

TONBRIDGE FEDERATION POLICY

Policy name	Culture, Conduct and Community Policy
School in which policy applies	LONG MEAD
Date written	September 2022
Date agreed by Governing Body	15 TH SEPTEMBER 2022
Date of renewal	September 2023
Senior member of staff with oversight	ELIZABETH ALEXANDER
Governor with oversight	SUE MASON



READY, RESPECTFUL, RESPONSIBLE

Preface:

1. This policy supersedes the Long Mead Community Primary School Behaviour Policy.
2. This policy was based upon research by Paul Dix in his book, 'When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour'.
3. This policy links with our whole school vision and values

The culture of the school, the conduct expected and the community it creates is the responsibility of everyone: the teachers, support staff, the students and families. Everyone is on the same team. Everyone has an obligation to create and nurture a positive and kind environment in which we are safe, all ready to learn, respectful of oneself and of others and responsible for our actions.

Long Mead has adopted restorative practice as the core of its procedures to support the culture, conduct and community of the school.

Equality Act:

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), Long Mead Community Primary School will not discriminate against, harass, or victimise pupils because of: s*x; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

In carrying out their functions, the public sector equality duty means Long Mead Community Primary School 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 relevant protected characteristic and people who do not; and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

These duties need to be complied with when deciding whether to exclude a pupil. Long Mead Community Primary School will ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

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The Tonbridge Federation Governing Body will comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Restorative practice seeks to modify conduct, not just manage conduct.

Aims:

- To create a community where high standards of conduct result in high quality learning.
 - To create a community where all staff and students feel a sense of belonging.
- To create a community where every child deserves a champion...an adult who will never give up on them.
- To foster a culture where all staff and students are treated fairly, are shown respect and take responsibility for their actions and words.
- To recognise and reward positive contributions to the community and culture of the school.
- To promote personal respectful conduct towards everyone at the school.
- To create a culture where managing behaviour is consistent, calm, relentless and restorative.

Principles:

- Research shows the vast majority of children cannot be punished into behaving well.
- Poor conduct presents opportunities for learning.
- Errors in the management of conduct presents opportunities for learning.
- Everyone (children and adults) is responsible for their words and actions.
- Good relationships are central to the school's culture and community.
- Every adult is to retain ownership of responding to the original behaviour, even when collegiate support is required.
- The only behaviour we can control is our own.

'Behaviour management that seeks to punish a child into behaving well will only work for the proportion of students who care about the punishment and have the skills to change their behaviour independently.'

What are restorative practices?

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- Restorative practise is not the same as restorative justice. Restorative practice seeks to modify rather than manage behaviour.
- Restorative practice recognises that everyone makes mistakes and mistakes can be learnt from.
- Learning is the most important thing we do every day and learning to improve our conduct is part of this process.

Our expectations:

We expect all adults to:

- Model correct conduct.
- Build positive relationships
- Help students learn how to behave.
- Frequently refer to the school's agreed rules.
- Avoid confrontation, be calm and give 'take up time'.
- Recognise, praise and if appropriate reward correct conduct.
- Follow up incidents with restorative conversations.
- Be a visible presence around the school and address all conduct issues they witness.
- Have restorative conversations with students.
- Notice, recognise and reward good conduct.
- Support each other
- Make learners feel valued, important and like they belong
- Use the five second count down rule to gain attention of the class/group Refuse to shout
- Practice micro scripts
- Discuss children where needed in private and not negatively as a group
- Promote fantastic walking

We expect all teachers to:

In addition to the expectations above, teachers are expected to:

- Meet and greet students at the start of the lessons.
- Liaise with parents regarding restorative conversations.
- Attend restorative conversation meetings, if necessary outside normal school hours.
- Send postcards home regularly and notes in class
- Ensure recognition board/rules are used and discussed daily

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Be ready! Ensure key routines and lessons are well planned and executed for all students. (Resources, support, clear deadlines, clear expectations/outcomes/success criteria, appropriate groupings, challenge, use of reflective questioning and reflection)

We expect all middle leaders and UPS3 staff to:

In addition to the expectations above, middle leaders and UPS3 staff will:

- Meet and greet students at the start of the day.
- Recognise and reward staff and students that go above and beyond in contributing to positive culture, community and conduct.
- Promote the use of Positive Postcards (and challenge staff not using them).
- Identify CPD needs for staff who require support in aspects of the culture, conduct and community policy and liaise with relative SLT as necessary.
- Have a visible presence around the school to actively promote positive culture, conduct and community.
- Support teachers with the organising of meetings for students who choose not to attend scheduled restorative conversations.
- Develop Conduct Support Plans for students who require additional interventions.
- Attend restorative conversation meetings, if necessary, outside normal school hours.

We expect staff supervising restorative time to:

- Help referred students calm down before entry to the room.
- Have restorative conversation with each student before being allowed to return to the following session.
- Support students in identifying and agreeing, "The one thing I will do differently next time".

We expect the SLT to:

- Meet and greet students at the start of the day.
- Have a visible presence around the school to actively promote positive culture, conduct and community.
- Recognise, praise and reward students and staff going above and beyond in the promotion and maintenance of a positive culture and community.
- Support middle leaders in responding to the most complex or demanding issues relating to culture, community and conduct.
- Analyse data to assess progress and issues relating to culture, community and conduct and review policies and practises accordingly.
- Plan time for unannounced lunch in the hall
- Refresh staff and children on consistencies. Set simple agreements and challenge inconsistencies.

READY, RESPECTFUL, RESPONSIBLE

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These 3 R principles underpin everyone's actions at Long Mead Community Primary School

What do we mean by Ready?

- Staff and children are fully equipped and prepared each day and each lesson
- Children have had breakfast or attend breakfast clubs as a good start to the day
- Children are ready to learn, join in and participate in activities
- Children and staff are in a good mind frame to begin learning or know where to go for support
- Resources are supportive and prepared to support all learners
- Children are ready to be kind

What do we mean by respectful?

- All members of our community will be proud to be part of Long Mead.
- In school and out of school all members of our Long Mead Community will be polite and act appropriately.
- Respect and good manners will be modelled by all.
- Our body language and tone will be positive
- Fairness is key
- Everyone will look after theirs and each other's property
- All children, parents/carers, staff and friends of Long Mead will follow our school rules and instructions carefully.
- A consistent approach will be used throughout, including giving time and being thoughtful to other.
- Respecting yourself; such as students presenting themselves well, taking pride in their appearance and respecting their right to be educated well.
- Respecting others; such as communicating with each other politely, being kind and listening.

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- Respecting the environment; such as placing litter in bins, keeping the school clean, recycling and turning off unused lights and devices.
- Respecting education; by taking learning seriously, by using time effectively, by recognising success and having aspirations.
- Respecting education; by respecting the rights of others Respecting each other and each other's differences, recognising that we live in a diverse society where we are all equal before the law.
- Respecting the rights of adults to perform their roles while feeling safe, emotionally well, spoken to with consideration and to do their jobs.
- Respecting the community; such as being considerate of the local residents when travelling to and from school or when on educational visits.

What do we mean by responsible?

It is not just leaders that are responsible. Everyone is! Therefore we will all:

- Ensure we are school ready
- Be responsible of our actions
- Policies and procedures are in place and followed by all
- Children, staff and parents know where to go to get support and advice
- The environment is set up to be a safe and happy place for all
- Open door policies are in place for all
- Staff enable the school to be a safe place to take risks with learning and to challenge oneself
- Focus on our attendance
- Listen proactively
- Be a positive role model
- Have pride in work
- Create a clear and orderly environment
- Looking after our resources, equipment and belongings
- Plan and prepare suitable work and lessons for all – supportive and challenging
- Take care of ours and other well being
- Complete all work set
- Be responsible for ours and others learning
- Control behaviours and recognise consequences of ours and others actions
- Set good examples
- Look after one another
- Support each other
- Sharing good news and excellent practice
- Responsible for your health, by eating, exercising and sleeping well.
- Responsible for your safety, by behaving in a sensible and safe way and looking out for the safety of others.

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- Responsible for your actions; such as accepting when we have made mistakes and learning from them.
- Responsible for friendships; such as being a good friend, helping to resolve friendship issues in an appropriate manner.
- Responsible for the community, such as recognising that we are all part of different communities or groups of different sizes. Different communities have different rules.
- Responsible for your learning; such as remaining focussed in all lessons avoiding distractions.

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Responsible for the environment; such as keeping the school and local community clean

Consistency: *‘Simple consistent basics are the key to improving conduct. Consistency of practice, not consistency of punishment.’*

Staff at Long Mead will endeavour to strive for consistency using:

1. **Consistent language; consistent response:** Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
2. **Consistent follow up:** Ensuring ‘certainty’ through all levels of the hierarchy. Never passing problems up the line, teachers/staff taking responsibility for behaviour interventions, seeking support but never delegating.
3. **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
4. **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
5. **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
6. **Consistent respect from the adults:** Even in the face of disrespectful learners.
7. **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning.
8. **Consistently reinforced rituals and routines** for behaviour around the site, in classrooms, in common areas, at reception.
9. **Consistent environment:** Consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.

Rewards and Recognition:

Recognition Board:

- Every room must have a recognition board. Recognition boards need to be refreshed weekly, daily or hourly depending on the age of the children and context. These will be decided based on the agreed options focusing on learning attitudes.

- *READY, RESPECTFUL, RESPONSIBLE*
- Names can be added to the recognition board when they **go above and beyond** the expected behaviour. Once a name is on the recognition board for good conduct it cannot come off for poor conduct. A different response should be given.
Recognition must be fair. Students who frequently disrupt might be expected to demonstrate sustained improvements to receive recognition. For example, a disruptive student that has a ten-minute turnaround in the last ten minutes of the lesson, should not be recognised.
- Students should be 'competing' with themselves, not with each other, for recognition.
- The board should reflect effort, not academic achievement or ability.
- Students can nominate each other, as there might be efforts that the teacher does not notice.
- Use the board to create a culture where positive conduct is celebrated, and poor conduct is starved of attention.
- Use it for reflection at the end of the lesson.
- Large rewards are not necessary for children who achieve this or the whole class. This is critical to the success of the recognition board.

Sharing work:

The celebration of work shall be through weekly newsletters, via social media and the school website. Excellent work will also displayed in key areas around the school and in assemblies each week, taken by different classes.

Class Dojo Points:

Staff will issue Class Dojo Points to a student who has appeared on the recognition board or for being respectful, being ready and responsible. Class Dojo points will be for the whole class and not individuals. Points must never be taken away.

Certificates:

Every week certificates are given to students who have made exceptional progress or have made a significant contribution to the school or wider community during our Friday assembly. This usually will be linked with values and culture, conduct and community policy.

Celebration notes:

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Postcards home are used to promote positive culture, conduct and community. Positive notes left of children's desks are also used to mark a moment with a child, framing them with their best behaviour, their most determined effort, their greatest show of resilience.

Visitors are also to complete positive notes and hand in to the office once they have visited the school.

Children are also able to post positive notes about other students and teachers in the school hall to be shared and celebrated.

Lunch:

Unannounced visits by the HoS or DHoS will take place, targeted at children who behave impeccably. This is to be unannounced to ensure it doesn't become 'samey'.

Entering the classroom:

When entering the learning environment we need to ensure we make our expectations welcoming and consistent. Each session will start with clear instructions for the children so they know what to do as they come into the room. If this session is after a break, the books or equipment should be already on the table and lessons will always be well planned, prepared, resourced and challenging to avoid disruption. The teaching will be initiated by the teacher asking for listening and welcoming the children to the learning they will be undertaking.

Responses to Poor Conduct

Don't respond to behaviour that you don't want with charged emotion. Save your emotion to praise great behaviour. Humiliation and heavy punishment do not work in the long term. Respond in a cool, calm and emotionless manner. The most important person to behave well in the school setting is the adult. All children notice when the adult doesn't behave as agreed.

In school we teach behaviours as they need to be consistent. A child should not have to guess an individual adults expectations. It is vital that all adults expectations are the same and do not deviate from agreed procedures. In school all adults are responsible for upholding the behaviour agreements and children need to understand that no one will ignore rule breakers.

We will publicise great behaviour. We will not have behaviour tallies on the board – disruption is dealt with privately- never across the classroom or playground. We make sure that behaviour publication raises expectations and doesn't humiliate individuals. We separate the individual from the behaviour.

We discuss the immediacy of consequence rather than the weight of punishment.

We will not undermine our own authority by passing on responsibility. We will seek support where necessary to show the children we are a team by standing together.

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We will identify the primary barrier to great behaviour and not chase secondary behaviours. Our approach should be therapeutic in nature, identifying and addressing the primary barrier and giving opportunities for understanding and development.

30 second script: (p94-95)

Unwanted behaviour must be challenged, not ignored. The 30 second script is a powerful intervention and allows the behaviour to be addressed within a set timeframe and not detract from the learning.

1. You need to...
2. I need to see you...
3. I expect you...
4. I know you will...
5. Thank you for...
6. I have heard what you said, now you must...
7. We will...
8. I noticed you are...
9. You have chosen to...
10. Do you remember last week when you...

Deeper script examples:

- 1) You need to understand that every choice has a consequence. If you choose to do the work, then that will be fantastic and this will happen...if you choose not to do the work, then this will happen...I'll leave you to make your decision.
- 2) Do you remember yesterday when you helped me to tidy up? That's the Stephan I need to see today, that is the Stephan you can be all of the time. 3) Your behaviour makes me sad as it is..
- 4) Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.
- 5) I am not leaving. I care about what happens. You are going to be brilliant.
- 6) What do you think the poor choices were that caught my attention?
- 7) What do you think you could do to avoid this happening in the next lesson? 8) Darrel it's not like you to...

Scripts for asking for assistance...we never discuss a child's behaviour, as adults, in front of the child – no matter how emotionally involved we have become.

- 1) Mr Smith, could you work with John he needs to think about his choices. 2) Mr Smith, John has been asked to go to the thinking spot. He's choosing not to. 3) Mr Smith, could you walk with John. He needs to think deeply about his choice.

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It is an essential part of our policy that children are given time to amend their behaviour. If a child turns from you while you are delivering a script, then continue. If a child needs to regulate, say, "I will come back when you have calmed down." Choose your moment to deliver the script.

Children will see you are not serious about the script if you are not consistent. Scripts depend on the build up of emotional currency as described earlier and are not a magic bullet. Be deliberately bothered.

In these circumstances, a record will be kept of Sims describing the inappropriate conduct, the school response and the effectiveness of the restorative process.

Restorative Conversations: (p126-131)

If, after a reminder, student conduct demonstrates that they are not Ready, Respectful or Responsible a# restorative conversation will ensue.

Restorative conversations are opportunities to:

- Improve the relationship between the adult and the student.
- Help the student reflect on their conduct.
- Support the student improve their behaviour.
- Recognise, repair and restore

Adults can choose to organise a restorative conversation during a break or lunch time. In either case, these conversations are expected to be held as soon after the incident as possible. This can take place either in a classroom/office with the doors open or a walk around the school/playground. A restorative conversation does not need to be behind a desk taking notes, engaging collaboratively in an activity may lead to a more open reflective conversation.

In a restorative conversation:

- The student will be expected to wait their turn for their conversation.
- The adult hosting can choose to have the conversation in their classroom or in a nearby room.
- The adult might like to have a colleague with them for the conversation.
- The level of engagement by the student will determine the length of the conversation and when the student is entitled to leave.

Five questions is enough to ask a child. The final question can lead to the discussion of an appropriate 'consequence' to restore the situation.

- What happened?

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- What were you thinking at the time?
- What have your thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

If a student refuses to engage in restorative conversation:

- The member of staff will liaise with another member of staff and arrange a meeting with parent and child as soon as is possible.
- The student will be required to work in a different venue (ideally a class), until they have chosen to engage in the restorative conversation.

Restorative conversations are compulsory and must take place where possible before the next lesson occurs.

If a student fails to comply, they may be removed from the classroom to complete the lesson in another classroom.

If the student continues to act in breach of these expectations, they may be placed in the Nurture room for the remainder of the lesson or with a member of staff until a restorative conversation has occurred.

In addition, a member of the Leadership Team can place a student in the Nurture Room/SLT for a fixed period for a range of serious behaviours in breach of the expectations such as bullying, racist or homophobic comments, fighting, swearing, refusal to cooperate, causing a health and safety risk. This list is not exhaustive.

If a student does not meet the clear expectations while placed in the Nurture room, the student will be allocated time with SLT or may be issued with either external isolation at another school or a fixed term exclusion.

At times there may be a need to safely handle a child. This will only be done as a last resort if the child is not safe or there is a risk to the safety of others or significant damage to the environment. As far as possible staff undertake a passive intervention strategy to de-escalate the behaviour. Before safe handling is used there should be significant evidence that the behaviour policy has been unsuccessful. Any safe handling intervention will result in the creation or amendment of a behaviour care plan, which is the class teacher's responsibility to complete, alongside the SENCO. All safe handling must be recorded and shared with parents and the Head of School.

Choosing the right 'punishment':

For children who consistently struggle with their behaviour management, punishment places pain on top of problems. It is therefore unfair to inflict punishment on children who are facing challenging circumstances in their lives. We must consider what children are coping with in their daily lives. We must search for what they need to succeed not what we believe they deserve for their wrong doing.

When a bad choice has been made, there must be time to think about the action and a discussion around how it is to be corrected. The 'severity of the punishment needs to be in line with the choice and the effect on others. Punishments should not be over severe and they should be agreed by the adult and the child as the appropriate way to address the consequence.

Pupil passports are to be in place for those on a behaviour stage 2 and 3. This is to ensure consistent support strategies are in place.

Example of these **In**

Class work:

Students who have not completed their work or who have missed work will be supported to complete it during break or lunch. Attendance to this is compulsory.

Failure to attend will result in the work still needing to be completed and a restorative conversation.

Swearing

If a child swears they are to have a restorative conversation with the member of staff who witnessed it or teach them. Should there be multiple incidents of this nature, further conversations are to take place in their own time involving SLT and parents/carers.

Communication:

Staff are to walk their classes out to play and lunch and communicate with the staff on duty for any children that may need to be 'supported' during these times. All stages must be written onto Sims by the end of each day, if not before, and shared with SLT, class teacher, lead LSA and SENCO. Information can then be passed on where deemed appropriate.

Conduct Stages:

Advisory Stage:

The following will occur at this stage:

- A reminder of the rules to the whole class using positive praise
- Positive reports and rewards.
- 30 second script, privately Stage 1:

The following will occur at this stage:

- Restorative conversations • Positive reports and rewards.
- Contact home
- Involvement of another teacher
- Short time out
- Behaviour charts

Stage 2:

The following will occur at this stage:

- 360 degree review.
- Restorative interventions.
- Reporting to the SLT – Deputy Head, SENCO, EYFS/Subject leaders
- Pupil passport
- Suspension
- Engaging with parents/carers proactively to support needs.

Stage 3:

The following will occur at this stage:

- Liaison with external agencies.
- The seeking of alternative provisions – PRU/managed move as preventative measures to exclusion
- Potential part time timetable or use of additional work space
- Reporting to the HoS
- Pupil passport
- Suspension

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Stage 3 plus:

At this stage the student will continue education at an alternative or more appropriate education provider, or the student will be permanently excluded from Long Mead Community Primary School.

APPENDIX 1
EXTERNAL STUDY (ES)

Long Mead has an agreement with Hugh Christie to support each other in delivering external supervised study as a means to avoid a formal fixed-term exclusion.

If a student is issued with an ES, they will be expected to attend the designated school at an agreed time and spend the day in the school's supervised study facility.

The student will be provided with work by Long Mead and should take a packed lunch. Regarding attendance, this will be recorded as being present.

The parent will be notified of the arrangements prior to the ES date.

It is the parent's responsibility to organise transport to and from the school.

Failure to attend may result in a fixed-term exclusion being issued.

APPENDIX 2
Suspension

To be followed in conjunction with Guidance for maintained schools, academies and pupil referral units in England – July 2022

Fixed term suspensions are serious sanctions issued because of a failure to comply with the Culture, Conduct & Community Policy.

The decision to issue a fixed term suspension will only be made by the Head of School or Executive Principal. The duration of a suspension will be as short as possible, to enable the student and school to reflect on the problem. It may also be for part of the school day. For example,

if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

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A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

Following a fixed term suspension, parents or guardians will be expected to attend a restorative meeting with the HoS and other involved members of staff. The student will not be able to return to the scene of the problem until the restorative meeting has occurred.

The local authority will be notified immediately.

Work will be set and marked during the suspension period.

Under the Education and Inspections Act 2006, parents/carers are responsible for ensuring their children are supervised during the first five days of fixed term exclusion. If students on exclusion are seen by school staff or police unsupervised, then parents or guardians will be liable to a penalty fine. For fixed term exclusions that last for more than five days, the school is responsible for providing full time education from day six onwards.

Professional judgement based on the individual circumstances of the case is to be used when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive

Should you child be suspended or permanently excluded, see these relevant sources of free and impartial information.

- Coram's Child Law Advice service. This can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership)

APPENDIX 3

IMMEDIATE PERMANENT EXCLUSIONS

To be followed in conjunction with Guidance for maintained schools, academies and pupil referral units in England – July 2022

Rarely, some student actions may result in an immediate permanent exclusion being issued by the Head of School. These include:

- The trading, use or possession of illegal substances on the school grounds, school visits or on the way to and from school.
- The use or possession of any object deemed to be a weapon by the Police (including any blade or knife) on school grounds, school visits or on the way to and from school.
- Serious unprovoked threatened or actual violence (the intention to cause / the actual causing of a very serious injury*) towards another student, member of staff or a member of the public.
- Serious abuse of the use of technology to publicly abuse another student or member of staff or to gain illegal access to confidential data.

*Serious injury: as defined by the Governing Body

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

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

Work will be set for the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

The headteacher may cancel an exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;

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- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

APPENDIX 4

STANDARD OF PROOF

When reaching a decision after an investigation has concluded, the school does not need to prove an event has happened. The law states that schools work 'On The balance of Probability'.

This means that if the school believes, given the evidence available, that 'On The balance of Probability' an event has occurred, it can enforce an appropriate sanction in accordance with this policy, even if the school does not have concrete proof.

APPENDIX 5

THE POWERS TO SEARCH

The Executive Principal, the Head of School and other authorised staff (authorised by the Head of School) have the legal power to:

- Screen students for weapons and drugs.
- Search students **without consent**, when there are reasonable grounds for suspecting a student of carrying a weapon, alcohol, controlled drugs or stolen property.

When conducting a search, staff will always be in pairs and the gender of the staff will be considered. For female students, a female member of staff will always conduct the search unless requested otherwise.

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Parents / carers are not required to be informed of the search prior to it taking place. However, the HoS will contact the parent / carer during the day after the search.

Failure of a student to comply with the members of staff may result in the Police being called to administer the search. In this situation, the student will remain under staff supervision until the search has been conducted, even if this extends to the period after school.

APPENDIX 6

POLICE CONTACT WITH THE SCHOOL

If a very serious incident occurs at the school, in the vast majority of cases it would be dealt with by the school. The police will be involved by the school in the following circumstances:

- When the school invites the police to meet with students (and where appropriate parents) to emphasise the seriousness of their actions.
- In the rare event that the actions of a student is beyond the control of the school and they pose a serious potential risk to the safety and wellbeing of others, themselves or the building.

If parents wish to involve the police following an incident in school, they are within their rights to do so. Following this:

- The issue will then become a police matter and therefore the school will take no further action while the police conduct enquiries and until given a full debrief by the Police.
- If there remains a serious risk to the welfare, health or safety to other students or staff or a risk to the building, the school will take appropriate actions to mitigate the risk whilst the Police investigate.

The school reserves the right to enforce the culture, conduct and community policy after the police investigation has been completed. This may involve increasing a sanction that has already been issued.

APPENDIX 7

USE OF MOBILE PHONES

Mobile phones are not encouraged on the school site as they can be very distracting to teaching and learning. However, if a student brings a mobile phone into school, for reassurance on their journey to and from the school, then it **MUST**:

- Be switched off and remain in the school office.

In addition:

- No images can be taken of other students or members of staff
- Personal devices brought in from home cannot be charged at school

Failure to meet these expectations will result in the device being removed from the student's possession, stored in a safe place to be collected at the end of the school day. If this is rejected by the student, a restorative conversation will occur with the Head of School or Deputy.

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The school takes no responsibility for the student's personal possessions, such as mobile phones or tablet computers. If such an object is lost, the school will conduct a brief investigation in an attempt to find the lost item. However, excessive time will NOT be spent on retrieving the goods as it is the student's responsibility to look after their own belongings. Lockers are available, thus enabling students to safely store their valuables.

Parents can contact the office if they need an urgent message to be passed to their child during the school day.

Mobile phones may be used for medical need only and monitored by the students class teacher.

APPENDIX 8

POLICY REMIT & TRAVELLING TO AND FROM SCHOOL

The remit of this policy extends to the following:

1. When at school / on the school site
2. Travelling to and from school.
3. On all school trips and visits, even if outside of the 'normal' school hours.
4. Students wearing school uniform, including into the evening.
5. The power to discipline beyond the school gate: all locations outside of the school gates and at all times of the day, if deemed to be bringing the school into disrepute.

The power to discipline beyond the school gate:

The Government guidance states:

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school by a member of the public. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

In each case the Governors will need to ask the Principal or Head of School what the school's response should be to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school or, misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or could adversely affect the reputation of the school.

For all of the above, student conduct will be subject to this policy.

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In addition, poor conduct on school buses or on public transport will be dealt with under this policy and may result in removal of the right to travel for a period of time.

Any such conduct that brings the school into disrepute will be dealt with by either the Head of School or Deputy.

Guidance for maintained schools, academies and pupil referral units in England – July 2022

‘Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.’

Duties under the Equality Act 2010 and Children and Families Act 2014 Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), 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 any provision, criterion or practice which puts them at a substantial disadvantage, and the provision of auxiliary aids and services. 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 relevant protected characteristic and people who do not; and foster good relations between people who share a relevant protected characteristic and people who do not share it. The ‘relevant protected characteristics’ in this context are the characteristics mentioned above. Age is also a relevant protected characteristic, but not when carrying out a function which provides education, benefits, facilities, or services to pupils. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory. The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including (in the

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case of the governing board of relevant settings⁸) using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.