



Charles Darwin School Behaviour Management Policy

Persons Responsible:

Governors: Ethos Committee

SLT: Mrs L Rees

Formally adopted: 2 February 2015

Reviewed: 6 July 2018
Reviewed: 10 June 2019
Reviewed: July 2020
Reviewed: July 2021

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Management of Weapon Related Incidents, Substance Mis-use Policy, Anti-Bullying Policy Relationships and Sex Education Policy, Attendance Policy and with regard to the latest Exclusion from maintained schools, academies and PRU's in England (including any COVID-19 updates)

Addendum to Charles Darwin School Behaviour Policy for all students attending school during the Coronavirus pandemic is included in this Behaviour Policy from June 2020.

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Communicating Intent

1. Published procedure statement

- 1.1. This behaviour procedure was first adopted by the governing body on 11th February 2008 and reviewed annually since.
- 1.2. The school has ensured that parents/carers are fully informed of the behaviour procedure by communicating it through the school prospectus, home-school agreements, "The Link" (newsletter distributed by email every Friday) and other normally used channels, including the school's website.
- 1.3. The school has communicated the behaviour procedure to all new and existing pupils through the school rules or expectations, school prospectus, pupil planner, "The Link", school assemblies, and within the curriculum wherever relevant.
- 1.4. The school will seek to ensure that the procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.
- 1.5. The school will ensure that all staff are consulted regularly about the procedure and its implementation.
- 1.6. The school has communicated the behaviour procedure to all staff by providing copies of the procedure in the staff handbook. It is regularly reinforced via staff briefings, INSET, staff bulletin and training programmes and is on the school website.
- 1.7. This Behaviour Policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Anti-bullying Policy, E-Safety Policy, Attendance Policy and Relationships and Sex Education Policy.

2. Acceptable and unacceptable behaviour

- 2.1. The school defines acceptable behaviour as that which promotes courtesy, cooperation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- 2.2. The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, harmful sexual behaviour e.g. sexual harassment, damage to or theft of property belonging to another, bullying (including cyber bullying), harassment and all forms of prejudice-related behaviours (including bullying on the grounds of body image/size/obesity, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying, and sexist bullying).

3. Recognition, rewards and sanctions

- 3.1. The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:
 - praise and positive feedback, e.g. house points, communication with home;
 - commendations and awards, e.g. Jack Petchey Achievement Award (monthly), certificates, Form Tutor Award (termly), Progress Pens (termly);
 - reward postcards for homework – half termly
 - letters to parents/carers;
 - extension of school privileges;

- use of assemblies and year group notice boards;
 - Excellent attendance and effort reward trips for example ice skating, bowling, Quasar and trampoline park trips.
- 3.2. The school website will also be used to recognise and promote individuals who receive awards.
- 3.3. The school will ensure it gives appropriate support to individual pupils who may be at risk of disaffection or exclusion, including:
- learner support;
 - mentoring, e.g. Peer Mentors from Year 10 onwards, Sixth Form “Diversity group mentoring (from September 2019 onwards);
 - Education, Health and Care Plans (EHCPs);
 - curriculum and curriculum resources;
 - teaching strategies;
 - personal advisors offering careers education information advice and guidance (CEIAG)
 - lunchtime learning support club;
 - use of school counsellor or referral to outside agencies eg Bromley Y, Targeted Youth Support.
- 3.4. The school will implement an agreed range of strategies to deal with inappropriate behaviour by pupils, including:
- talking 'privately' with the pupil;
 - verbal reprimand;
 - parking pupil in another classroom in the faculty;
 - referring matters to the appropriate member of staff;
 - referral to Student Isolation Room (SIR);
 - withdrawal of school privileges;
 - letters to parents/carers;
 - meetings with parents/carers;
 - referral to external agencies, e.g. Children’s Social Care, Police;
 - Whole School Detention (WSD);
 - Extended day in SIR (8.15am to 4.00pm) as an alternative to fixed term exclusion,
 - fixed-term or permanent exclusion, referred to as suspension and expulsion in Northern Ireland (See Annex).
- 3.5. The school will monitor the use of rewards and sanctions through SIMS to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination, and the school's statutory duties in respect of SEN and disability, race relations and gender equality.
- 3.6. See Proformas for School Detention Systems and Exclusion Systems

4. Early intervention

- 4.1. The school will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour including sexual harassment and bullying. This may be through 1:1 mentoring via the Tutor Programme (PHSE) assemblies, or subject teaching where appropriate.
- 4.2. The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.
- 4.3. The pastoral team will complete a Vulnerable Children’s Audit for their year team every Autumn term. This will identify level of intervention required based on risk factors, and will be

completed in consultation with the form tutors. The audit should be reviewed mid-year. The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance. This audit will also help to identify the most vulnerable pupils who require “first day calling” for absence [see Attendance Policy.

- 4.4. The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.
- 4.5. Parents will be contacted via pupil planners and CallParent to notify them of WSD and senior staff detention. (
- 4.6. Parents will be contacted via phone call, letter and CallParent to notify them of a Saturday detention.
- 4.7. Parents/carers will be contacted promptly by the school and normally within two working days to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

5. Investigating cases

- 5.1. The school will investigate, as appropriate, reported incidents of pupil misbehaviour.
- 5.2. The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- 5.3. The school will provide adequate time for the conduct of investigations.
- 5.4. The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.
- 5.5. The school will complete investigations within a reasonable timescale and not normally exceeding two days.
- 5.6. The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 5.7. A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.
- 5.8. A copy of the school's latest policy on 'Management of Weapon Related Incidents' should be referred to for the specific process for dealing with an incident involving a knife, offensive weapon or replica in or around school. This includes travel to and from Charles Darwin School.
- 5.9. A copy of the school's Anti-Bullying Policy should be referred to for specific methods for dealing with bullying incidents. This policy is reviewed and updated annually by Year 8 Student Voice, The School Council and the Pastoral team.
- 5.10. A pupil version of this policy is in the pupil planner given to each pupil in years 7 to 11 in September.
- 5.11. The school will consider any diagnosed special educational need or known mental health issue when considering a suitable sanction.
- 5.12. **Behaviour management – available sanctions**
The following sanctions are options that teachers can consider. Each sanction is considered on a case by case basis.

- Whole School Detention 40 minutes, escalating to one hour 10 minutes
- Pupil parking in faculties, student is moved to another classroom to work under supervision
- Senior Staff detention 1.5 hours

- Saturday detention 2 hours, Saturday morning
 - Use of Student Isolation Room (SIR)
 - Lunchtime or breaktime detentions in the SIR
 - Extended day in exclusion in the Administration Corridor (8.15am to 4.00pm);
 - Fixed term exclusion
 - Managed move
 - Referral to Fair Access Panel [FAP] or Core Panel [Bromley]
 - Permanent exclusion.
- 5.13. Assistant headteachers and Deputy headteachers are involved in authorising some of the more severe sanctions above to ensure the Behaviour Management Policy is applied consistently across year groups and key stages.
- 5.14. The School's Detention system and Exclusion System grids give a summary of sanctions used and reasons for these sanctions for years 7 to 13 (see appendix).
- 5.15. The school's Safeguarding and Child Protection Policy will be adhered to, if when investigating a case, there are any concerns of this nature that arise. This policy is closely linked with the DfE's Keeping Children Safe in Education.

Developing Capacity

6. Training and professional development for all staff

- 6.1. The school has a comprehensive behaviour management training **programme** which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.
- 6.2. The school reviews regularly the health, safety and welfare of all staff and provides for professional and personal support (including counselling and training).
- 6.3. The school provides relevant information and training on behaviour management matters to all groups of staff, including:
- support staff (e.g. learning support assistants, teaching assistants, cover supervisors);
 - Early Careers Teachers (ECT's) during their formal induction period;
 - students undertaking programmes of initial teacher training;
 - class teachers;
 - leadership group.
- 6.4. This training and development will be provided through whole school INSET and specific planned or tailored training.
- 6.5. The school undertakes annual reviews of the continuing professional development (CPD) needs of teachers and headteachers through the performance management appraisal process.
- 6.6. The school provides opportunities, as appropriate, for staff to develop their knowledge and skills in relation to such issues as:
- implementing the school's behaviour procedure;
 - logging and recording of incidents;
 - school leadership;
 - teaching strategies;
 - classroom management;
 - health education;
 - learning styles;
 - the implications of legislation affecting behaviour management (e.g. detention, exclusion,

- child protection, pupil restraint, pupil searches);
- pupil support;
- equal opportunities and anti-discrimination;
- safeguarding
- WRAP [Prevent] training
- techniques for promoting positive behaviour eg Growth Mindset
- LGBT+ awareness and inclusivity

7. Relationships and Sex Education which includes supporting all pupils to report concerns about harmful sexual behaviour freely. Clear roles and responsibilities

- 7.1. The school ensures that staff job descriptions include appropriate reference to responsibility for implementing the school's behaviour procedure,
- 7.2. The governing body is advised of the implications of the behaviour procedure for their own practice and relevant committees recognise their responsibilities under the terms of the procedure and any other regulations and government guidance.
- 7.3. The senior leadership team will be made aware of sanctions used across the school on a year group basis by the deputy head, staff and pupil welfare.

8. Referral

- 8.1. The school will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils.
- 8.2. The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- 8.3. The school has identified the main points of external referral (including Bromley Y Education Welfare Officers, Educational Psychologists, voluntary sector, health authority/trust, Children's Social Care and police).
- 8.4. The school maintains appropriate records on the use of internal referrals, using My Concern, Safeguarding Software since 2019.
- 8.5. The school tries to ensure that appropriate staff (including the class teacher/form tutor) are informed in full of the outcome of any referral.
- 8.6. All staff are aware as to who to go to in school to discuss a referral being made on a child and the Early Help support available (as per Keeping Children Safe in Education [KCSIE] and the School's Safeguarding and Child Protection Policy).

9. Resources

- 9.1. The school will provide the resources needed to ensure the effective implementation of the behaviour management procedure, including reviews of the following:
- 9.2. Staffing issues:
- staffing levels;
 - staff training and development;
 - provision of appropriate time to carry out their professional roles and responsibilities;
 - workload;
 - health and safety,
- 9.3. Data management and record keeping:
- provision of administrative and record keeping systems (including use of ICT);
 - monitoring arrangements (including use of ICT).
- 9.4. Curriculum review and alternative provision:
- alternative education provisions for pupils, including the use of off-site provisions, e.g. respite. Risk assessments will be required from any off-site provision and held with relevant documentation in student services;
 - review of curriculum appropriateness;
 - use of curriculum flexibility, including dis-application (where appropriate);
 - on-site facilities wherever possible and appropriate, e.g., Student Isolation Room (SIR), Student Learning Zone (SLZ), access to learning support, mentoring;
 - consideration of a managed move to an alternative school.
- 9.5. The school will participate appropriately in implementing the Common Assessment Framework and uphold our Safeguarding and Child Protection Policy to ensure effective early identification and integration of services to meet the needs of children and families, including:
- Bromley Wellbeing Service (for Bromley Y or CAMHS);
 - Education Welfare Service;
 - Education Psychology Service;
 - Health Services
 - Children's Social Care;
 - careers information, advice and guidance;
 - LGBT support, eg METRO;
 - Young Carers Support e.g. Bromley Well
 - Youth Offending Team;
 - drug counselling agencies, eg Bromley Changes;
 - mentors;
 - police or School's Police team.
- 9.6. Members of the Pastoral Team will have relevant Safeguarding training and have responsibility for overseeing completion of the CAF with support from the relevant staff.
- 9.7. The school has a Pupil Support Programme, which is on three levels and regularly reviews the need for mentoring, counselling and peer mediation. Families should be involved with the child in the implementation and review of PSPs.

- 9.8. The school has an e-safety policy which is regularly reviewed to comply with new guidance when required.
- 9.9. The school has a Relationships and Sex Education Policy which is annually reviewed by the School Council and has been reviewed by parents/carers in 2021. Staff have appropriate knowledge of Section 5 Keeping Children Safe in Education 2021 Guidance. The school has planned an RSE curriculum which is seen via the Personal Development Programme (Assemblies, PSHE) and the Curriculum.

Meeting Needs

10. Needs assessment/reviews

- 10.1. Through its referral processes, the school will undertake assessments and reviews of the needs of pupils whose behaviour is disruptive.
- 10.2. The school provides appropriate training for all relevant persons responsible for the conduct of assessments and reviews.
- 10.3. The school ensures that adequate time is given during the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the pupil support programme.
- 10.4. The school ensures that staff receive adequate time to provide support to individual pupils.
- 10.5. The school will ensure that the Safeguarding and Child Protection Policy is fully adhered to.

11. Curriculum flexibility

- 11.1. The school's curriculum is appropriate to the needs of pupils.
- 11.2. The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.
- 11.3. The school's Student Learning Zone provides a supervised setting for lesson withdrawal via referral from named senior staff.
- 11.4. Regular reviews will be completed to ensure needs are fully met through any alternative curriculum provided by the school.
- 11.5. The school's Safeguarding and Child Protection Policy will be adhered to regarding off-site alternative provision and risk assessments.

12. Pupil involvement

- 12.1. The school encourages pupils to take responsibility for their own learning and behaviour.
- 12.2. The school encourages pupils to take responsibility for developing a positive behaviour culture within the school, e.g. School Council's review of the Relationship and Sex Education provision across the school from 2012 and use of Growth Mindset from 2015.
- 12.3. The school provides opportunities for pupils' positive involvement in the life of the school and community.
- 12.4. The school seeks to engage pupils in the review of the behaviour procedure, e.g. the anti-bullying policy has been reviewed by the School Council and Student Voice from 2007 and all year groups focus on anti-bullying during assembly and tutorials at key times in the year.

13. Parental/Carer involvement

- 13.1. The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- 13.2. The school provides opportunities to encourage parental involvement and support for the behaviour procedure. Parental questionnaires are encouraged at Parents' Evenings and parental forums are available.
- 13.3. Input from parent/carers on policy development is freely encouraged e.g. school's Uniform Policy, Relationships and Sex Education Policy 2021.

14. Community involvement

- 14.1. The school liaises with a range of bodies as appropriate to support and promote positive behaviour. Charles Darwin is a full service extended school and as such offers a breakfast opportunity from 7:45am, with the school site and some provisions open until 5.00pm. (N.B these provisions remained severely restricted during the COVID-19 pandemic 202-2021)
- 14.2. The School Council canvasses the views of local residents and their perception of Charles Darwin School pupils and their behaviour. They have supported litter picking in the local community as a result.

Reviewing Effectiveness

15. Data management

- 15.1. The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour procedure.
- 15.2. The school maintains accurate records of all behaviour incidents and in respect of bullying, including homophobic bullying and racist incidents and sexual harassment allegations
- 15.3. The school has a low bureaucracy system of data collection and record keeping.
- 15.4. The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements, based on GDPR requirements.
- 15.5. The school provides for the logging of incidents and monitoring of trends as appropriate, based on GDPR requirements.
- 15.6. The school deploys appropriate staff to undertake routine administration and record keeping.

16. Monitoring and evaluation

- 16.1. The school monitors behaviour incidents in order to identify issues and trends. The electronic Expression of Concern (EOC) is used, WSDs are recorded on SIMS to allow easy monitoring procedures (see Proforma 2), Faculty parking is tracked via the Student Isolation Room from 2015 (parking@cdarwin.com).
- 16.2. The school makes effective use of SIMS to support the implementation of its procedures.
- 16.3. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- 16.4. The school monitors incidents of disruptive behaviour in terms of:
 - Whole school detention type
 - Faculty parking (pupils, subject, member of staff, time of day)
 - type of incident (including prejudice-related incidents);
 - critical days/times in the week;

- critical places within/outside the school;
 - pupils involved;
 - profile of pupils involved (ethnicity, gender, disability, age, SEN);
 - timeliness of response;
 - outcomes.
- 16.5. The school records details of safeguarding concerns including harmful sexual behaviour from 2021,, racist incidents and bullying incidents, including homophobic bullying, separately.
- 16.6. Staff are made aware that harmful sexual behaviour could be happening in the school, even if they are not personally aware of any specific reports.
- 16.7. The school is vigilant towards any form of extremist behaviours. Staff are regularly updated and the schools safeguarding policy reflects this and other areas reinforced in Keeping Children Safe in Education September (Child missing from Education, Child Sexual Exploitation, Female Genital Mutilation, peer on peer abuse and Preventing Radicalisation).
- 16.8. The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour procedure on particular groups of pupils and in respect of special educational needs, Pupil Premium, disability, ethnic origin, gender and children in public care.
- 16.9. The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 16.10. The school evaluates its procedure and effectiveness of its implementation strategies against key improvement objectives which include:
- improvement of individual behaviour;
 - academic progress.
 - (ii) class/department/whole-school measures:
 - general behaviour patterns;
 - balance in the use of rewards and sanctions;
 - staff support and training needs;
 - curriculum access and academic progress;
 - equal opportunities;
 - behaviour management trends over time for example the use of the SIR, Saturday detention, WSD, senior staff detention and faculty parking;
 - reduction of fixed term exclusions;
 - effectiveness of the procedure in encouraging positive behaviours.
- 16.11. The school provides details of issues and trends to staff and the governing body as a basis for effective decision making,

17. Sharing good practice

- 17.1. The school shares information on good practice gleaned from reviews of:
- individual practice;
 - whole-school practice;
 - practice in other schools;
 - cross-phase practice;
 - cross-departmental practice.
- 17.2. Relevant information is shared with all members of staff and the governing body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

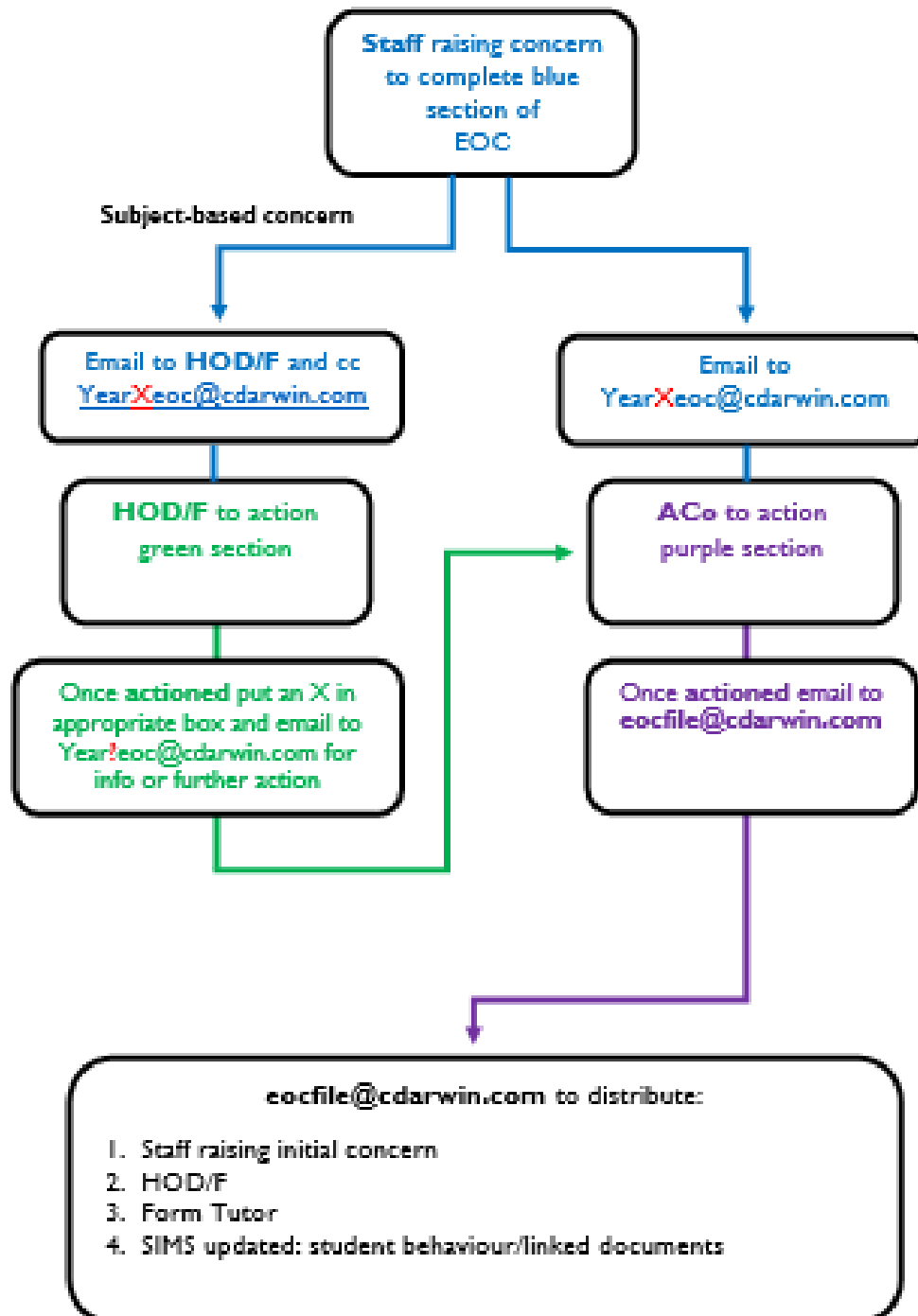
18. Review of Policy

- 18.1. The Behaviour Management Policy will be reviewed on an annual basis and updated more frequently dependent on external guidance.

Proformas

Expression of Concern

Expression of Concern – Procedure September 2019 onwards



Expression of Concern

1. Staff raising concern to complete blue section → Email to either HOD/F (subject-based concern) or ACo on YearXaoc@cdarwin.com adding relevant year group for X:

Pupil	<input type="text"/>	Form	<input type="text"/>	Date	<input type="text"/>	
Staff	<input type="text"/>	Subject	<input type="text"/>		Period/Time	<input type="text"/>
This is a first EOC <input type="checkbox"/> This is a repeated EOC <input type="checkbox"/> (out X in appropriate box)						
Details of the incident – Please remember to give full details and to use professional language:						
<div style="border: 1px solid black;"></div>						
I have called home: Yes <input type="checkbox"/> No <input type="checkbox"/> (out X in appropriate box)						
Strategies used / action taken by teacher raising concern (out X in appropriate boxes)						
Student parked		WSD set and out in planner		Email or letter home		
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
Referred to HOD/F to escalate			Other			
<input type="checkbox"/>		<input type="text"/>				

2. HOD/F to action green section:

Action by Head of Department / Head of Faculty (out X in appropriate boxes):					
Speaks to student		Detention set and out in planner		Letter or email home	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Phone call home		Student withdrawn from lesson(s)			
<input type="checkbox"/>		<input type="checkbox"/>			
Additional strategies/actions or relevant details:					
<div style="border: 1px solid black;"></div>					
(out X in appropriate box)					
<input type="checkbox"/> NO ACTION REQUIRED Issue dealt with by HOD/F → Email EOC to YearXaoc@cdarwin.com (INFO only)			<input type="checkbox"/> FURTHER ACTION REQUIRED by ACo Request for further action → HOD/F to email EOC to YearXaoc@cdarwin.com		
HOD/F Initials: <input type="text"/>			Date: <input type="text"/>		

3. ACo to action purple section:

Action by Achievement Co-ordinator / Transition Manager / Pastoral Manager (See worker to be highlighted/underlined) – Please give brief details (out X in appropriate boxes):					
Speaks to student		Speaks to parent		Referred to tutor	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Student Isolation Room		Behaviour report		Referred to SLT	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
Other (SIR, Extended det, Exclusion, etc):					
<div style="border: 1px solid black;"></div>					
Staff Initials: <input type="text"/>			Date: <input type="text"/>		
ACo: If no further action required → email EOC to socfile@cdarwin.com for distribution or Action as appropriate → then forward updated EOC to socfile@cdarwin.com for distribution					

Final Distribution → EOC to be emailed to:

1. Staff raising concern 2. HOD/F 3. Form Tutor and SIMS updated: Student behaviour/Linked Documents

School Detention System 2021/22

Type of Detention	Duration	Examples of reasons for detention	Day/time/place	Action Required - Gatekeeper
Lunch time detentions in designated areas	20 – 40 mins	Directed by ACo's only for: <ul style="list-style-type: none"> Uniform (No tie, trainers, no blazer) Poor grade on ACo/SLT report General pastoral concern 	<ul style="list-style-type: none"> Every day (Yrs 7–11) Lunch time Designated area, ie, SIR 	<ul style="list-style-type: none"> ACo to log on SIMS Note in planner. Log completed in Student Services Detention supervised in SIR
Whole School Detentions (Years 7-11) <i>To be recorded in student planners.</i> <u>Must be set by end of Period 4</u> <i>if required for next day due to Call Parent being sent at lunch time</i> <i>(24hrs notice required)</i>	40 mins	<ul style="list-style-type: none"> Persistent Low Level Disruption Repeated failure to complete homework. If a pupil misses a homework deadline twice they receive a WSD. Staff must not set a WSD as a threat to get homework in. 	<ul style="list-style-type: none"> Every day apart from Tuesday From 3:00pm onwards Register outside room with Pastoral Manager: <ul style="list-style-type: none"> - Year 7 - room La4 - Year 8 - room Ma2 (JHa) - Year 9 - room LA3 (JHa) - Year 10 - room IT4 (JGa) - Year 11 - room IT1 (SLT) 	<ul style="list-style-type: none"> Subject teacher to record WSD in student planner – reason/date/staff Subject teacher to record setting a detention on SIMS Tutors to remind pupils of daily WSD (names red on pm register) P.5 teachers to escort pupils to WSD at end of day if requested Supervising teacher to record attendance on SIMS at start of WSD Tracking sheet to ACo's on monthly basis for monitoring
		<ul style="list-style-type: none"> Poor behaviour outside of school 	Hard copy of registers to then be passed to supervising staff. These must then be brought to Lead SLT at the end of detention for collation.	Corridor behaviour: <ul style="list-style-type: none"> Member of staff to EoC incident ACo to set WSD and ensure written in planner
Whole School Detention – 2nd attempt (Years 7-11)	1hr	<ul style="list-style-type: none"> Failure to attend WSD without authorisation Sent out of WSD for communicating/misconduct 	<ul style="list-style-type: none"> With SLT Team leader 	<ul style="list-style-type: none"> If pupil sent out, SLT Team Leader to clearly indicate this on register to enable escalation SLT Team leader to remain behind after normal WSD with 1 hour and 1 hour 30 minute pupils.
Senior Staff Detention (Years 7-11)	1hr 30 mins	<ul style="list-style-type: none"> Missing 2 x WSD (Years 7-11) Aggressive behaviour in and around school Anti-social behaviour to and from school Smoking Lesson truancy 	<ul style="list-style-type: none"> Set Monday/Wednesday/Friday With SLT Team leader 	<ul style="list-style-type: none"> HoF/ACo to liaise with SLT attached to year group Sanction detention on pro forma Letter home via main office and Call-Parent sent Detention taken by member of SLT Team leader <p>All registers from WSD must be left in the SIR after detention.</p>
Headteacher Detention	2 hours	<ul style="list-style-type: none"> Missing 2 x Senior Staff detention Day truancy Persistent WSD's (12+) Serious breaches of school discipline including graffiti and intentionally going into undesignated year zone Behaviour on bus to and from school 	<ul style="list-style-type: none"> Saturday morning with Headteacher 8.30-10.30am Meetings Room 	<ul style="list-style-type: none"> SCh/LRe/MBo to sanction all Saturday detentions on pro forma Letter home via main office and Call-Parent sent Detention to be taken by HT with DHT as reserve

Class detentions should be avoided

Exclusion System 2021/22

Type of Detention	Examples of reasons for detention	Day / time / place	Action Required - Gatekeeper
Extended Day Exclusion	<ul style="list-style-type: none"> • First sanction for offence of a fixed term exclusion • Inappropriate use of a mobile phone during a lesson • Physical aggression towards a peer • Swearing in front of a member of staff • Punching a student in the stomach 	8:30am – 4:00pm SLT corridor	<ul style="list-style-type: none"> • Internal exclusion to be discussed with either LRe or MBo before any action is taken. (In their absence SCh should be consulted.) • Internal referral form to be completed (collected from JSs) with all details/wording checked prior to the internal exclusion, along with copies of statements, if applicable. • Two copies of the letter will be prepared for SCh to sign. One copy for SCh to hand over to the student at 3:00pm the second to be sent home by first class. • JSs to send notification email sent to DPa, NFr, Main Reception, Student Isolation Manager, JHo, form tutor relevant ACo, SLT and Pastoral Manager. • Student Isolation Manager to meet student in SLT corridor at 8:15am to take and store mobile phone and ensure they are aware of expectations. • Readmission meeting to take place with parent, student and ACo before student returns to lessons. SLT to be invited if required. • Green readmission contract to be completed and left with JSs who will copy and return.
Fixed Term Exclusion	<ul style="list-style-type: none"> • Persistent defiance of the school rules • Physical aggression towards another student • Swearing at a member of staff • Deliberately setting off the fire alarm during the school day 	Off site at home To remain out of public places from 8:30am – 3:00pm	<ul style="list-style-type: none"> • Option of Fixed Term / Repeated Fixed Term exclusion to be discussed with either LRe or MBo before any action is taken. (In their absence SCh should be consulted.) This to ensure consistency of number of days. • Exclusion referral form to be completed (collected from DPa) with all details/wording checked, along with copies of statements. • Two copies of the letter will be prepared for SCh to sign. One copy for SCh to hand over to the student at 3:00pm along with appropriate work to be completed whilst the student is excluded (organised by DPa), the second to be sent home by first class.
Repeated Fixed Term Exclusion	<ul style="list-style-type: none"> • Repeated defiance and aggression as above • Disrespectful and intimidating behaviour towards staff and persistent disruptive behaviour • Repeated persistent refusal to the follow school rules and behaviour policy 	Off site at home To remain out of public places from 8:30am – 3:00pm	<ul style="list-style-type: none"> • DPa to send notification email Main Reception, EWO, Youth Policing Team, LCI, SLT, Chair of Governors, JHo, Student Isolation Manager, NFr, JSs, TFr, Form Tutor, ACo, and Pastoral Manager. In the case of a LAC the Social Worker and Head of Virtual School to be also be notified. • Readmission meeting to take place with parent, student, relevant ACo and SLT before student returns to lessons. • Managed move explored for repeated Fixed Term Exclusions. • Green readmission contract to be completed and left with JSs who will copy and return.
Pending Permanent or Permanent Exclusion	<ul style="list-style-type: none"> • Serious and/or persistent breaches of the School Behaviour Policy and expectations. • Threatening a student with a knife and/or bringing an offensive or replica weapon onto school premises. 	Off site at home To remain out of public places from 8:30am – 3:00pm Or Alternative provision from sixth day	<ul style="list-style-type: none"> • 5 day pending permanent exclusion initially issued by SCh. • Two copies of the letter will be prepared for SCh to sign. One copy for SCh to hand over to the student at 3:00pm along with appropriate work to be completed whilst the student is excluded (organised by DPa), the second to be sent home by first class. • DPa to send notification email Main Reception, EWO, Youth Policing Team, LCI, SLT, Chair of Governors, JHo, Student Isolation Manager, NFr, JSs, TFr, Form Tutor, ACo, and Pastoral Manager. In the case of a LAC the Social Worker and Head of Virtual School to be also be notified. • Parents to meet with SCh to discuss exclusion within 5 school days. • Pupil Disciplinary Meeting held within 15 days to allow Governors to hear parental case against the exclusion. • Final decision made by school Governors and option to appeal school's decision given.

Annex

Sections 3-5 of

Exclusion from maintained schools, academies and PRUs in England, September 2017

The head teacher's power to exclude

A guide to the law¹

1. Only the head teacher² of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period. (Annex B of this guidance, *a nonstatutory guide for head teachers*, summarises the requirements for head teachers, but should not be used as a substitute for this guidance or the relevant legislation.)
2. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.
3. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
4. The behaviour of a pupil outside school can be considered grounds for an exclusion.
5. The head teacher may withdraw an exclusion that has not been reviewed by the governing board.
6. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.
7. The head teacher must take account of their legal duty of care when sending a pupil home following an exclusion.

¹ Section 51A Education Act 2002 and regulations made under that section.

² In a maintained school, 'head teacher' includes an acting head teacher by virtue of section 579(1) of the Education Act 1996. An acting head teacher is someone appointed to carry out the functions of the head teacher in the head teacher's absence or pending the appointment of a head teacher. This will not necessarily be the deputy head teacher: it will depend who is appointed to the role of acting head teacher. In an academy, 'principal' includes acting principal by virtue of regulation 21 of the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

8. 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.

9. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

10. In carrying out their functions, the public sector equality duty means schools must also have due regard to the need to:

- eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not; and
- foster good relations between people who share a protected characteristic and people who do not share it.

11. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues³.

12. The head teacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice⁵.

13. It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. However, a pupil who repeatedly disobeys their teachers' academic instructions could, be subject to exclusion.

³ Non-statutory advice from the Department for Education is available to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act and can be downloaded at the following link:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>. ⁵ The SEND code of practice can be found here: <https://www.gov.uk/government/publications/send-codeof-practice-0-to-25>.

14. 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

15. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour⁴. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Statutory guidance on factors that a head teacher should take into account before taking the decision to exclude

16. A decision to exclude a pupil permanently should only be taken:

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

17. The decision on whether to exclude is for the head teacher to take. However, where practical, the head teacher should give the pupil an opportunity to present their case before taking the decision to exclude.

18. Whilst an exclusion may still be an appropriate sanction, the head teacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

19. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems⁵.

⁴ Section 29A of the Education Act 2002. The legal requirements and statutory guidance relating to this power are set out in guidance on alternative provision: <https://www.gov.uk/government/publications/alternative-provision>.

⁵ Non-statutory guidance for head teachers of maintained schools on the place of multi-agency assessments in a school's behaviour policy is provided by *Behaviour and Discipline in Schools – A Guide for Head teachers and School Staff* (2015) <https://www.gov.uk/government/publications/behaviour-anddiscipline-in-schools>.

20. Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-period exclusion in an academic year, the head teacher should consider whether exclusion is providing an effective sanction.

Statutory guidance to the head teacher on the exclusion of pupils from groups with disproportionately high rates of exclusion

21. The exclusion rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for free school meals; looked after children⁶; and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy/Roma; Travellers of Irish Heritage; and Caribbean pupils.

22. In addition to the approaches on early intervention set out above, the head teacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from Traveller communities.

Statutory guidance to the head teacher on the exclusion of pupils with Education, Health and Care plans (EHC plans)⁷ and looked after children

23. As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with EHC plans and looked after children. The head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.

24. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should cooperate proactively with foster carers or children's home workers, the local authority that looks after the child and the local authority's virtual school head.

25. 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 should consider requesting an early annual review or interim/emergency review.

⁶ As defined in section 22 of the Children Act 1989.

⁷ References to pupils with EHC plans include pupils with statements of SEN whilst they remain.

The head teacher's duty to inform parties about an exclusion

The head teacher's duty to inform parents about an exclusion

A guide to the law⁸

26. Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it.

27. They must also, without delay, provide parents with the following information in writing:

- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the exclusion to the governing board (in line with the requirements set out in paragraphs 52 to 60) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

28. Written notification of the information mentioned in the above paragraph 27 can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way⁹.

29. Where an excluded pupil is of compulsory school age the head teacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The head teacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session¹⁰.

30. If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

⁸ Section 51A Education Act 2002 and regulations made under that section.

⁹ Section 572 Education Act 1996

¹⁰ Sections 103 to 105 Education and Inspections Act 2006 and regulations made under these sections.

- the start date for any provision of full-time education that has been arranged for the child during the exclusion;
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- the address at which the provision will take place; and
- any information required by the pupil to identify the person they should report to on the first day.

31. Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

32. The information in paragraphs 29 to 31 must be provided in writing but can be provided by any effective method (paragraph 37 provides guidance on this issue).

33. The failure of a head teacher to give notice of the information in paragraphs 29 and 30 by the required time does not relieve the head of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the required time.

34. If a child is excluded for a further fixed-period following their original exclusion, or is subsequently permanently excluded, the head teacher must inform parents without delay and issue a new exclusion notice to parents.

Statutory guidance to the head teacher on informing parents about an exclusion

35. For notifications under paragraph 26, although this must not delay notification, ideally, notification should be in person or by telephone in the first instance as this would give the parents an opportunity to ask any initial questions or raise concerns directly with the head teacher.

36. When notifying parents about an exclusion, the head teacher should set out what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school, in line with legal requirements and guidance in section 5.

37. For notifications under paragraphs 29 and 30, effective methods for providing the information may include email or text message, giving the notice directly to the parents, or sending the information home with the excluded pupil. Where information is sent home with the

pupil, the head teacher should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

38. When notifying parents about an exclusion, the head teacher should draw attention to relevant sources of free and impartial information. This information should include:

- a link to this statutory guidance on exclusions (<https://www.gov.uk/government/publications/school-exclusion>);
- a link to sources of impartial advice for parents such as the Coram Children’s Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.aceed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

39. The head teacher should ensure that information provided to parents is clear and easily understood. Where the parents’ first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and their right to make representations to the governing board have been understood.

The head teacher’s duty to inform the governing board and the local authority about an exclusion

A guide to the law¹¹

40. The head teacher must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and

¹¹ Section 51A Education Act 2002 and regulations made under that section.

- any exclusion which would result in the pupil missing a public examination or national curriculum test.

41. The head teacher must also notify the local authority and governing board once per term of any other exclusions not already notified.

42. Notifications must include the reason(s) for the exclusion and the duration of any fixed-period exclusion.

43. In addition, within 14 days of a request, a governing board must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, information about any exclusions within the last 12 months¹².

44. For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the head teacher must also notify the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

The governing board's and local authority's duties to arrange education for excluded pupils

A guide to the law¹³

45. For a fixed-period exclusion of more than five school days, the governing board (or local authority in relation to a pupil excluded from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth school day of the exclusion. Where a child receives consecutive fixed-period exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the sixth school day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion.

46. For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion¹⁴. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.

¹² As set out in the Education (Information About Individual Pupils) (England) Regulations 2013.

¹³ Section 100 of the Education and Inspections Act 2006, section 19 of the Education Act 1996 and regulations made under those sections.

¹⁴ The education arranged must be full-time or as close to full-time as in the child's best interests because of their health needs.

47. In addition, where a pupil has an EHC plan, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement¹⁵.

48. The local authority must have regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked after children.

49. Provision does not have to be arranged by either the school or the local authority for a pupil in the final year of compulsory education who does not have any further public examinations to sit.

Statutory guidance on the education of pupils prior to the sixth day of an exclusion

50. It is important for schools to help minimise the disruption that exclusion can cause to an excluded pupil's education. Whilst the statutory duty on governing boards or local authorities is to provide full-time education from the sixth day of an exclusion, there is an obvious benefit in starting this provision as soon as possible. In particular, in the case of

¹⁵ Section 44 of the Children and Families Act 2014 provides for reviews and reassessments, with further detail in Part 2 of the Special Educational Needs and Disability Regulations 2014.

