

## Behaviour & Exclusion Policy

Date approved:	30 November 2016
Review cycle/date:	Every year, November 2017
Party responsible:	Student Committee
Linked Policies:	Attendance Policy, Preventing and Tackling Bullying Policy, Safeguarding Policy, E-safety Policy

### Contents

- Behaviour Policy
- Policy on Behaviour Outside School
- Exclusion Policy (including Managed Transfers)

The Headteacher is responsible for the development of the Behaviour Policy in consultation with the governors, staff, students and parents. The ethos of the school is based on relationships and respect which engenders an atmosphere of care and co-operation amongst students and staff. This respect is extended to the wider environment including the grounds, gardens and any animals held in care of the school. Our aim is to promote a warm, friendly and safe environment for students, staff, volunteers and visitors. We celebrate the ways in which members of the school community respect one another, with particular regard to the vulnerable.

The expectations we uphold in the school are:

- The views of all members of the school community are equally valid as long as they are expressed appropriately
- All members of the school community take pride in their work
- All students wear their uniform as an ambassador for the school, all staff wear clothing which presents a professional image.
- Everyone should arrive at school and to lessons punctually and fully prepared for the lesson.
- Everyone should be considerate and respectful
- Everyone attending, working in and visiting the school are made to feel welcome

- When on school visits or when travelling to and from school, we behave as we would in school, with courtesy to others.
- All members of the school community conduct themselves in a calm and orderly manner when moving around the school
- The physical environment is respected by all and is cared for and respected at all times
- All property of others is respected at all times.
- Smoking is not permitted on the school site or by any student wearing the school uniform
- Substances and items which are illegal, harmful or unsuitable are not allowed
- Mobile phones and other personal devices should be kept in students' lockers or handed to reception for safekeeping during the school day. They must not be used or be visible during the school day unless a teacher has given specific permission for them to be used to support learning during that lesson. Unauthorised use of mobile phones during the school day will result in confiscation. (Please see the E-Safety Policy for further information.)

Training and development relating to the behaviour policy is carried out periodically and includes all staff including non-teaching staff. The implementation of the behaviour policy is reviewed with staff frequently and is an integral part of the reflective practice that characterises the school.

The Behaviour & Exclusion Policy is published on the school website.

## Behaviour strategy: approaches to learning and cooperation

Behaviour issues, if they occur, will be addressed by the following strategies. The strategy is linked to rewards and consequences but with a focus on positive attitudes to learning and cooperation.

Aspect of Strategy	How the strategy will be implemented	Aim
<p><b>Attitude to Learning (AtL)</b>            1. Exemplary            2. Good            3. Coasting            4. Unsatisfactory</p>	<ul style="list-style-type: none"> <li>• Students' attitude to learning are assessed each term. There are three progress checks throughout the year.</li> <li>• Parental feedback evenings. For older students (years 9 to 11) this involves private one-to-one consultations. For years 7 and 8 these "traditional" parents' evening are mixed with with "Authentic Assessment" events where the students show their work and explain how they understand how they are progressing.</li> <li>• "Celebration of learning" evening at the end of the academic year.</li> <li>• Students are encouraged to reflect on their own learning. The school's assessment framework develops students' meta-cognition. (see assessment policy for more information).</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor the approach to learning of each student at certain points throughout the year.</li> <li>• For parents to have a clear understanding of their child's approach to the school and their learning as well as gain understanding how they can support their child's learning outside school.</li> <li>• For students to assess their own approach to learning in specific lessons throughout a day and to reflect on how they can develop their own learning.</li> </ul>
<p><b>Rewards for Positive Approach to Learning and Cooperation</b></p> <p>When a student demonstrates an exemplary or good approach to learning and/or a cooperative attitude in their conduct around school or in a particular activity, they will be rewarded and praised.</p>	<p>Rewards in acknowledgement of praise:</p> <ul style="list-style-type: none"> <li>• House Points recorded by tutors and stuck into 'Good Books' in student planner.</li> <li>• House Points are accumulated as a house and used for other rewards, such as participation in 'rewards days'. Prizes vary depending on the age group of the student.</li> <li>• Postcards home to student and parents.</li> <li>• Headteacher's awards.</li> <li>• Rewards Assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• To focus on positive behaviour.</li> <li>• To praise students who demonstrate enthusiasm for learning and a cooperative attitude to being part of the Swanage School community.</li> <li>• To encourage a sense of belonging and pride in the school.</li> </ul>
<p><b>The 'Good Book'</b></p>	<p>All students (and staff) have a 'good book' – where teachers, other staff, students, parents, friends...anyone other than the student themselves can enter an example of that student doing something 'good'. This can be anything from opening the door for someone else to an excellent piece of work.</p> <p>The 'good book' can include words, pictures, 'good book referrals' 'Swanage School way nominations'...</p>	<ul style="list-style-type: none"> <li>• To focus on the good things that students (and staff) do.</li> <li>• To re-enforce positive behaviours.</li> <li>• To develop self-belief – the good book can be something to refer to when feeling low.</li> </ul>

<p><b>Consequences (escalating sanctions system), underpinned by the principle of restorative practice.</b></p>	<p>Staff (including non-teaching staff) have a range of sanctions:</p> <ul style="list-style-type: none"> <li>• Formal warning.</li> <li>• Ask student to move to reflection table, where the student completes a reflection task.</li> <li>• Sent to Head of House if reflection time is not effective.</li> <li>• HOH or CAL report incident to parents.</li> <li>• Parents invited to school for a meeting to discuss behaviour and sanctions.</li> <li>• Senior Leadership Team to develop personalised behaviour plan.</li> <li>• Refusal or defiance at any stage results in Deputy/Head Teacher involvement. Consequences include internal and external exclusion.</li> <li>• Actions serious enough to trigger consideration of external exclusion result in Deputy/Head Teacher involvement. Consequences include external exclusion and are explained in the Exclusions Policy.</li> </ul> <p>For any sanction, it is critical that the student understands why that sanction was applied.</p> <p>Any sanction is followed by a restorative conversation.</p> <p>Formal detentions, internal reflective isolations / exclusions and external exclusions are recorded in the school MIS and parents notified.</p> <p>The Flowchart attached as Appendix 1 to this Policy is part of this Policy and is visible in every classroom.</p> <p>The document “Working together to make The Swanage School the best it can be” attached as Appendix 2 is the summary showing rewards and consequences for particular actions.</p>	<ul style="list-style-type: none"> <li>• A clear set of sanctions that students, staff, parents and other stakeholders are aware of. These allow staff to ensure the quality of learning is always consistently high.</li> <li>• To provide a support system for staff to ensure the climate in the classroom is clear and focused on learning.</li> <li>• To ensure relationships are restored after an incident has occurred.</li> <li>• To enable a reliable record of incidents to be kept in order to monitor behaviour of a student across the school.</li> </ul>
<p><b>Attitude to Learning</b></p>	<p>Teachers, CALs, Tutors and HOHs to monitor Attitude to learning (AtL) and homework comments (excellent, good, inconsistent, serious concern) and analyse where students need support. If there is cause for concern students are interviewed and parents are informed.</p>	<p>To support students who are coasting or whose approach to learning is unsatisfactory (this applies to elective lack of engagement rather than disruptive behaviour that impacts on the learning of others).</p>

The behaviour strategy is linked to other aspects of the school including the uniform code and attendance. The monitoring of the strategy is managed electronically as part of the Management Information System (Progresso) so that it can be accessed by staff across the school.

### **Use of reasonable force.**

Teachers have the right to use force in certain circumstances. This is largely up to the professional to determine, but in general force should only be used when a student is putting themselves or others at danger.

Reasonable adjustments for disabled children and children with special educational needs (SEN).

Parental consent is not required to use force on a student.

If force is used on a child then this must be logged as a behaviour incident in Progresso and parents informed.

Force may also be used if needed to search a student, if there is suspicion that the child has any of the following in their possession:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. However, consideration must be given to ensure the student does not in any way feel uncomfortable with the contact. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

## **Bullying**

Bullying of any type is not acceptable. Please refer to the “Preventing and Tackling Bullying Policy”.

## **Policy on Behaviour Outside School**

Behaviour out of school includes behaviour of students whilst on any trip organised by the school and can include any behaviour exhibited by the student whilst they are wearing school uniform (and thus representing the school).

Behaviour that is considered to be unacceptable is dealt with as if it had taken place in school, with consequences adapted to be appropriate for the out of school environment.

# Exclusion Policy

## Underlying Principles

The Swanage School is an inclusive school committed to equal opportunity for all. It is felt that exclusions of students from the school, whether fixed term or permanent, are damaging to both the student and the whole school community. Consequently, a student will only be excluded when other strategies have not been effective over time in dealing with persistent breaches of the behaviour expected, or when there has been a single, clear and serious breach of discipline, or if allowing the student to remain in the school would seriously harm the education or welfare of the student or other students in the school.

The school follows the legislation referring to exclusions as stated in the 2007 Education Act and “Exclusion from maintained schools, Academies and pupil referral units in England” guidance issued by the Department for Education.

## Objectives

This policy has been compiled to provide all staff with a clear framework to enable the effective handling of student exclusion issues and to inform all stakeholders of the procedures.

## Guidelines

A student can be excluded if:

1. The student has committed a serious breach or persistent breaches of the school’s behaviour policy.
2. The student is accused of a serious criminal offence.
3. For medical reasons, the student’s presence in the school represents a serious risk to the health and safety of students and staff.
4. The student has been involved with dangerous weapons, sexual abuse, actual or threatened violence, carrying an offensive weapon, or illegal drugs.

Other types of absence used by the Swanage School:

1. A student may be sent home for breaches of uniform code, this absence will be regarded as an authorised absence. This is not an exclusion. In such cases, parents or carers will be informed before the student is sent off the school premises.
2. If a student refuses to be screened for possession of offensive weapons, that student can be refused entry into school. This is not an exclusion but an authorised absence.

## The Procedure

The exclusion of a student is an extreme measure and is only administered by the Headteacher or in the absence of the Headteacher whoever is deputising for her/him. The Law of the United Kingdom allows a Headteacher to exclude a student for up to 45 school days in any one school year.

Exclusions, whether fixed-term (usually 1-5 days but could be longer), or permanent, may be used where a student has displayed unacceptable conduct which infringes that which is deemed to be acceptable in school. A student will be excluded immediately if there is an immediate threat to the safety of others in the school.

- **Fixed-term exclusions**

It is expected that most exclusions will be of a short (1-5 days), fixed-term nature. During an exclusion of up to five days the school will set work for the student and arrange for it to be marked. From, and including the sixth day of the exclusion, the Swanage School will arrange full time education for the student.

A fixed period exclusion may be extended or converted to a permanent exclusion.

- **Permanent exclusions**

A decision to exclude a student permanently will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy and if allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

Prior to a permanent exclusion a thorough investigation will precede the exclusion and, in the case of exclusion on the basis of persistent breaches of the behaviour policy it must be clearly shown that a range of strategies have been tried without sufficient success.

In the case of a single serious breach of discipline the Headteacher may decide to exclude a student without having tried a range of strategies.

In every case, all the evidence is carefully assessed and collated. Records are kept of all exclusion proceedings. A student is allowed and encouraged to give her/his account of events. Staff investigate the causes of the incident fully.

In all cases where permanent exclusion is a possibility the Dorset County Council exclusions officer is contacted and a meeting arranged with a member of the senior leadership of the school.

All exclusions are treated in the strictest confidence on a 'need to know' basis.

Any student who is permanently excluded will not be removed from the school register until after any requested review has been completed, or the deadline for requesting a review of the decision to exclude has passed without a request being made.

### Involvement of the Governing Body

The Flowchart appended to this Policy summarises the involvement of the Governing Body in exclusions.

The Governors' Student Exclusion Panel and Exclusion Review Panel will consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;

- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term (a lunchtime exclusion counts as ½ school day in determining whether a governing body meeting is triggered) or
- it would result in a pupil missing a public examination or national curriculum test.

The Chair of Governors will be informed within one school day of any exclusions meeting the criteria above, and convene a panel. The school will provide a copy of the letter sent to parents.

In addition, the Headteacher will inform the Chair of Governors of exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term, and the school will provide a copy of the letter sent to parents.

For any other external exclusions the Chair of Governors will be informed.

#### Informing the governing body of exclusions

A summary of exclusions will be reported to the full governing body once a term.

Notifications include the reasons for the exclusion and the duration of any fixed-period exclusion.

#### Involvement of the student's parents or carers in an exclusion

In the event of an exclusion being carried out the student's parents are notified immediately by telephone where possible and then by letter.

The school will write to the parents notifying them of their duties during the first five days of the exclusion. (The parents are obliged to ensure that the student is not present in public during normal school hours without reasonable justification. Failure to comply with this may lead to the parents being prosecuted).

The Headteacher will arrange a reintegration interview with the parents of the excluded student for any exclusion. The student is expected to be present for all or part of the interview. A Parenting Contract may be offered to help the parents take responsibility for their child.

#### Informing the local authority

The Headteacher must, without delay, notify the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

For all other exclusions the head teacher must notify the local authority once a term.

Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.

For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the head teacher must also advise the pupil's 'home authority' of the exclusion without delay.

## Managed Transfers

One possible response to serious breaches of the school's behaviour policy (including breaches which are serious enough meet the guidelines for permanent exclusion) is a managed move to another school to enable the pupil to have a fresh start in a new school. It enables a pupil to transfer directly to an alternative school. This should only be done with the full knowledge and co-operation of all the parties involved, including the pupil, parents/carer, and the Local Authority, and in circumstances where it is in the best interests of the pupil concerned.

Whenever a managed move is being considered, the Headteacher must contact the Dorset County Council Exclusions Officer and work with them to follow the Dorset County Council protocol on Managed Transfers. This protocol is available on the Dorset For You website.

Any permanent managed transfers will be reported to the full governing body once a term. Notifications must include the reasons for the managed transfer.

## Challenging a decision to exclude

If a parent or carer would like to request a review of the decision to exclude a student, they should contact the chair of governors in writing. The method for requesting a review is written in the formal letter of exclusion.

- For exclusions of 5 school days or less in a term, parents can ask the governing body to consider their views, but may not challenge the exclusion decision unless the exclusion will mean that the pupil will miss a public exam.
- A fixed term exclusion may be challenged if a pupil has been excluded for more than 5 school days in a term or an exclusion will mean they will miss a public exam.
- A permanent exclusion may be challenged.

The challenge to a decision to exclude must be made within three weeks of the exclusion letter being received.

If a parent or carer does request a review of a decision to exclude a student, the Governors' Student Exclusion Panel and Exclusion Review Panel will be convened. The following parties will be invited to a panel meeting:

- The Headteacher or his/her representative
- The parents/carer of the excluded student (who may be accompanied by a friend or representative)
- The excluded student (whose attendance is optional and subject to parental consent and who may be accompanied by a friend or representative).

The panel will endeavour to meet within two weeks of receiving the request to review the decision to exclude, and to have relevant written evidence and information circulated to all parties in advance of the meeting.

The panel will make a decision to either uphold the decision to exclude or change the decision to exclude (either temporarily or permanently). The decision will be made no longer than three weeks after the request to review the decision was received.

If the decision to exclude is upheld by the Governors' Student Exclusion Panel and Exclusion Review Panel, the parent/carer may apply to the Academy Trust (Education Swanage Ltd) for an independent

review. The trust will then convene an independent panel as set out in the “Exclusion from maintained schools, Academies and pupil referral units in England” guidance issued by the Department for Education. The parent or carer have the right to meet with the independent panel as set out in the “Exclusion from maintained schools, Academies and pupil referral units in England” guidance.

### **Challenging a managed transfer**

There is no statutory right to appeal a managed transfer. However parents can ask the Governors’ Student Exclusion Panel and Exclusion Review Panel to consider their views on whether the school has followed the procedures set out in this Behaviour and Exclusions policy in arranging a permanent managed transfer. This must be done within three weeks of receiving written notification of the decision to arrange a managed transfer.

### **Monitoring, Evaluation and Review**

The effectiveness of this policy is monitored both day to day and more strategically.

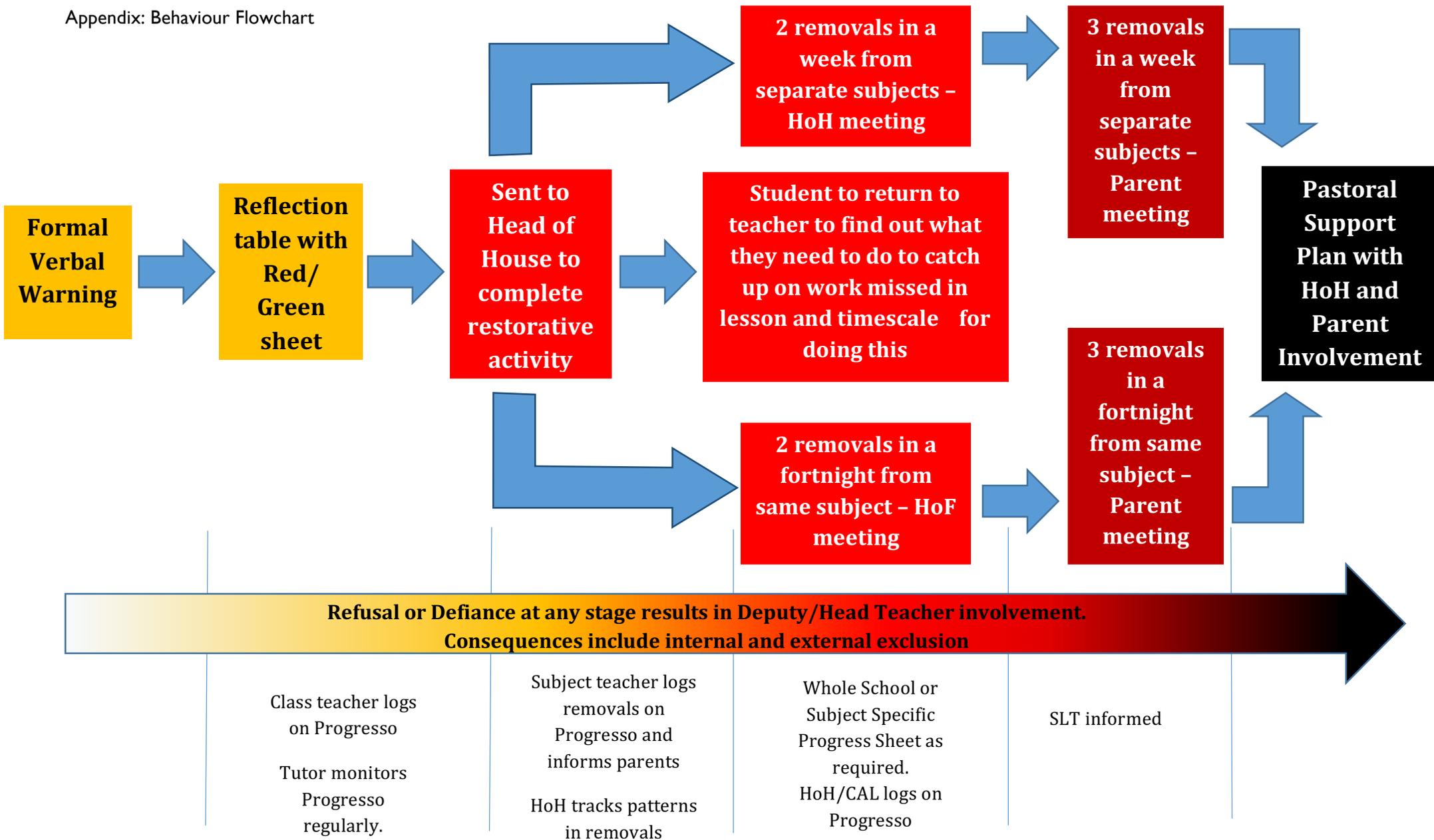
#### **1. Ongoing monitoring:**

- Monitoring and review of behaviour incidents logged on the Management Information System. Both in terms of effectiveness of recording system (i.e. are incidents logged?) and in terms of the number and frequency of incidents (i.e. are standards of expected behaviour being met?).
- Analysis of the patterns of poor behaviour (i.e. is it a few key individuals? A specific group? Etc.)
- Use behaviour incident records to determine if the culture of the school, combined with rewards and sanctions work to minimise poor behaviour. (Is poor behaviour repeated?)
- Informal student feedback about behaviour and the extent to which the reality of school lives up to the goals of the school.
- Daily and weekly monitoring and analysis of attendance records. (i.e. what is the impact of the policy on poor attenders?)

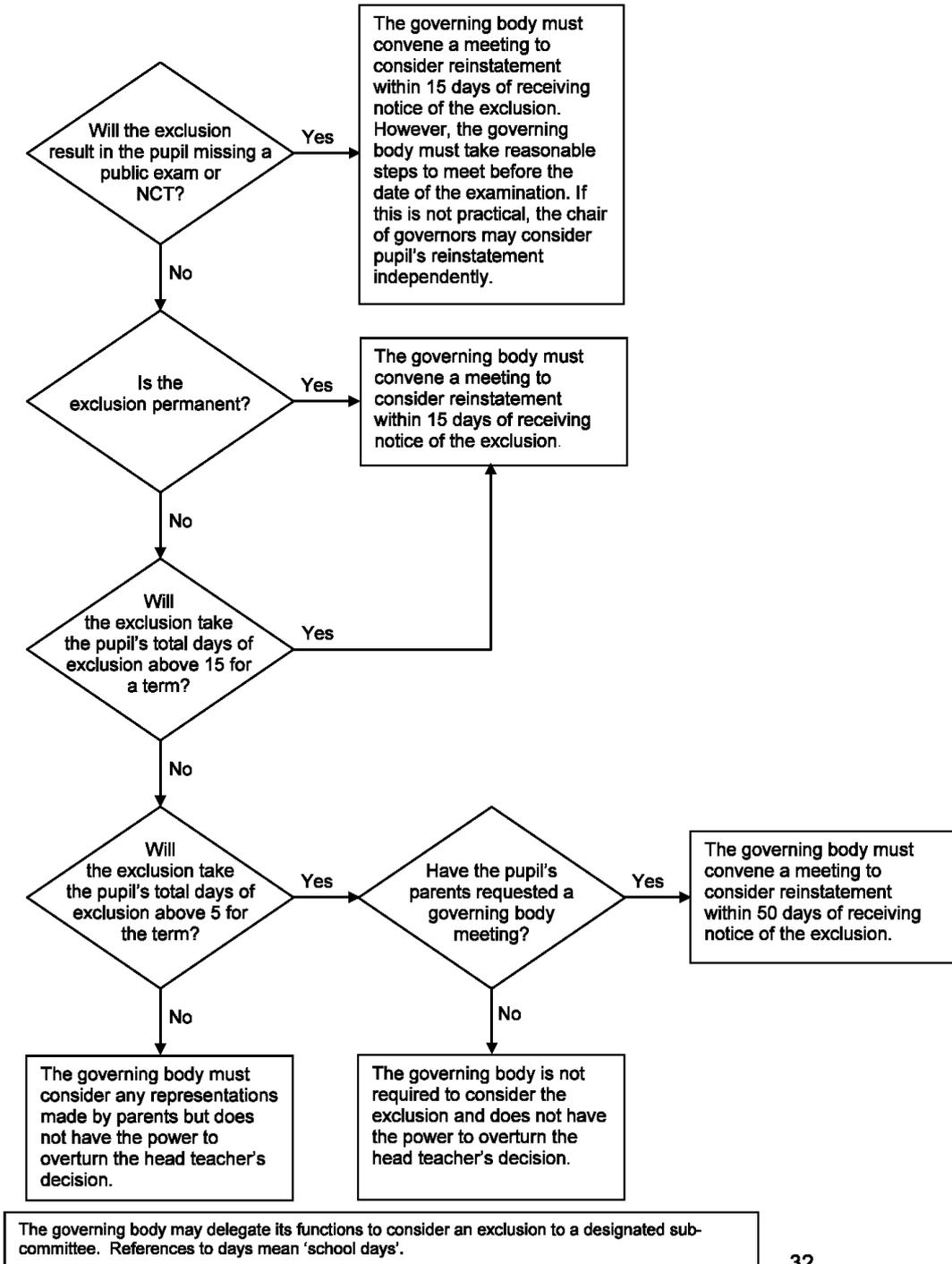
#### **2. Strategic:**

- Formal evaluation of behaviour records and report to governing body
- Annual student questionnaire
- Annual parent questionnaire
- The Governors will monitor the numbers of and reasons for exclusions and managed transfers.

The governing body will review this policy every year and assess its implementation and effectiveness.



## Annex A – A summary of the governing body’s duties to review the head teacher’s exclusion decision



Working together to make The Swanage School the best it can be.



### The Swanage School Way

Respect each other and treat others as we would like to be treated

Help members of the wider community

Strive of academic excellence

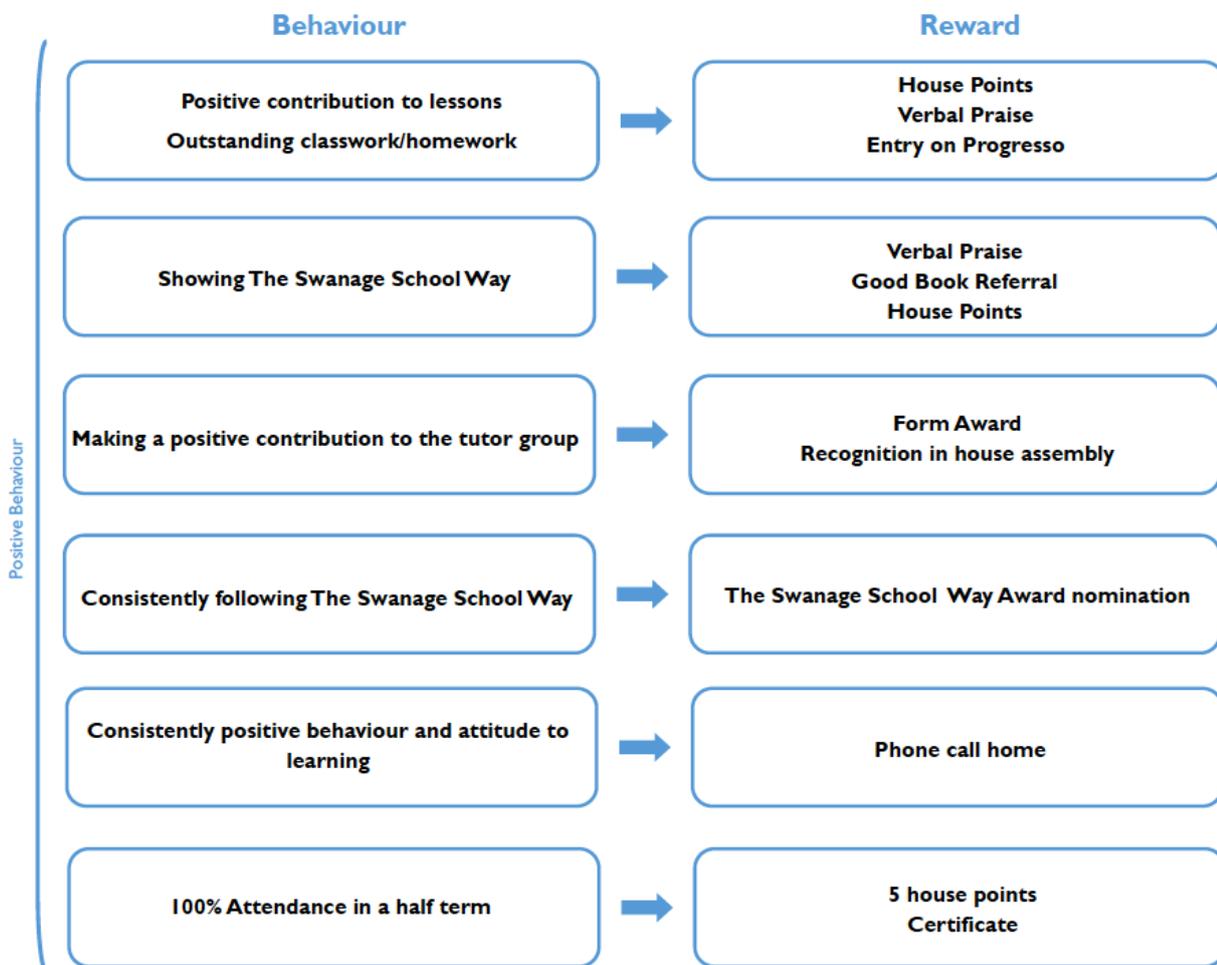
Take pride in our appearance

Do the best we can

We try, we fail, we learn, we succeed

#### Rewards

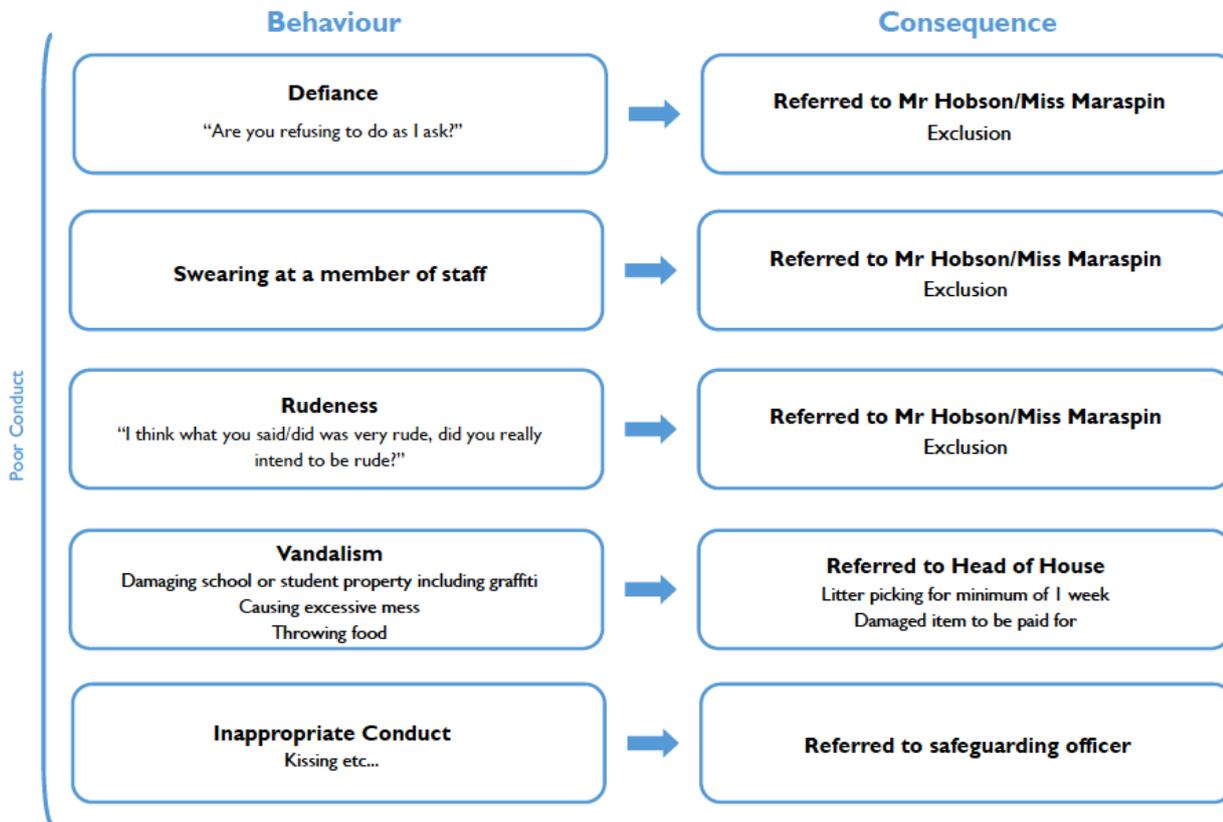
- In most lessons, 3 house points will be given out per lesson.
- Every student is to do a minimum of 1 good book referral per week.





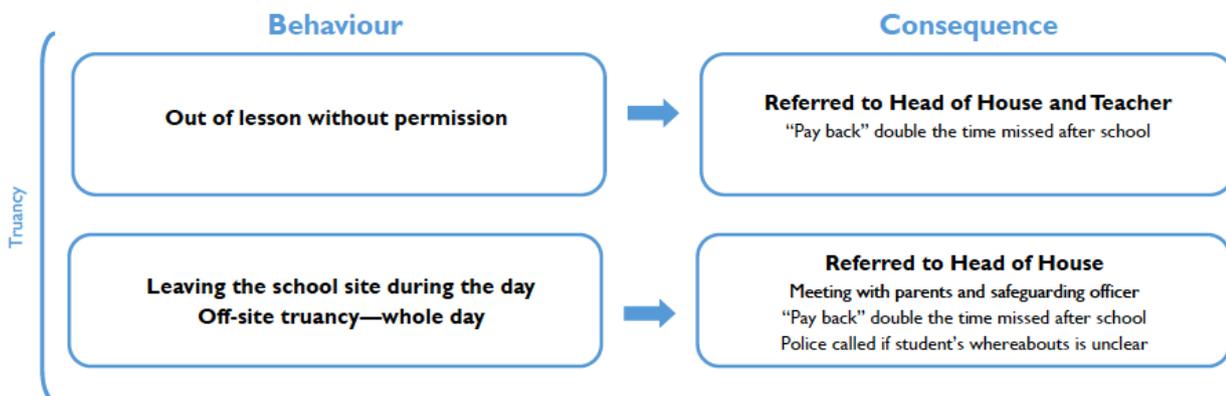
**Poor Conduct Guidance:**

- Specific phrases should be followed.
- Vandalism is dealt with on an individual basis. Restorative consequence to be managed by Mr Stone. (Facilities Manager)
- In the absence of Mr Hobson/Miss Maraspin, refer to HoH who will refer to SLT when available.



**Truancy Guidance:**

- Teachers must write a note in a student's planner when they leave a lesson for any reason.
- Students cannot leave lesson to get a drink and should instead bring a water bottle with them to school. When in double lessons, students can get water during lesson change-over.

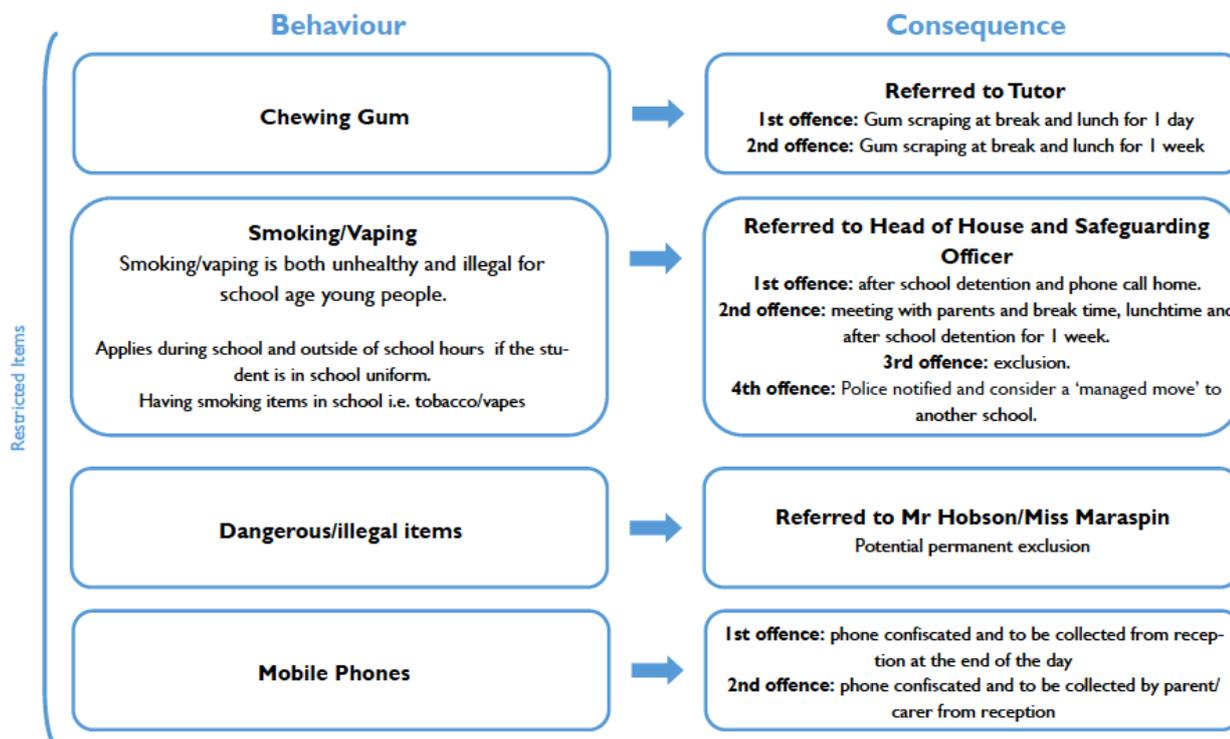


## Working together to make The Swanage School the best it can be.



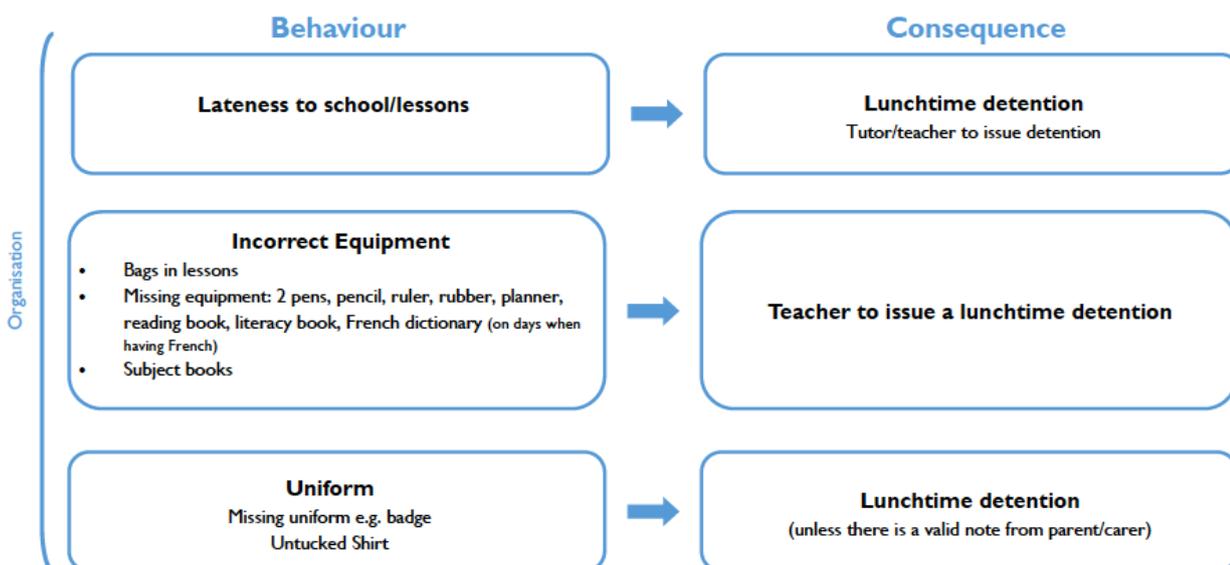
### Restricted Item Guidance:

- Weapons and drugs to be dealt with on an individual basis.
- Mobile phones should be in lockers at all times. If a student does not have access to a locker for whatever reason, the mobile phone should be handed in to reception at the start of the school day for safekeeping and will be returned to the student at the end of the school day.
- Confiscated mobile phones will be held at reception.
- Headphones are only to be used by GCSE students when given permission.



### Organisation Guidance:

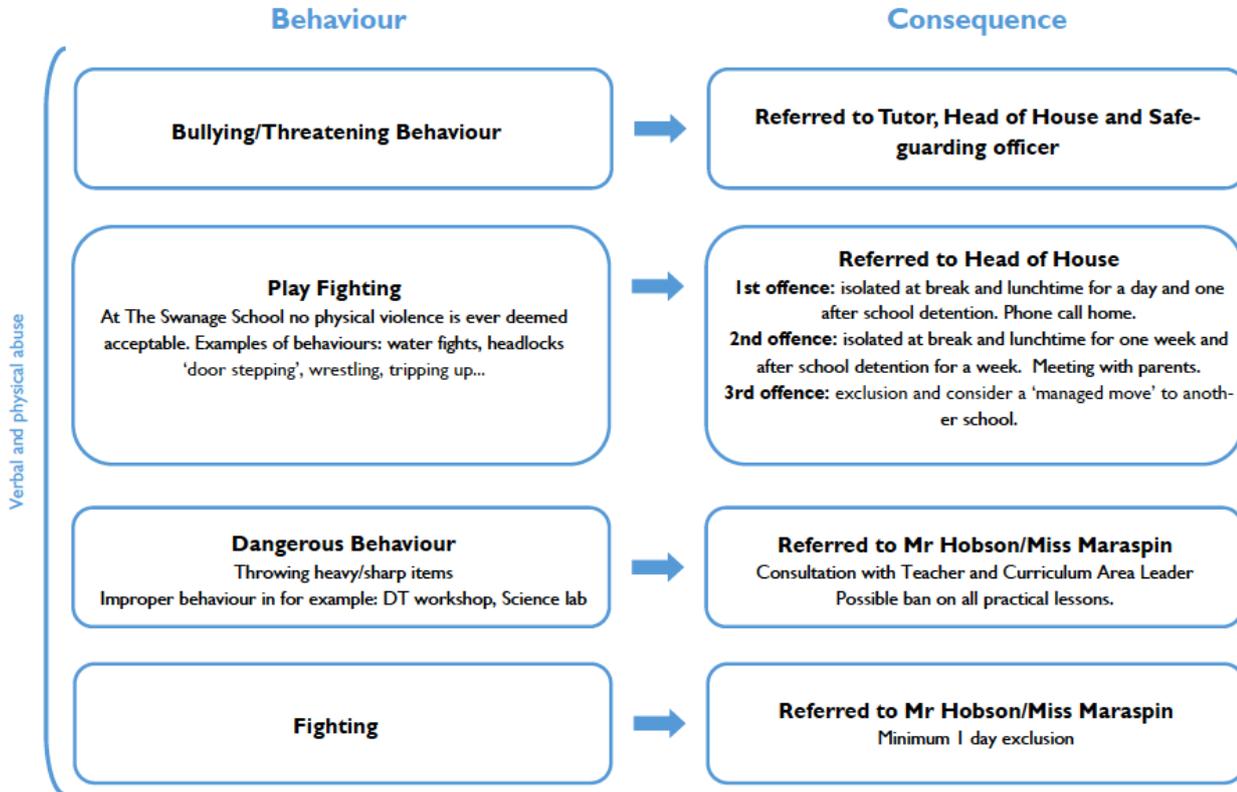
- Tutor responsibilities should highlight issues during AM registration.
- Support students by having an 'equipment buddy', lend them a school alarm clock,
- PE bags only allowed when PE either precedes or follows current lesson.





**Verbal and physical abuse Guidance:**

- Bullying is unacceptable in any form, but there are usually two side to any story and must be assessed on an individual basis.
- Play fighting should be defined as stated below.



**Lesson Guidance:**

- Verbal warning: "I am giving you a verbal warning for....."
- If the formal warning does not improve the student's behaviour, they reflect on their behaviour for 5 minutes at the reflection table.
- Refer to Head of House. Referral will automatically trigger an after school detention.
- Teachers can skip stages if the level of behaviour warrants it.
- Two referrals in the same subject in a week triggers a subject progress sheet. Two referrals in a week across subjects triggers a progress sheet.

