result in warnings or a referral to the IEU. It is also essential that all aware have read and are aware of the pupil profiles for each child with SEND in their class. Staff should use the TAs in the classroom to support with pupils who have not followed instructions. TAs can remove the pupil from the classroom and give them some time out.

Pupils who respond well to staff instructions will be allocated praise points.

## **4. Do not disrupt the learning of others**

Every child has the right to disruption free learning and every teacher has the right to teach without being disrupted. Therefore, pupils who intentionally disrupt learning will be reminded of the expectations by the teacher. If they continue to disrupt learning, then staff will give pupils a 1<sup>st</sup> warning. It would be advised to give the warnings in private where possible. When pupils get a 2<sup>nd</sup> warning, it will be advised to give the pupils a few moments outside the class (where this can be done safely) so that a private conversation can be had and the teacher can remind the pupil of the expectations. If the pupil continues to disrupt the learning of others, then they will be removed to the IEU.

Pupils who are always doing the right thing and focusing on their learning will be allocated praise points.

## **5. Keep hands, feet and objects to themselves**

Pupils are taught to respect and be kind one another at Heathcote and any pupil who doesn't do this will be addressed. This level of disrespect and conduct will not be tolerated at Heathcote. There is no reason for pupils to touch another pupil or their property intentionally.

Play fighting is a term used by pupils at Heathcote. We do not tolerate 'play fighting' and consider this to be inappropriate physical contact and an IEU will be issued. If a so called 'play fight' becomes highly disruptive, unsafe or causes injury this will result in IEU/ Isolation or a fixed term exclusion for physical assault.

Where none of the above occurs, it will be considered poor behaviour and will result in an IEU. The sanction for 'play fighting' will be determined by the evidence collected.

## **6. Are polite, kind and use positive language to all, in person and on social media**

Heathcote school is a caring community, whose values are built on mutual trust and respect for all. Every member of the school community should feel valued, respected, and each person should be treated fairly. The Behaviour Policy will promote respect for pupils and staff, through high expectations of language and conduct. We expect every member of our community to behave in appropriate and socially acceptable way. We aim to ensure that everyone has equal rights, but also needs to exercise the responsibilities which go with them pupils appreciate the value of every member of the community including themselves.

- pupils are kind to each other.
- pupils participate fully in society.
- pupil's safety and wellbeing is managed.
- Peer on peer abuse is prevented and managed well if it does occur.

Pupils are asked to consider what kind of person they want to be and part of the Heathcote journey will be to build pupils character. Pupils should want to display positive behaviours at all times because this is 'who they are' and not who they are being forced to be. The development of a pupil's character is very important to all staff at Heathcote as we believe we our role is to create young people that have the ability to contribute fully in society.

Pupils who display impolite, unkind or negative language in any medium will be referred to the IEU in the first instance and will remain there whilst we investigate. Further consequences maybe deployed and the Peer on Peer Abuse policy will be followed.

### **Responsible Pupils**

1. Are PROUD of their learning
2. Work to the best of their ability
3. Engage in every lesson
4. Walk on the left and act safely in the corridor
5. Keep the community tidy
6. Act positively in the community
7. Take up opportunities and lead

#### **1. Are PROUD of their learning**

Teachers should ensure that work is presented to the highest possible standard at all times.

- Teachers should not allow pupils to deface books, folders or Knowledge Organisers.
- All written work should have titles underlined, a date and an indication as to whether the work has been completed in class or at home.
- When completing ICT based work, presentation remains very important and should be carefully checked.

Pupils should at all times ensure the presentation of all their work is their very best and to their highest standards.

Pupils will not deface books or written work, folders or Knowledge Organisers and will apply pride to everything they do, both in and out of the classroom as this can result in a department detention.

Pupils will be PROUD by ensuring:

- P** - Pen and Pencil – minimum equipment expectation
- R** – Respect your work, and the work of others
- O** – Own your learning – be proud
- U** – Underline date and title using a ruler
- D – DO YOUR BEST**



## **2. Work to the best of their ability**

Every lesson each pupil needs to try their hardest and complete all tasks set. We expect pupils to attempt the challenge tasks in order to challenge themselves.

We are encouraging all pupils to become independent learners and to ensure that they are resilient in their learning. To this end we want pupils to use the 3B's before asking for help. Brain, Books and Buddy. Pupils need to think hard (Brain) to solve questions. Look back through (Books) or knowledge organisers to find answers. Failing this they can ask their partner (Buddy) for help. If after all this they have not found the answer or still require help they can ask the teacher for support.

## **3. Engage in every lesson**

Pupils must come ready to learn and engage in all parts of the lesson. We do not expect to see any pupils with heads on desks and outdoor wear on or without equipment out. Engaging in lessons includes answering questions when asked by the teacher, starting tasks promptly and completing each task set to the best of your ability.

Pupils who do all the of the above will be awarded praise points and also subject points from their teachers. During quality assurance visits pupils will be awarded praise postcards for any of the above reasons. Every half term pupil will also be nominated for subject certificates.

Pupils who do not engage in the lesson will given a 30 minute department detention for lack of engagement.

## **4. Walk on the left and act safely in the corridor**

We expect our pupils to be in the right place at the right time, doing the right thing. We have clear expectations of pupils in order to ensure that their conduct is orderly and safe at all times and that their actions do not disrupt learning.

The **corridor expectations** are designed to keep pupils safe and maximise learning time:

1. move with pace and purpose when the bell rings to line up or lesson.
2. walk on the left hand side of the stairs and the corridors (where appropriate).
3. follow the direction arrows / planned route around the building.
4. walk professionally and calmly to lessons.
5. keep hands and feet to yourself and avoid making physical contact with others.

Failure to meet the conduct stated in points 1-4 around the school will result in a 30 minute centralised detention. Failure to meet conduct stated in point 5 may result in anything from an internal or fixed term exclusion.

### **Line up correctly**

At certain points in the day (before school, break and lunch) pupils will be expected to line up in form classes in alphabetical order. Pupils will then be dismissed once they are calm and silent to ensure a smooth and safe transition to lessons.

At break and lunch pupils will be taken to the toilets and then onto the canteen. At each of these points we expect pupils to line up in a single file along the wall and to be calm and sensible.

When entering the dining hall to buy food pupils must:

1. queue up in single file and not crowd the servery
2. enter calmly and take a tray
3. select and pay for food

Pupils who do not line up correctly will be given a 30 minute detention.

## 5. Keep the community tidy

To ensure that Heathcote school remains clean and tidy we expect pupils to do the following:

1. Eat all food in the dining hall.
2. Place all litter in the bins
3. Clean up any mess that has been made
4. To ensure that water is drunk whilst seated in the classroom or the canteen.
5. Return all equipment to its allocated place

Pupils who fail to keep the school community tidy will be allocated a 30 minute detention where they may have to clean or tidy the area they affected. Pupils who refuse to clean or sort any area that they have affected can be referred to the IEU.

Pupils seen to act responsibly and help keep the community clean will be given praise points.

## 6. Act positively in the community

We expect Heathcote pupils to be the best advertisement for Heathcote that they can be at all times. We want all pupils at this school to have an outstanding reputation for the way that they behave and treat others. We will be working closely with local businesses and other establishments/groups to try and act in partnership to encourage good behaviour and prevent poor behaviour.

We have the following expectations in the local area, pupils must;

- **Walk sensibly and leave promptly:** use pavements at all times. Cross roads carefully. We expect all pupils dressed in uniform to leave the local area by 3.45pm.
- **Respect others:** we recommend that do not gather in groups of more than 5, (as this can make it difficult for others to use the footpaths), do not use inappropriate language or physical contact and do not raise voices above talking volume.
- **Respect the property of others:** do not lean on cars or walls, enter private property, drop litter, spit or smoke/ Vape. Do not congregate outside residence homes, especially in the early morning.
- **Follow all instructions the first time:** whether these are given by an adult you know or don't know. Respect users and the driver of public transport.
- **Be outstanding ambassadors for Heathcote:** wear uniform correctly to and from school and be polite kind and courteous. Walking sensibly on the pavements and being mindful of members of the public.

Failure to comply with any of the above may result in a detention, community service, IEU or isolation in more serious cases. For persistent failure to comply, or a one-off serious incident, pupils will be required to be dropped off or collected from school by parents for at least 2 weeks in the first instance. We may also consider an altered start and finish time for pupils who persistently break this rule.

The responsible pupil is acknowledged and praised using the postcards. This praises pupils who are caught in the act of doing something good for:

- the school community.
- another person.
- the local community.
- their own or others learning.

## Recognition and Rewards

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

There are many levels of praise to the policy which are outlined below.

In class, staff may give praise in a variety of ways such as verbal, written, round of applause, golden tickets and postcards. Staff will be able to give pupils a postcard or praise points as immediate written feedback that they can share with family.

Everyday pupils can achieve praise points for effort or achievement in and out of the classroom. It is recommended to all staff the praise should outweigh sanctions on a ratio of 4:1. Staff will let pupils know that they have given praise points and will add these to SIMS.

#### School/college level

1. Letters home
2. Tutor group –prize weeks
3. Vouchers/ Badges/ Prizes
4. Trips
5. Head Teacher Awards

#### Year/ Department level

1. S2 subject points
2. S3 subject certificates
3. Praise points certificates
4. ACE and Superstars
5. Community awards

#### Classroom level

1. Praise points (P1, S1)
2. Phone call home
3. Positive verbal/ written feedback
4. MER postcards/ prizes

#### Prize weeks:

Each fortnight there will be a theme for the form to work towards together: attendance/ praise points. At the end of the fortnight the winning forms will get access to either of these:

Humanities Dining Hall	Games room and tuck shop Pizza parties/ cinema afternoons Hot chocolate and biscuits
Sports Hall	Sports and tuck shop

All staff can give a P1 for displaying good character (Ready, Respectful, Responsible) and subject staff can give S1 for good effort and achievement in lessons.

Subject staff can also give pupils S2 which will generate a postcard/ letter home to parents.

Every half term staff will be asked to nominate the pupils for the subject awards. Where pupils will then receive a certificate in the assembly.

At the end of each term, those with the highest praise points in each form and the year group will be celebrated and given a certificate. They have a chance to win a voucher.

### **ACE Lottery**

This award celebrates those who are in school every day and are on time.

Every fortnight, pupils who have achieved a 100% attendance and punctuality to school and lessons over the previous fortnight will be announced in assembly and a winner selected to access the tuck

shop.

At the end of each term, pupils who have 100% attendance and punctuality to school for the term will be announced and one lucky winner in each year group will be selected and awarded a £10 voucher.

### **Superstars Lottery**

This award celebrates those who do the right thing all the time. It recognises pupils who have achieved at least 1 praise point and no negative points (isolations/ IEU or CD).

Every fortnight, pupils who have achieved no negative points and at least 1 praise point over the previous fortnight will be announced in assembly. Then one lucky pupil will be selected and given a tuck shop pass.

At the end of each term, pupils who have no negatives and at least one praise point for the term will be announced and one lucky winner in each year group will be selected and awarded a £10 voucher.

### **Achievement Assemblies**

Every half-term, there will be a celebration assembly in which the Year leaders and Department leaders will celebrate effort and achievement of pupils.

At the end of the school year there will also be award ceremonies for Key Stage 3, 4 and 5.

### **Consequences**

If pupils do not meet the Ready, Respectful Responsible expectations or any behaviour expectations set out by the school then staff will need to use the sanctions set out below. In the code of conduct staff will find the toolkit for how to deploy all sanctions.

### **Detentions**

Detentions form an important part of most school's discipline system. Detentions can be set by any staff member in the school. The detention length ranges from 30 minutes to 1 hour. Detentions will take place in year group bases, department bases or the main hall.

#### **Detentions will be given for:**

1. Lateness or truancy
2. Not being a **Ready** pupil
3. Not being a **Respectful** pupil
4. Not being a **Responsible** pupil
5. 2 warnings in one lesson

Any detention up to 1 hour long can be given for the same night without notice to parents/ carers. In most cases we will only keep pupils for 30 minutes without notice. If a 1 hour detention is given then notice to parents will be given where possible. This is due to Section 5 of the Education Act 2011 which removed the requirement for parents to be given 24 hours notice.

Any pupil that is not able to complete the detention must come to the detention lead in advance and inform us of the issue. We will then contact home to resolve issue or arrange new time. If a pupil has intervention/ club then the detention comes first. They must attend the detention and then the lead may dismiss them.

#### **Pupil expectations:**

- pupils need to arrive independently.
- pupils need to be on time; any pupils who are more than 10 minutes late will be marked absent and sent away and marked absent, unless they have a note.

- pupils take a seat in silence, face the front and get a reading book out or complete outstanding homework or tasks given.
- there will be no discussion regarding the detention. Any issues must be resolved with the Year team prior to the detention.
- Pupils expectations of Ready, Respectful and Responsible apply during this time.

Staff expectations:

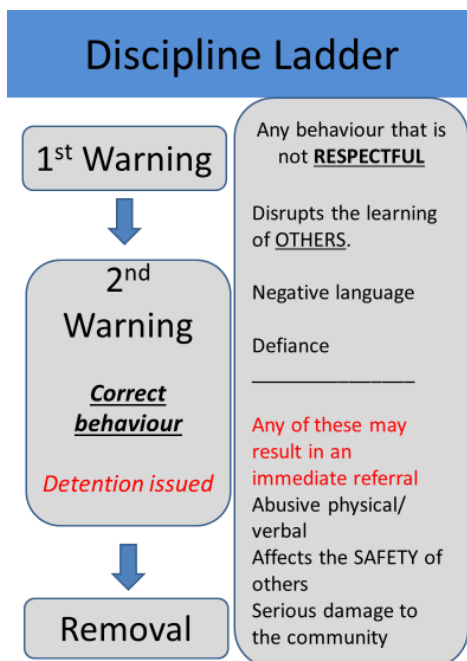
- Inform pupils that you have given them a detention.
- If it is a department detention then please inform the pupil of the night.
- If the detention is a one hour detention please inform parents.
- Follow up if pupils fail to attend

## Managing Behaviour in the Classroom

- **Redirection:** Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
- **Reminder:** A reminder of the expectations **Ready, Respectful, Responsible** delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

### First and second warning:

A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to prove that they can make good choices.



When pupils have been disciplined, either in or out of the classroom, it is important that pupils respond to the discipline in a positive manner. No secondary behaviour will be tolerated as these can be disruptive to learning and shows disrespect. Pupils are encouraged to show a positive response to the adult who is implementing discipline by:

- apologising.
- correcting behaviour.
- following instructions.
- not answering back.
- not sulking.

- not walking away.

If pupils do not show a positive response to discipline, then pupils will find that the sanction will escalate as per the warnings systems.

### **Time Out**

Give the learner a chance to reflect away from others. Pupils may be asked to stand outside the classroom to allow the staff member to speak to the pupil privately and give them a final opportunity to engage. Use time out in between warnings 2 & 3. Learner should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

The aim of Time Out is to ensure:

- Boundaries are reset
- The pupils has a chance to reflect on their next step.
- To remind the pupil of their previous positive conduct/attitude/learning.
- Pupil is given a final opportunity to reengage with the learning / follow instructions
- To stop the pupil moving onto the next warning and to avoid the IEU.

### **Internal Exclusion Unit (IEU)**

The IEU is a classroom with 30 individual desks. This space allows for pupils to be removed from the school community for safety reasons or so that learning can continue. Pupils are sent to the IEU for the reasons identified below.

#### **Internal exclusion unit will be given for:**

1. Any behaviour that is not **Respectful**
2. Disrupts the learning of **others**
3. Disrupt the smooth running of the school
4. 2+ warnings
5. Any pupil who abuses (verbally or physically) pupils or staff in person or online
6. Refusal to hand over a banned item/ Possession of some banned items
7. Truancy
8. Disrupt the smooth running of the school
9. Holding space whilst an investigation occurs
10. Behaviour that affects the safety of others
11. Failure to attend detentions

The length of time a pupil is in the IEU for is determined by Year / Department and School leaders

#### **2 lessons, one break and 30 mins**

- Disrupts the learning of others.
- Disrupt the smooth running of the school
- Any behaviour that is not respectful

#### **Period 5 and 45mins after school**

- Failed to attend centralised detention
- Failure to hand over a banned item

#### **Full day including all breaks and 1 hour after school**

- Holding space whilst investigation occurs.
- Abusive – physical / verbal
- Affects the safety of others (banned items)
- Truancy

#### **Pupil expectations**

- Pupils are expected to make their own way to the IEU.

- Pupils arrive they will complete a reflection sheet
- Complete any work set
- Pupils must not talk to others or leave the room without permission.
- Complete a restorative conversation with the staff member who referred them.

Staff in the room must monitor behaviour and have the highest expectations of the pupils. Whilst in the IEU pupils will be given 2 warnings to improve behaviour and if they receive a 3<sup>rd</sup> warning they will be removed from the IEU. Where possible pupils and parents will be spoken to and a final chance given. If the fail, the IEU after this they will then be placed in isolation.

When pupils must not sit in the IEU without completing work. Failure to complete work will result in a warning.

Staff will refer the pupil via SIMs to ensure that pupils who are referred make it safely to the IEU. If pupils do not arrive, then On Call must locate them and take the necessary action.

Parents and carers will be emailed on the day of the referral to inform them. The staff member who referred them will then make a call home to further explain the reasons for referral.

All internal referrals must be recorded on sims, if the issue is more serious than IEU, please ensure you also email the year leader or school leader with a statement from staff or pupils to support with the follow up.

- Staff will always deliver sanctions calmly and with care.
- Failure to go to the IEU immediately/ independently is likely to result in an extra time in the IEU.
- If a pupil refuses to leave the classroom or go to the IEU, staff can email for On Call the pupils will then be collected and may be isolated.
- Repeated refusal to the IEU attend will result in an isolation.
- If the pupil arrives, and no referral has been put on then the pupil will be kept till the end of the following period.
- If no referral is received after this time the IEU lead will release the pupil.

## **Restorative Conversation**

These are an important part of the policy. The restorative meeting is an opportunity to rebuild the relationship with the pupil that has been sent to IEU. The conversation is not to be used as another telling off/ administration of punishment – that has been done sending the pupil to the IEU.

The conversation should:

- Should take place the same day
- Serve as an opportunity to exchange perspectives about the incident.
- Help the pupil reflect on their behaviour.
- Prompt them to make an apology.
- Re-establish trust and help the relationship move forward in a positive way.

Restorative conversations at Heathcote school are a core part of repairing damage to trust between staff and learners. Our restorative conversations are structured in 5 steps:

- **Sit down together- side by side.**
- Each person shares what happened (in non-accusatory way)?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading restorative conversations, Department or Year Leaders will support when requested.

## **Community Service**

Community service will be used when:

Pupils will need to give back to the community if they bring the school into disrepute or damage the school/ community property. In these cases, we will expect pupils to do some or all of the below:

- Apologise
- Repair and restore the reputation
- Make payments for any damage to property.
- Spend break and lunch in the IEU for 1 week
- Have parent involvement in repairing the situation.
- Be collected or dropped off by parents for at least 2 weeks after the incident occurs
- Implement a part time table where pupils leave school earlier
- Pupils will have a detention after school for 1 hour for 1 week.

## **Refusal to Attend School Events, Trips or Visits**

Pupils who have poor behaviour records may be refused entry to school events, trips or visits. All enrichment activities have clear thresholds for entry and these are clearly explained to pupils. For this trip, pupils who have been isolated, excluded or have multiple IEUs may be ineligible. The Head Teacher reserves the right to refuse entry to any school, events, trip or activity without any notice and can delegate this power to other school leaders for certain trips. This is to ensure that school trips can take place safely and for the school to ensure that pupils attending are capable of upholding the high standards of behaviour we expect to maintain Heathcote's reputation. Deposits or payments will not be refunded if this is the case.

## **Isolation**

Isolation is a small quiet room for a small number of pupils based in the Sixth Form building which is supervised by School staff. The purpose of this room is to provide pupils with time out from the main school and to act as a serious sanction in place of a fixed term exclusion. This will support the aim of the school to reduce exclusions and also to have more impact on pupils to change poor behaviour habits.

After investigation if a serious breach has been deemed to have occurred pupils will be placed in isolation. The day starts at 9.45 after a parent meeting with the Year leader. The pupil will then be taken to the isolation room where they will remain until 4pm.

### **Isolations will be given for:**

1. Dangerous or violent behaviour
2. Highly disruptive behaviour.
3. Any pupil who seriously abuses or persistently (verbally or physically) pupils or staff in person or online
4. Presents a serious safety concern to the school community.
5. Some banned items
6. Failed full day in the IEU
7. 10 referrals to the IEU

Whilst in isolation pupils will be given access to Google Classroom where they will have access to class work. During the day the pupil will also take part in some restorative work, intervention and reflection on the incident. The aim is to ensure that pupils and parents understand the reason for the isolation and that there is dedicated time to reflect and improve the pupils' behaviour. We hope that pupils engaging with this process will prevent additional incidents of a similar nature from happening.

The decision to isolate or to use the IEU remains the school's decision and is at the discretion of Heathcote school. No appeals of these decisions can be made and parents are expected to trust and support the school's decisions.



Pupils who do not follow the code of conduct whilst in isolation will be externally excluded or placed on respite.

### **Respite (attend another school)**

Pupils placed on respite will be expected to attend another school for a short period of time (up to 10 days). Our local schools (Higham's park, Walthamstow Academy, Frederick Bremer are some examples of the schools we will use). The aim of this to provide the pupils some time out to reflect on behaviour and time for the school to put in further support for the pupil. It is also a good opportunity for our pupils to see that all schools in the local authority have similar expectations. Work will be provided by the school for the pupils to complete whilst at respite.

#### **Respite will be used when:**

- If a pupil does not achieve the required change in conduct agreed in the partnership stage within the IEP a verbal warning will be issued by Deputy Head and 5 days of Respite deployed.
- If a pupil does not achieve the required change in conduct agreed in the restorative conference, then 10 days of Respite will be deployed.
- Any pupil who has had repeated isolations
- Requires time away from the school to ensure the school community is safeguarded
- Has failed an isolation day

Pupils may attend respite provision for up to 2 weeks. The School will require parental support on this matter and parents will need to understand that failure to agree to this intervention could result in the school needing to implement the fixed term exclusion.

The Pastoral assistant lead will inform the receiving school of the need for provision and the parents. The home school will complete paperwork that informs the school of pupils contact details, medical information and other needs. This ensures that the receiving school is able to keep the child safe.

Once the pupil arrives at the respite provision they will be in the schools Internal Exclusion Unit and will follow an altered length of day, normally 9.30-2.30. The home school will provide work for the pupil whilst on respite. Every day, the IEU lead will check that the pupil has attended respite on a daily basis.

Parents will be made aware of the contact at the school that they need to report to. It is advisable that parents attend the first day of respite with their pupil to help establish expectations. Pupils in receipt of free school meals will need a packed lunch, which they collect from home school if required.

### **Part Time Timetable**

An altered timetable may be necessary for pupils who are struggling with the demands of the school day. The altered timetable may run for a period of 6 weeks and will be agreed between the school and the family. This will then be sent to the local authority and monitored. In some cases, we may need to extend this, but this will be in consultation with all stakeholders.

### **Exclusion**

An exclusion is a fixed period of time where the pupil is not allowed to enter the school premises. Exclusions may vary in length depending on the outcome of the investigation and is the discretion of the school. Most exclusion will be a minimum of 3 days.

#### **Exclusions will be given for:**

1. In response to a serious breach of the school's behaviour policy
2. Failing the targets in the Partnership stage and moving on to the Final stage
3. Pupils need to be separated from the school community for safeguarding reasons
4. Pupils fails the isolation room or refuses to attend isolation

5. Refuses to attend the respite provision.
6. Where the school requires time to investigate an incident further
7. Internal and external resources cannot support an alternative sanction

For each incident that occurs we will investigate, and the length of exclusion will be based on all the evidence that we collate. Each exclusion will be considered on case by case basis and, in some cases, incidents may lead to a permanent exclusion.

- Before a sanction is decided investigations will take place. This will include either gathering statements from pupils or witness, and any CCTV footage. In most cases, CCTV will not be shown to parents when this is used as evidence for the exclusion, only a time line of the footage may be given. Showing CCTV will only be considered if it does not breach GDPR or data protection.
- When establishing the facts in relation to an exclusion decision the head teacher must 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.' This means that the head teacher should accept that something happened if it is more likely that it happened than that it did not happen.
- The prior conduct of a pupil may be a relevant factor when deciding on a sanction, particularly if the conduct has been repeated and previous sanctions have not been effective.
- For vulnerable pupils or pupils with SEND, reasonable adjustments may be made to tariffs of exclusions.
- A fixed term exclusion which lasts longer than 5 days, the school will ensure that provision is arranged for day 6. The pupils will be expected to attend day 6 provision. This will consist of pupils attending another educational provider until the exclusion is completed. Parents are expected to use the allocated provision, if they choose not to then they are responsible for their child from day 6.

## **Fair Access Panel**

The pupil will be given a 10 day exclusion (5 days respite/ 5 days fixed term) and referral will be made to the Fair Access Panel. This referral is to provide an alternative pathway to permanently excluding the pupil. If we decide to use FAP, a pupil then we will meet with the parents to discuss the process.

The Fair Access Panel meets every 3/4 weeks to discuss pupils and their situations. Parents will have the choice of provisions within the borough. The school will also make their recommendations for provision. The choice will be put forward to the FAP and a decision is made.

The possible outcomes are:

- The pupil is allocated another mainstream school/ provision.
- The pupil is allocated to an Outreach provision.
- The pupil is allocated to Pupil Referral Unit.
- The pupil is allocated to a SEMH / specialist provision
- The pupil is allocated to Alternative Provision.

The agreed provision will then contact the family to that they will start within 9 days of FAP meeting.

If the parent refuses to follow the outcomes of FAP, the Governing Body have the power to direct the pupil to attend. If they still refusal to attend then the Headteacher has the power to permanently exclude retrospectively for the reason for the referral to FAP.

## **Permanent Exclusion**

A permanent exclusion is when a pupil is permanently removed from the school roll. When a pupil is permanently excluded the Local Authority will organise day 6 provision for the child, which is clearly outlined in:

- the school letters.
- the DFE document: Exclusion from maintained schools, Academies and pupil referral units in

England.

### **A decision to exclude a pupil permanently will be made when:**

1. A pupil failing to meet the expectations of the school once a targets have been agreed in the restorative conference
2. In response to a serious breach, or persistent breaches, of the school's behaviour policy
3. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
4. When the alternative of using the Fair Access Panel is refused by the family.

### **Support Systems for Pupils Displaying Persistent Poor Behaviour**

The behaviour system is focused on restorative and inclusive practice and at every opportunity we will look to provide support for pupils to be successful. Support will be instigated from feedback from staff and pupils. We may also identify a pupil through the number of referrals to the IEU or centralised detentions or other behaviour concerns that they may be displaying. The following support will be deployed at the triggers below:

- 2 IEUs in a fortnight = Report card- pupils will be placed on report for 3 days to their tutor
- 6 IEUs in a half term = Parents will be invited in to discuss any issues or to think about any support needed. Pupils will spend break and lunch in the IEU for one week, where Pastoral lead will reflect on any issues.
- 10+ IEUs in a half term = any pupil who receives 10 IEU in a half term will be isolated for one day. This will give the school time to undertake some restorative practice and ensure that pupils needs are being met. Any pupil who has not had a LASS screen and a Boxall profile will also use the time in isolation to complete this. Providing us with an opportunity to identify learning or SEMH needs.

If pupils are being referred to the IEU persistently, the school will do the following:

1. RAG timetable
2. Make form or set changes
3. Support with a restorative conversation between pupils and staff / pupils.
4. Seat changes
5. Pupil profile created and shared again with staff
6. Lesson observations/ book look.
7. Parent meeting
8. Keyworker allocation (temporary)
9. LASS screen
10. Boxall profile
11. Involve appropriate agencies

Any pupils who behaviour warrants an isolation and the pupils behaviour doesn't improve after the isolations then the following mechanisms will be deployed:

**A pupil who has had 2 isolations** will then undergo the monitoring phase

### **The monitoring phase**

This phase is designed to get pupils refocused and back on track.

- Monitored for 2 weeks by the (Pastoral Assistants/ YL/ HLTAs/ TAs)
- Phone discussion and letter to parents.
- Discussed at referral meeting and an action plan agreed
- Referred to early help/ our family journey where appropriate
- Given Regular keyworker sessions
- Any of the suggestions above that have not been tried

- Complete a pupil profile document (section one IEP)

If the monitoring phase does not have the desired impact on the pupil and further sanctions are deployed the next trigger is:

**A pupil who has had 4 isolations or 1 exclusions** will then undergo –‘The partnership stage’.

### **The partnership stage.**

A meeting will be held that discusses the consequences for the learner if they do not meet the required standard and the positive outcomes for everyone if conduct improves.

In this stage we will:

- Monitor and review and refer to support using the IEP after 4 weeks
- If a learner does not achieve the required change in conduct agreed within the IEP a verbal warning will be issued by Deputy Head and 5 days of Respite deployed.
- Learners must be given a second chance to achieve the targets agreed on the IEP after the verbal warning
- Parents and learners can also request any additional support at this point.
- All of these matters will be confirmed in writing and recorded on the IEP

The YL will:

- Develop an appropriate IEP with the learner and parent.
- Set targets and identify support required to achieve goals.

Pupils at this stage will be placed on a Bespoke timetable and given some of the support listed below – this is known as the **Evergreen programme** and will last for up to 6 weeks.

- Social skills groups
- Anger management sessions.
- Emotional literacy.
- Play therapy.
- Counselling / mentoring sessions.
- Team building activities.
- Restorative meetings with staff
- Literacy sessions.
- Numeracy session.
- Part timetable
- Plus any support previously agreed.

Referrals to external agencies may be made at this stage:

- Educational welfare officer
- Educational psychologist
- Early help/ Social care
- CAMHS
- School nurse
- SENCO
- Police
- YFRS (youth and family resilience service)

**A pupil who has 6 Isolations / 2 exclusions** will then undergo the Restorative conference.

### **A restorative conference**

This is where a 360 degree view of the learner will be convened.

- This meeting will include the YL, Learners, Learner keyworker, SEN team (if appropriate) Parent/Guardian, and a member of the Senior Team. Where possible a Governor

representative (for schools) and or a YFRS representative or the information will be shared with them post the meeting for contributions.

- The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- The current support will be reviewed and assessed. Any further support can be requested at this point. External agencies support should be considered.
- There may be an element of 'payback' in the action plan from this meeting.
- Actions and a safety plan will be agreed at the meeting
- The meeting will issue a final warning to the learner which remains in place until the end of the academic year.

If the learner does not complete the actions, then the procedure will move to the next stage. Every effort will be made to encourage and support a change in the learner's behaviour.

If the learner refuses to attend or engage with the Restorative Conference then the process moves to the final stage.

### **The Final stage- Fair Access Panel or Permanent exclusion**

The final stage means the pupils will be removed from the school, through either a permanent exclusion or via the Fair Access Panel. (As explained above)

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools requesting an early annual review or interim/emergency review instead of the restorative conference. If a child with an EHCP then progresses to the final stage the SEN team will then be asked to consult other provisions for an appropriate placement. During this process it may be appropriate to excluded or place the pupil on respite until a placement is found.

Flow chart to simplify support for pupils.

<b>Data</b>	<b>Outcome</b>	<b>Parent communication</b>	<b>Reports</b>	<b>Required actions</b>	<b>Assessments</b>	<b>Interventions</b>	<b>Keyworker</b>
<b>5 CDs warnings</b>	Full day IEU	Letter 1	tutor report/ DL report				Tutor/ DL
<b>5 CDs truancy</b>	Full day IEU	Letter 2	Pastoral assistant report	Review TT/ classes		Raise at referral meetings	Tutor/ PA
<b>2 IEUs</b>	Tutor conversation	Letter 3	tutor report/ DL report				Tutor/ DL
<b>6 IEUs</b>	Pastoral Ass conversation with parents	Letter 4	Tutor / DL report	ieu break and lunch			PA/ tutor
<b>10 IEUs</b>	Isolation	Letter 5	Pastoral Assistant Lead report			Raise at referral meetings	PA
<b>1 isolation</b>	Pastoral lead conversation YL parent meeting	Letter 5a - Parent contact	Pastoral Assistant Lead report	Pupil profile		Share profile with staff	PAL
<b>2 isolations</b>	<b>Monitoring period.</b> YL/ pastoral team	Letter 6- Parent contact	Year lead report	parent contact and letter/ targets	Pastoral assessments	Pastoral interventions	YL
<b>1 Exclusions or 4 isolations</b>	<b>Partnership stage</b> including the deputy head	Letter 7 & TAC Parent meeting	YL report	IEP targets / intervention/ pupil profile updated	SEMH Assessments	SEMH interventions <b>Evergreen programme</b>	SEMH/ pastoral keyworker
<b>5 isolations</b>	<b>First written warning</b> from the Deputy Head	Letter 8	SL report	first warning/ review IEP / intervention	SEN assessments	SEN interventions	SEN keyworker
<b>2 Exclusions or 6 isolations</b>	<b>Restorative conference</b> including the Head	Letter 9 & TAF (external)	D.H report	Final warning / Safety plan/ interventions	External assessments	external interventions refer to BACME	in class support
<b>7 isolations</b>	<b>FAP/ PEX</b>	Letter 10		Finalise IEP			