

BEDWAS HIGH SCHOOL



BEHAVIOUR
POLICY

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BEDWAS HIGH SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Inter relationship with other policies includes: Anti-Bullying policy, Equal Opportunities policy, Race Equality policy, SMSC policy, ALN policy and Inclusion policy.

1. PRINCIPLES, AIMS AND OBJECTIVES.

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour is necessary in all aspects of school life. This is essential for teachers to teach and for pupils to learn.

At Bedwas, we are committed to providing a caring, safe, supportive and secure learning environment which promotes positive and purposeful learning, where all individuals are accorded respect and dignity and where all pupils are able to learn self-control, self-discipline and personal accountability.

We aim to prepare pupils to contribute to, and cope with, the demands of a rapidly changing world and go on to become responsible, independent and caring young people who will make a positive contribution to society.

Through this policy, the school will aim to provide a clear and fair framework for promoting and supporting positive behaviour within which a caring and supportive community can exist.

In particular we aim to:

- Define clear and reasonable standards of behaviour (code of conduct) which are equally understood and accepted by all;
- Ensure that all staff, pupils and parents are fully aware of the expectations of the school in terms of standards of behaviour;
- Ensure that all staff, pupils and parents are fully aware of the consequences of unacceptable behaviour by pupils;
- Encourage, promote and acknowledge positive, orderly behaviour from all pupils;
- Actively promote the values of honesty, fairness and self-respect, respect for others, respect for diversity and differences, respect for the school and respect for the environment and the wider community as a whole;
- Support pupils in achieving success, self-discipline and self-control;
- Ensure that all pupils are treated equally and fairly with regard to both rewards and sanctions and encourage consistency of response to both positive and negative behaviour;

- Promote a positive attitude to learning, so that pupils are enabled to realise their full potential in a safe environment free from disruption, violence, bullying and any form of harassment;
- Provide consistent and effective support for staff and pupils;
- Deal with incidents of unacceptable behaviour with appropriate sanctions;
- Provide proper regard for authority and develop positive relationships based on respect;
- Encourage positive relations with parents/carers, to develop a shared approach involving them in the implementation of the schools policy and associated procedures.

Bedwas High School prides itself in being a caring institution. We have high expectations of our pupils, teachers and other members of staff, to ensure that the school both enhances and contributes to the community in which it exists. The school is intent on providing a safe, secure environment in which the pupils can derive maximum benefit from the educational opportunities provided for them. In order to be effective as an educational institution and an achieving school, a Behaviour Policy needs to be in place which is easily understood by the whole school community and which is applied consistently and rigorously by all staff.

The school believes strongly in the importance of respect. This includes self-respect, respect for others, and respect for race, culture, religion and gender; respect for learning and achievement, respect for the school, for equipment, for property and for the environment. The school will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. We will also ensure that the concerns of pupils are listened to and addressed appropriately.

The school will not tolerate bullying, racial or sexual harassment or any other form of improper behaviour. This is unacceptable and completely against the ethos of our school.

The school wishes to promote a positive approach to discipline and behaviour, where good attendance, effort, achievement and community service are rewarded. At the same time, when standards of behaviour are not acceptable, the school seeks to be firm, fair, clear and consistent:

- **Firm** in that incidents are followed up and appropriate action is taken.
- **Fair** in that the nature of the punishment suits the offence.
- **Clear** in that, on entry to the school, every pupil is given a copy of the '5 B's of Bedwas' which sets out the expectations of all our pupils in a positive manner. Parents are also made aware of these expectations by way of the School Prospectus. They are also included in the front section of the Pupil Planners

- **Consistent** in that clear guidance is given to staff to promote a consistency of approach when dealing with incidents of misbehaviour and that the range of sanctions is consistently applied.

To be effective, all staff must apply the Behaviour/Discipline Policy rigorously and consistently. If this is not the case, then pupils will become confused and the policy weakened. Our school policy for Behaviour and Discipline must be reinforced both within and outside the classroom, by all staff, at all times.

ALL staff have a common responsibility for maintaining good discipline and positive behaviour.

2. ROLES AND RESPONSIBILITIES.

Good behaviour is the concern of everyone. All staff will be responsible for promoting good behaviour and positive discipline in lessons and around the school as a whole.

Ultimately, parents and pupils themselves must take the greatest responsibility for pupils' behaviour.

The **Governing Body** will establish, in consultation with the Head teacher, staff and parents, the policy for promotion of good behaviour and keep it under review. It will ensure that the policy is communicated to pupils and parents, is non-discriminatory and the expectations of the school are clear. Governors will support the school in maintaining high standards of behaviour. This will be achieved, in part, through the active support of the Governors' Pupil Committee.

The **Head Teacher** will be responsible for the implementation and day-to-day management of the policy and procedures.

Support for staff faced with challenging behaviour is also an important responsibility of the Head teacher.

All Staff including teachers, support staff and volunteers, have the responsibility, with the support of the Head teacher, for creating a high quality learning environment, teaching good behaviour and ensuring the implementation of the agreed Behaviour management policy and procedures in a consistent and fair manner.

Mutual support amongst all staff, in the implementation of the policy, is essential. Staff have a key role in advising the Head teacher on the effectiveness of the policy and procedures.

Subject Teams have a responsibility for their part of the school site. They should supervise the movement and behaviour of pupils into, out of and through their area allowing pupils to move through, and within, the subject area safely and responsibly.

Subject Teachers are responsible for generating a positive working atmosphere in their lessons which is conducive to learning.

ALL staff are expected to adhere to, and follow, the guidelines and expectations for Classroom Management shown below:

Classroom Management

Pupils learn best in a classroom that is well managed and which offers a safe, secure and supportive environment.

All staff are responsible for:-

- **applying effective classroom management techniques which facilitate learning**
- **ensuring that pupils act responsibly as individuals and as a class thereby contributing to an effective learning environment.**

The development of positive behaviour is undoubtedly enhanced when pupils experience a positive, controlled atmosphere and when they know exactly what is expected of them.

All staff can help in this by following a consistent approach to classroom management. The same basic routines and expectations in **all classrooms** throughout the school will establish the same 'ground' rules for all.

1. Staff should be present in their teaching room at the **start** of the lesson.
2. No pupil should enter a classroom until invited to do so by the teacher and coats must be removed **before** entry.
3. Pupils should line up **quietly** outside the classroom and enter in an **orderly** manner controlled by the teacher.
4. Pupils should be settled and allowed to sit down when, and **where, the teacher instructs them** to do so.
5. A class **register** must be taken immediately at the start of the lesson. This must be done electronically using Lesson monitor. This checks that all pupils, registered as being in school, are present for the lesson and, at the same time, encourages pupils to settle quickly.
6. Lessons should have a **brisk start** to maintain purpose and order.
7. Pupils should be encouraged to bring all the **equipment** they need for the lesson. If they do not have this, it must be provided by the teacher to enable the lesson to move on. If the problem is persistent, the teacher should apply the appropriate sanction.
8. During the lesson, pupils should be required to follow the '5 B's of Bedwas' Code of Behaviour at all times. The '**Classroom Code**' **should be clearly displayed in the classroom at all times**. It is the responsibility of the class teacher to ensure that this is displayed.

9. Pupils should not be allowed to leave the classroom unless **absolutely** necessary. They **must** be issued with a corridor pass by the subject teacher.
10. A class must **never** be left unsupervised.
11. Teachers should encourage a climate of **mutual respect** in the classroom.
12. Teachers should ensure that **lessons are well planned/prepared** and that **all** pupils are catered for effectively.
13. Teachers should deal with any breaches of behaviour **in line** with the school's Behaviour Policy (see sanctions).
14. Teachers should **reward** positive achievement.
15. Teachers should use the school's reward/award system **fairly and consistently**.
16. Teachers should ensure that **homework is recorded** in Pupil Planners by **all** pupils.
17. The lesson should be concluded in time for an **orderly end** to the period.
18. Pupils must not be dismissed from the classroom until the buzzer sounds to signal the end of the session. Pupils should **never** be sent from a lesson 'early' as a reward for good behaviour.
19. Pupils should be **dismissed in an orderly, controlled manner** with the teacher standing at the doorway so that it is possible to view their exit down the corridor and exercise some control.
20. Chairs should be put in place and the **room left tidy**.

N.B.

Pupils should **not be detained at the end of a lesson** unless followed by break or lunch time. To do so, can have a negative impact on the next lesson when the pupil/s arrives late. Staff should arrange an alternative time if they wish to counsel a pupil.

Heads of Departments have a responsibility to clearly express departmental expectations regarding behaviour and discipline to all departmental staff and pupils.

HODs act as the **first line of referral** when a pupil's classroom behaviour problems become persistent **for members of the department and supply teachers**. The HOD must satisfy him/herself that the appropriate measures/sanctions have already been undertaken by the subject teacher. The HOD should then increase the sanction in line with the school's behaviour management policy.

Form Tutors will monitor the personal development of pupils in their tutor group addressing issues as they arise.

The vast majority of points highlighted in the document 'Classroom Management' are also applicable to registration and form tutor periods and should be applied consistently in all tutor groups.

In addition, Form Tutors should ensure that they undertake the requirement highlighted in the document 'Form Tutor Guidelines'.

Form Tutors have a major role in starting the day in an effective and appropriate manner for pupils. Time should be used effectively to counsel pupils re attendance and behaviour, to undertake uniform and appearance checks, planner monitoring/checks and so on. Appropriate action should be taken when pupils are not adhering to the school's requirements on the matters.

Progress Managers will monitor the 'big picture' using information from Form Tutors, Subject teachers, HOD and other staff. Their focus is on the academic progress of pupils however, they will support the work of the wellbeing team in dealing with problems that occur outside the classroom confines and with pupils whose difficulties span several departments.

Wellbeing team Manager will support the Assistant Head Inclusion in ensuring that data/information on the year groups including attendance, punctuality, behaviour, exclusions, etc. is used to implement realistic and effective plans for improvement. The Wellbeing Team Manager will direct the work of the wellbeing team in order to support and promote the wellbeing of pupils as well as developing close working relationships with each Progress Manager to assist them in carrying out their duties and to keep well informed of issues that may require the input of the Well-being Team Manager.

Assistant Head Inclusion.

The Assistant Head of Inclusion will lead the Monitoring and Support (M and S) team on these matters and she will be supported by the Wellbeing Co-ordinator in monitoring the Behaviour database and taking necessary/appropriate actions. The Monitoring and Support team will also support the on call rota.

Head teacher/Acting Deputy and Assistant Head teachers will support staff at all times through the framework and procedures stated in the Behaviour policy.

This will include responding to urgent calls for support where staff require immediate help and possible removal of a pupil from a lesson for serious disruption or where there are potential health and safety hazards to staff and pupils.

The Head teacher, Deputy and Assistant Head teachers should not be involved with routine behaviour/discipline problems unless they are responding to a rota call.

Parents and carers will be expected to take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintain high standards of behaviour and will have the opportunity to raise, with the school, any issues arising from the operation of the policy.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school's policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

3. BEHAVIOUR EXPECTATIONS

Code Of Behaviour/Conduct

To uphold the school's Mission statement: ***Caring and Achieving***

By: ***RESPECTING EVERYONE'S RIGHT TO LEARN***

THE 5 B'S OF BEDWAS

BE - Present and Punctual

- ◆ Arrive on time for registration and lessons. If late, apologise and provide an explanation to the teacher.
- ◆ If you have been absent you must bring a note for the Form Tutor
- ◆ Your parents must telephone the school.
- ◆ Do not ask to leave lessons or form periods/registration.
- ◆ Go to the toilet during breaks/lunch time.
- ◆ Never leave the premises without permission from a member of staff.

BE - Presentable and Prepared

- ◆ Come to school wearing the school uniform in full. Follow the Appearance Code.
- ◆ Wear your uniform smartly and with pride.
- ◆ Bring the right equipment to lessons - planners, books, writing equipment, folders and P.E. kit. Make sure you have a bag for these.
- ◆ Complete homework/coursework by the dates given.
- ◆ ***Valuable items and large sums of money should not be brought into school. Their loss will be your responsibility.***
- ◆ Mobile phones must be switched off and out of sight.
- ◆ Remove your coat **before** entering the classrooms.

BE - Positive and Achieve

- ◆ Don't be afraid to ask for help when you need it.
- ◆ Aim to succeed. Work hard.
- ◆ Enjoy your successes and always do your best.
- ◆ Take advantage of the opportunities provided for you.
- ◆ Encourage and support each other.
- ◆ Become fully involved in the life of the school.
- ◆ Develop your talents in sport, music or serving others.
- ◆ Look for ways to support your community.

BE - Polite and Considerate

- ◆ When the teacher talks to the class, be quiet and pay attention.
- ◆ Put up your hand to ask or answer questions, rather than calling out.
- ◆ Do as you are asked - first time - whether it be by a teacher, lunchtime supervisor, or any other member of staff. Never argue with a teacher or any other member of staff.
- ◆ Treat all adults and other pupils with respect. Be polite at all times to staff, visitors and other pupils.
- ◆ Show consideration to others.
- ◆ Do not distract or annoy others in the lesson. Do nothing that will stop other pupils working.
- ◆ Chewing, eating or drinking is not allowed during a lesson.
- ◆ Keep to the left when walking in corridors and on the stairs. Move around the school quietly and sensibly.
- ◆ Don't run or push others. Open/hold doors for other people.
- ◆ There is no place for bullying in Bedwas. Report any incidents to staff.

BE - Proud of Your School

- ◆ Remember that people will judge the school by your behaviour.
- ◆ Value and respect the buildings, grounds and equipment. Look after school property.
- ◆ Keep classrooms tidy.
- ◆ Litter is the responsibility of everyone. Don't drop it. Recycle sensibly.
- ◆ Use the School Parliament to suggest ways that the school can improve.
- ◆ Report any vandalism you see.
- ◆ Smoking is not allowed on school premises or in the close vicinity of the school.

4. CLASSROOM CODE

THIS IS EXPECTED IN ALL CLASSROOMS AND WITH ALL TEACHERS

| ALWAYS | NEVER |
|---|--|
| ❖ <i>Remove your coat before entering the classroom</i> | ❖ <i>Wear your coat in a classroom.</i> |
| ❖ <i>Have pens, pencils, books and other equipment with you at all times.</i> | ❖ <i>Come to school not prepared to work.</i> |
| ❖ <i>Have your planner with you and record all homework.</i> | ❖ <i>Come to school without your planner or a bag.</i> |
| ❖ <i>Sit where the teacher asks you.</i> | ❖ <i>Question your teacher's decision.</i> |
| ❖ <i>Put your hand up when you need to speak to the teacher.</i> | ❖ <i>Shout out in lessons.</i> |
| ❖ <i>Listen to your teacher when he/she is talking.</i> | ❖ <i>Interrupt your teacher or talk when he/she is talking.</i> |
| ❖ <i>Follow your teachers' instructions the first time you are asked.</i> | ❖ <i>Challenge your teachers' instructions or answer back.</i> |
| ❖ <i>Be polite and be considerate toward your teacher and classmates.</i> | ❖ <i>Be cheeky, argumentative or use bad language.</i> ❖ <i>Stop others from working.</i> |
| ❖ <i>Keep the classroom tidy and respect the equipment.</i> | ❖ <i>Deliberately damage rooms/equipment.</i> |

5. MOTIVATIONAL STRATEGIES

Staff should always try to emphasise positive behaviour. The key aspect of Positive Discipline is the emphasis on positive reinforcement of good behaviour.

We expect pupils to do well and try their best but they need our guidance, support and encouragement. We need to acknowledge, highlight, promote and praise good behaviour, not just take it for granted. Informing parents of good behaviour can be motivating for pupils.

To reinforce this we can use:

- ***verbal praise, written praise***
- ***comments made in Planners form a very important source of recognition and encouragement***
- ***displaying pupils' work***
- ***positive recognition in private***
- ***letters of commendation to parents (termly)***
- ***awards for service to the school/community***

The following system is in place for rewarding good behaviour:

1. Once a term a list is generated from the database of all pupils who have not received an incident form, and therefore have conformed to the 5 Bs of Bedwas.
2. Lists of the pupils' names are given to the Wellbeing Team Manager and Progress Manager for checking and to provide them with an opportunity to object to any pupil receiving a positive letter.
3. A standard letter is sent to all the remaining pupils on the list, informing the parents of the positive behaviour of their child and congratulating the pupils on their efforts for that term.

Rewards/Awards

As a general rule, most people respond to rewards rather than sanctions and our pupils are no exception. The school supports pupils in achieving success in a number of ways:

Verbal praise: in class, year, and whole-school assemblies.

Newsletter: information about pupils' successes is included in the school newsletter to parents.

- Merits:** are used by the subject teacher to reward effort and achievement.
- Certificates:** Pupils who achieve 20/50/100 effort and achievement merits receive a certificate.
- Letter home:** Once a term, pupils who have conformed to *the code of behaviour* receive a letter home to inform parents' of their child's achievements. Praise letters for working to targets and surpassing targets with subject teachers.
- Attendance awards:** Merits, letters home, and certificates

Our primary focus, whenever possible, is to **encourage, praise** and **reward** pupils within a positive ethos in the school. In turn, we must deal effectively with the small proportion of pupils who do not conform to our standards.

The school is part of the COMPACT Scheme, under the auspices of Caerphilly Education Business Partnership. This enables pupils in Years 10 and 11 to receive certificates for their achievements in attendance and work at school. COMPACT Graduate Certificates are included in Pupils' Progress Files.

6. DISCIPLINE STRATEGIES.

Failure to Conform

Pupils need to know and understand the boundaries of unacceptable behaviour and, at times, sanctions will be necessary.

It is important to stress that it is the pupil who **chooses** to obey or disobey the school's expectations in terms of behaviour.

If a pupil **chooses** to disobey school rules/expectations, a **sequence** of disciplinary procedures and measures (SANCTIONS) is operated.

Sanctions/Procedures

Young people have to own their behaviour and take responsibility for their actions. If a pupil chooses to behave in an unacceptable manner that affects others, the pupil has also chosen to accept the consequences of such behaviour.

As classroom teachers, we are responsible for managing pupil behaviour in the classroom. **Primary responsibility for dealing with most behaviour issues must lie with the classroom teacher, supported by the HOD**, if strategies used by the class teacher fail to modify the pupil's behaviour. Whole school strategies are also in place when intervention and support is required for more serious breaches in behaviour by pupils.

A **range of sanctions/strategies** is clearly defined in these procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

N.B.

At no time should a pupil be sent out of the room to 'cool off' for an extended period of time, sent directly to the INEX room or sent to a senior member of staff/Head teacher.

The following sanctions are available:

- 1. Verbal warning from class teacher. Move pupil within the class.**
- 2. Written warning from class teacher (name on board, note in Pupil Planner - could be used about lack of equipment/lateness/lack of homework, etc.)**
- 3. Send pupil to work in a different class with another teacher ('parking')**
- 4. Class teacher break time detention.**
- 5. Class teacher lunch time detention (parents informed).**
- 6. HOD intervention (HOD)**

It is the responsibility of the HOD to monitor and/or initiate the sanctions they feel are appropriate at this level. This can include:-

7. Subject Behaviour Plan. (6 lessons). Parents and HOY informed

8. After School detention.

N.B.

The actions above – excluding 1- must be recorded on the Behaviour database even when they require no direct action by the M and S team. Information on pupils' behaviour can only be monitored effectively if it is recorded. This may be critical in cases where staff claim a pupil is misbehaving but, without the records on the database, there is no 'real' evidence.

8. Wellbeing Team Manager/ Progress manager intervention

9. Pupil placed 'On Report'

10. Parents invited into school.

11. Referral to Governors Pupil Committee - Contract of Behaviour (Governors)

12. Individual Behaviour Plan (IBP)

13. Internal Exclusion

14. External Exclusion - Fixed Term (LA informed)

15. Permanent Exclusion (LA informed and involved).

Exclusion is used for serious infringements of school discipline and for persistent poor behaviour. Short fixed-period exclusions are used for single-act breaches of discipline such as fighting, aggression, endangering the safety of others or failing to respond to the warnings built into previous sanctions.

The guidance contained in the National Assembly documents - Circular 1/2004 'Exclusion from Schools and Pupil Referral Units' and Circular 1A/2004 'Amendments/ Exclusion from Schools and Pupil Referral Units'- will be followed in relation to exclusions.

Guidance for the application of Sanctions

The table below indicates examples of pupil misbehaviour and the range of sanctions that should be applied in each case. **Staff should operate within these guidelines** and where it is felt that a more serious sanction needs to be applied, they should consult with the appropriate the HOY/Senior Member of staff.

All incidents dealt with by all staff must be recorded on the Behaviour database. It is the responsibility of staff to **ensure** that this is done.

This is the only way that pupil behaviour can be tracked and monitored effectively and accurately by the Monitoring and Support Team and senior staff.

7. INTERVENTION AND SUPPORT – TIERED APPROACH.

All staff have an important role to play in promoting positive behaviour of pupils through the effective application of the system available within school. **ALL** incidents dealt with must be recorded on the Behaviour database.

Clarification of this system is provided below.

1. Class/Subject Teachers

Class Teachers are expected to deal with most general problems relating to basic infringements of basic rules/requirements, e.g. lack of equipment, lateness to lessons, low level disruption, etc. This allows class teachers to have **ownership** of their own classroom management.

This ownership should involve strategies already mentioned above and earlier in this policy.

They include:-

- **verbal warning** to pupil/counselling;
- name of pupil **noted on the board**;
- written warning/**note to parents** in Pupil Planner;
- **'park' pupil** with another colleague – a member of staff – not necessarily in the same department who is prepared to allow a pupil to be placed in their class for the lesson. This arrangement would be reciprocal. It allows colleagues to support each other. It can work well between staff teaching within the same area. N.B. It should not be used for extended periods.
- **break time detention**;
- **lunch time detention**; 24 hrs written notice to parents required;
- **subject report** for 6 lessons –*requested by the subject teacher and initiated by the HOD*. HOD monitors the progress of the pupil with the subject teacher and informs the Progress Manager/ Wellbeing team Manager. If there is no improvement, the Progress Manager/ Well Being Team Manager introduces other sanctions.

Staff must follow through with the sanctions above BEFORE they ask/involve other staff in managing behaviour of pupils in their classes (obviously this applies to the majority of basic infringements not major behaviour matters where additional support is available).

It is important that subject teachers adhere to their role in the Behaviour management procedures in the school. 'Passing on,' a relatively minor issue denies

the teacher of opportunities to develop their behaviour management skills and it can also be seen to undermine their authority in the classroom by pupils/parents.

2. Form Tutors

Form Tutors are expected to deal with relatively minor incidents with pupils in their tutor group e.g. forgetting planners, arriving late for school, not attending registration, not adhering to the school's appearance code (including jewellery), not attending assembly, etc. These issues should be dealt with during registration periods as far as possible.

Similar routes should be taken *to those stated above for subject teachers*

- **counselling;**
- **note to parents** in pupil Planner;
- **letter to parents;**
- **break time** detention;
- **lunch time** detention

should be used in the first instance. These should be recorded on the Behaviour database.

If pupils demonstrate persistent problems with these issues **after** the implementation of sanctions by the Form Tutor, they should be referred to the Wellbeing Team Manager.

(Refer to Diagram to exemplify progress)

The Form Tutor should monitor the Behaviour database, of pupils in their class, in order that they get to know their pupils well and to be fully informed for discussions with pupils/parents, e.g. on Tutor days.

3. Heads of Department (HOD)

The HOD has a key role in supporting departmental staff in the management of pupil behaviour.

HODs should act as the **first line of referral for subject teachers and supply teachers** when a pupil's classroom problems become persistent or more serious.

The HOD must satisfy themselves that **all appropriate measures have already been undertaken by the class teacher** before becoming involved.

The HOD may follow a range of actions as they see as appropriate.

These include:

- **lunch time detention**
- **after school detention**
- **discussions** with the relevant Progress Manager/Wellbeing team manager
- **phone call to parents:**
- **letter** home
- **meeting** with parents
- **subject report** at HOD level

- **with holding privileges** such as participation in school trips, sporting events where they do not form an essential part of the curriculum.

It must be seen, by the pupil that the level of sanction has increased at this point.

4. Senior Staff on call

This is for **serious incidents** and should **only** be used when a teacher finds themselves in a situation that they **cannot** deal with themselves.

Responsibility for classroom management, in the first instance, must be with the class teacher.

However, if staged classroom management strategies have failed to work and

- there is **serious** disruption to the teaching and learning process;
- the pupil **fails/refuses to co-operate** and/or
- the member of staff is subjected to **verbal abuse** and/or
- **complete refusal** of the pupil to follow instructions and/or
- the **health and safety** of others is at risk.

then the Senior member of staff should be summoned for immediate help.

Staff should note the following:

The senior member of staff must be allowed to use their professional judgement in deciding how they will deal with the incident.

Staff must not take this decision for them, by telling pupils that they will be removed from the classroom by the senior member of staff. The teacher should only inform pupils that a senior member of staff is being called to deal with the matter in question.

Senior staff may decide to undertake any of the following depending on the circumstances of the incident:

- **counsel** pupil/s and **return them to class**;
- **park** a pupil with another member of staff;
- **remove the pupil** from the lesson to be **supervised by a senior member of staff**;
- **contact parents** to request pupil **removed from the premises**.

Although a pupil may be removed from a lesson by the senior member of staff, the pupil may be allowed to attend their next lesson. However, a sanction will be put in place for the incident in the lesson. This could be imposed by the Wellbeing team Manager, HOD or the senior member of staff dealing with the incident.

The sanction and follow up to the incident would depend on the nature of the incident and the pupil/s involved.

N.B.

It is the responsibility of the class teacher to record the original incident on the Behaviour database and the fact that a senior member of staff was called to the classroom.

All staff are provided with a copy of the on-call rota. This is also on the daily cover list. On call Staff may be alerted via the office. All SMT MUST record their interactions on the behaviour data base.

5. Well being team Manager.

A pupil will be referred to the Well Being Team Manager when they fail to conform to the discipline imposed by the class teacher, the HOD or the Form Tutor.

The Wellbeing team Manager will also help deal with behaviour problems that occur outside the classroom confines. It should be noted, however, that **it is the responsibility of all staff to maintain good order and discipline around the school at all times.** As such, staff can, and should, deal directly with behaviour issues of a relatively general nature themselves.

The Wellbeing team Manager will work closely with the Progress managers to deal with pupils whose difficulties span departments and contribute to academic under-achievement. The Wellbeing team manager will also deal with more serious misdemeanours. The Wellbeing Team Manager **monitors and co-ordinates after school detentions and internal exclusions**; internal supportive strategies for pupils such as Student Assistance Programme – S.A.P.; external support provided by EWO and BSS; referrals to the **Governors Pupil Committee** and arranging appointments for parents/pupils to be seen by the Committee.

The Well Being Team and the Progress managers have the overview and full information on all pupils in their care and this enables them to determine the best level of intervention/support that each pupil requires.

The needs and circumstances of the pupils will vary considerably and therefore the Wellbeing Team must have the freedom to intervene on a level that they feel will be appropriate for the pupil/incident and may be discussed at the M. and S. team meeting with the Progress Managers.

Sanctions that can be imposed by the Well being Team Manager include:

- **counselling;**
- **HOY lunch time detention;**
- **direct contact with parent by telephone or letter;**
- **ASD;**
- **withholding privileges** such as school trips, sporting events where they do not form an essential part of the curriculum;
- **placing pupils on report;**

- **parental interviews;**
- referral to Governors **Pupil Committee;**
- referral to alternative **support agencies;**
- referral to **Youth worker;**
- referral to **EWO;**
- placing pupils in **internal exclusion - INEX** (in consultation with other members of the M and S Team.)

7. Assistant Head of Inclusion

The Assistant Head Inclusion will have the overview of the implementation of the behaviour management strategies.

She will **co-ordinate referrals** from the M and S team to the **outside agencies** that link with the school - in particular the School Counsellor and LEA Behaviour Support. The Assistant Head Inclusion receives referrals from the HOY for the **Governors Pupil Committee** and with the Wellbeing Co-ordinator arranges appointments for parents/pupils to be seen by the Committee.

Working in liaison with the M and S team and the SENCO, she **co-ordinates referrals to the Educational Psychologist.**

She **deals with serious breaches of the school's discipline system.** The Assistant Head Inclusion **makes representations to the Head teacher for consideration for managed moves, fixed term and permanent exclusions.**

8. Acting Deputy Head teacher and Assistant Head teacher

These staff will support behaviour management of pupils through the strategies detailed above.

The Deputy Head teacher will consider and authorise external exclusions in the absence of the Head teacher.

9. The Head Teacher

The Head teacher should **never be involved with routine behaviour/discipline issues** unless he is responding to a rota call. He should become directly involved if a pupil is approaching the point of exclusion.

10. Involvement of Outside Agencies

The school works positively with external agencies. We seek appropriate support from these agencies to ensure that the needs of all pupils are met by utilising the range of external support available.

These include the Hub, Educational Psychologist, EWO, LA Behaviour Support, Specialist Advisory teachers, Child and Mental Health Service, Child Protection Officer, Youth workers, Social Workers etc.

APPENDIX 1. Guidelines for Staff 'On-Call'

1. Please remind the **Class Teacher** to log the incident on the Behaviour database. It is the responsibility of the **Class Teacher** to ensure the incident is logged on the data base.
2. Wherever possible, counsel the pupil and either place them back into the class or 'park' the pupil with another member of staff. Obviously, this will depend on the nature of the incident but whenever possible, pupils should **remain in lessons**. **All incidents should result in a sanction being put in place by the HOY/HOD.**
3. Please use your professionalism when making decisions. These will clearly vary according to the type of incident and also the pupil involved.
4. Please communicate your decision clearly to the member of staff. Any discussions **should not take place in front of the class**. It might be appropriate to arrange to discuss the incident at a later time in the day. Staff however, must be told the reasons for your decision, whatever they may be.
5. If you do think that removal is appropriate, please take the pupil to your room. If you cannot stay with the pupil, **do not leave them alone**. You may have to ask a Senior Member of staff who is teaching to have the pupil in their class.
 - You may decide that they can return to their next lesson

It may be more appropriate to:

- Remove them from lessons for the rest of the day. If space is available in the INEX room the pupil **MUST** be placed here, if this is not possible, you **MUST** arrange suitable supervision with SMT ONLY
 - Contact parents to remove them from the premises. This will depend on the circumstances of the case you are dealing with. If in doubt, consult with the Assistant Head – Inclusion, Well being co-ordinator in conjunction with the, or another member of the senior staff. This must only be undertaken after discussion with the relevant HOY/AHOY. Offer the opportunity for the HOY to ring home, if their teaching commitment allows, otherwise SMT must contact home. Inform Assistant Head – Inclusion, of ALL pupils sent home and ensure that the **HOY/AHOY are fully informed of the situation. If this decision is taken it must be recorded on the database.**
6. Always bear in mind that request for support from a member of staff should fit into the category "I need help - NOW !!". If you feel the member of staff has called you

to the lesson for an inappropriate reason, they must be told so – obviously discretely and professionally.

7. Incidents likely to result in removal are:

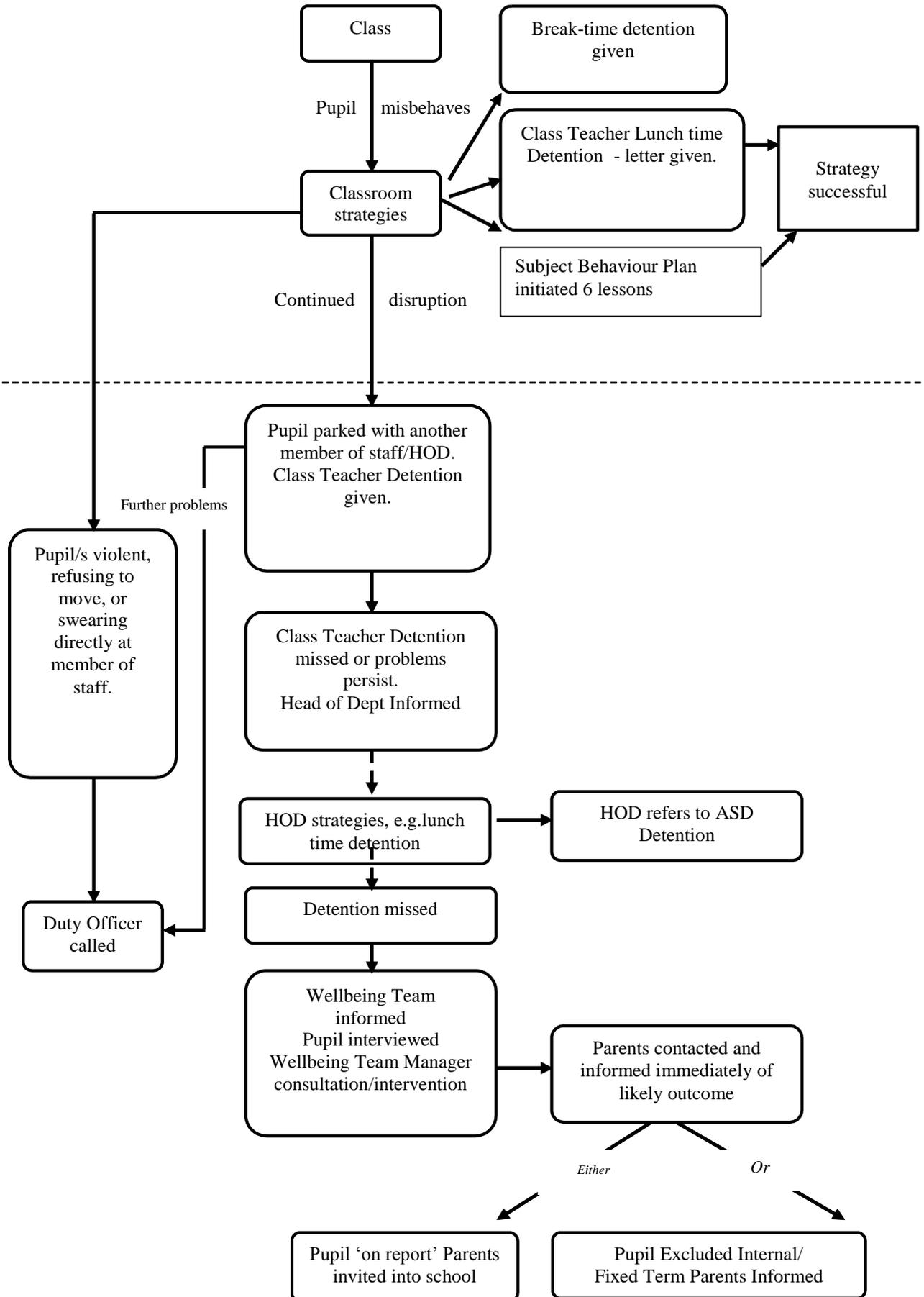
- a) Swearing directly at a member of staff.
- b) Violence towards another pupil/member of staff.
- c) The pupil poses a risk to themselves and/or others.
- d) Total defiance of the teacher.

8. Remember that giving the pupil a choice can sometimes resolve the situation i.e. either they go back into the class and continue working, or they come with you. At this point, ensure pupils are aware of the consequences of accompanying SMT away from the lesson i.e. you will contact parents and they face the possibility of serious consequences. Most pupils are likely to back down when faced with such a choice.

NB.

Suitable sanctions will ALWAYS need to be imposed in these circumstances. Assistant Head – Inclusion/ Well Being Co-ordinator are the staff who should be making the decision of what sanction is imposed; please ensure you leave this decision with them for continuity.

BEHAVIOUR MANAGEMENT PLAN



9. DETENTION

Detention forms an integral part of the school's Behaviour Management policy. Under Section 550B of the Education Act 1996 (added by Section 5 of the 1997 Act), schools have legal backing to detain pupils after a school session on disciplinary grounds. Schools do not, in fact, need the permission of parents to do this, although parents must be given 24 hours notice of the school's intent to do so.

All schools have the legal authority to detain pupils on disciplinary grounds, after the end of the school session, without the consent of the parent/guardian. (National Assembly Circular 1/2004).

This obviously applies to detentions that are given at the end of the morning or afternoon sessions.

The school operates a staged system of detentions:

- Class teacher **break time** detention - no notice.
- Class teacher **lunch time** detention (parents informed by letter via pupil).
- HOY /Heads of Department **lunch time detention** (parents informed by letter via pupil).
- After School Detention (parents informed by letter which is posted).

The school will give at least **24 hours** notice to the parent/guardian before a lunch time or after school detention takes place. The notice will inform the parents that their child has been given a detention, the reason for that detention and when, where, and for how long the child will have to remain at school. (No notice is needed for break-time detention).

In the case of detention held in the lunch time, the notice of detention will be sent home via the pupil. It is the pupil's responsibility for ensuring that this letter is given to the parent/s. A standard letter is available for this type of detention.

Notice of an After School Detention (ASD) will be posted directly to the parent. Responsibility for making transport arrangements lies with the parent.

Any pupil failing to attend a detention without a good reason can expect to receive a more severe sanction.

A parent concerned about either the principle of detention or the specific circumstances of its use can raise these concerns with the Head teacher or the Governing Body, or both.

10. AFTER SCHOOL DETENTION (ASD)

This will be based in the INEX room.

This sanction is **at the discretion of the Heads of Department, Progress Managers, Wellbeing Team Manager and other senior staff**. It should be used for serious or persistent misdemeanours or where the pupil has failed to comply with sanctions applied earlier in the behaviour management process.

There must, in the majority of cases, be clear evidence of prior intervention strategies (including class and lunch time detentions) for pupils who have been referred to ASD. These must be recorded on the Behaviour database which will be monitored by the M. and S. team.

ASD should be used as a final deterrent - at the end of a series of intervention strategies by Subject teachers, Form tutors, Heads of Departments, Progress managers and Wellbeing Team Manager.

The Wellbeing Team Manager with the Education Support Officer will monitor all referrals to ASD to ensure that the correct procedures are being followed by all staff. She will also co-ordinate ASD.

Administration Support staff will produce a weekly list (from the Behaviour database) of pupils referred for ASD. The administrator will issue letters to parents informing them of the date, reason, etc. for the detention.

The list will be given to the Well being Team manager and staff notified by e-mail. The Education Support Officer will remind pupils, on the list, of the importance of attending the detention. The Attendance and Wellbeing Officer will remind parents daily through the text messaging system of their child's attendance at ASD

Copies of the letters sent to parents informing them of the detention are available to remove any grounds for dispute by the pupils in question.

Where possible, numbers in any single detention should not exceed 10.

The Education Support Officer will supervise pupils during the ASD. Additional support will be provided by the M and S team when required. A register will be taken and attendance logged onto the Behaviour database.

Any pupil who does not attend the ASD will be seen by the Education Support Officer the following day. Any pupil who fails to attend the ASD, without a valid reason, will be placed in a further ASD on their return to school as well as undertaking the original detention on the next available date.

If they fail to attend these two detentions, the pupil will be referred to the Education Support Officer and Wellbeing team Manager. The pupil will then be placed in internal exclusion and parents will be contacted.

11. Internal Exclusion

Internal exclusion is a serious sanction and should only be used by the Well being team manager in consultation with the Progress Managers and **Assistant Head Inclusion**.

The Wellbeing Team Manager is responsible for managing and co-ordinating Internal Exclusions.

This includes:-

- liaising with the administrator responsible for communicating with parents on internal exclusions to ensure written notification is given
- contact parents, if necessary, by telephone, for immediate internal exclusion (this will be followed by a letter from the administrator)
- inform staff of pupils in internal exclusion. This will be by e-mail
- ensuring that pupils in internal exclusion are provide with adequate and meaningful work
- monitoring the attendance and behaviour of pupils
- interviewing pupils and parents as necessary with the relevant Progress Manager

Pupils in internal exclusion will be supervised throughout the day. Pupils will be escorted to lunch and during the normal lunch hour; pupils on internal exclusion will undertake a counselling session with the Youth worker/ Education Support Officer.

APPENDIX 2. INEX ROOM PROVISION.

LOCATION A03.

STAFFING: EDUCATION SUPPORT OFFICER L.S.A.

In absence of either member of staff cover will be provided by SMT only.

PURPOSE is to –

- reduce the number of fixed term exclusions
- target “high tariff” pupils across the year groups for withdrawal, providing intense behaviour support for short periods of time
- use a gradual re-integration into lessons where appropriate with identified pupils;
- provide internal exclusion.

IDENTIFICATION OF PUPILS: to take place at weekly pastoral meeting, following analysis of database by M. and S. team.

Parents/guardians informed by letter following the meeting
Staff informed by e-mail with weekly behaviour report update.

Any additional pupils added during the week, parents will be informed by telephone call, staff by e-mail. This decision can be made by Assistant Head – Inclusion or Wellbeing Team Manager following consultation with the relevant members of the M and S team

Withdrawal of pupils for one day or more will be based on number of incidents acquired in a week; report record; professional judgement of Well Being team manager.

Internal exclusion is dependent on seriousness of incident and professional judgement of pastoral staff.

Re-integration of pupils dependent on behaviour in INEX room - where certain lessons have been identified as problematic the aim would be to support pupils initially on return.

NOTE: SMT CALL OUT will continue, but, pupils will only be placed by SMT directly in the INEX room if the mix of allocated pupils permits this as an option following consultation with staff identified above.

The following would still occur if seriousness of incident deemed it appropriate:

- Parents/guardians contacted and pupils collected;
- Parked with SMT if placing in INEX room not possible.
- Placed in INEX room following day.

ORGANISATION OF INEX ROOM:

Maximum of 5 pupils.

Pupils to report INEX room at beginning of registration or they will be collected by either the Wellbeing team manager or the Progress Manager.

SUBJECT TEACHERS ARE RESPONSIBLE FOR APPROPRIATE WORK BEING SENT TO INEX ROOM FOR PUPILS WITHDRAWN FROM LESSONS.

Completed work to be returned to subject staff via pigeon holes staff at end of each day.

Timetable of Day:

| | |
|---|--|
| REGISTRATION : 8.40 - 9.00 | Review of behaviour; Targets identified. |
| | |
| SESSION 1: 9.00 – 10.25 | Complete work set for Lessons 1 and 2 |
| | |
| BREAK: 10.25 – 10.45 | |
| | |
| SESSION 2: 10.45 – 12.55 | Complete work set for Lesson 3 and 4 |
| | |
| LUNCH: 12.55 – 1.30 | |
| | |
| SESSION 3: 1.30 – 3.00PM | Complete work set for Less. 5 Review behaviour and targets. |

Pupils expected during the day to complete all work set as well as reviewing actions with Behaviour Support Staff and working on strategies to improve it.

Breaks and lunch will be supervised; food will be collected from the canteen or sent over.

12. THE BEHAVIOUR DATABASE.

The Behaviour database system is electronic and all staff can access the database through the computers in their room.

The system can also be accessed by computers elsewhere in the school such as the staff room, offices, PM room, etc. Staff will need to use their password to gain access. This can be obtained from the Network Manager.

The database must be used to record **all** behaviour incidents, and sanctions applied by staff, on all individual pupils. Staff are responsible for entering the incident onto the system and logging the appropriate sanction or referral undertaken.

The database is an essential tool for monitoring pupil behaviour in order for the M and S team to identify pupils for action and to have an informed oversight of the behaviour of pupils across the school.

The Wellbeing Team Manager will monitor the database regularly with the M and S team to identify pupils for action.

Action, once taken, will be logged onto the system in order that staff can be updated and informed of the outcome of their referral.

The database will also enable the M and S team to be proactive with pupils whose behaviour is highlighted as giving cause for concern as a result of the incidents logged and **will provide the evidence needed to instigate the reporting system.**

Staff may wish to discuss behaviour incidents with the M and S team and other staff but this **will not remove the requirement for the incident to be recorded on the database.**

Written notes/referrals **will not** be accepted by the M and S team.

N.B.

Data Protection issues

Staff must be extremely vigilant that confidentiality is maintained **at all times** when they are using the database. Pupils must not be allowed to view the screen and the screen must never be left on when staff are not directly using it. **At no time, should pupils be allowed access to the database.**

13. THE BEHAVIOUR REPORT SYSTEM.

The Wellbeing team manager places pupils on report for behaviour.

The criteria for placing pupils on Report will vary and there can be no hard and fast rules on this issue, e.g. pupils will be identified for report as a result of weekly reviews of the database, possible for not complying with ASD requirements, etc.

The Wellbeing team manager through thorough monitoring of the SIMS behaviour database and consultation with the Progress managers will decide which pupils should be placed on report and at which level.

The Report system is linked to the Governors' Pupil Committee structure and the SEN register as shown in the table attached.

N.B.

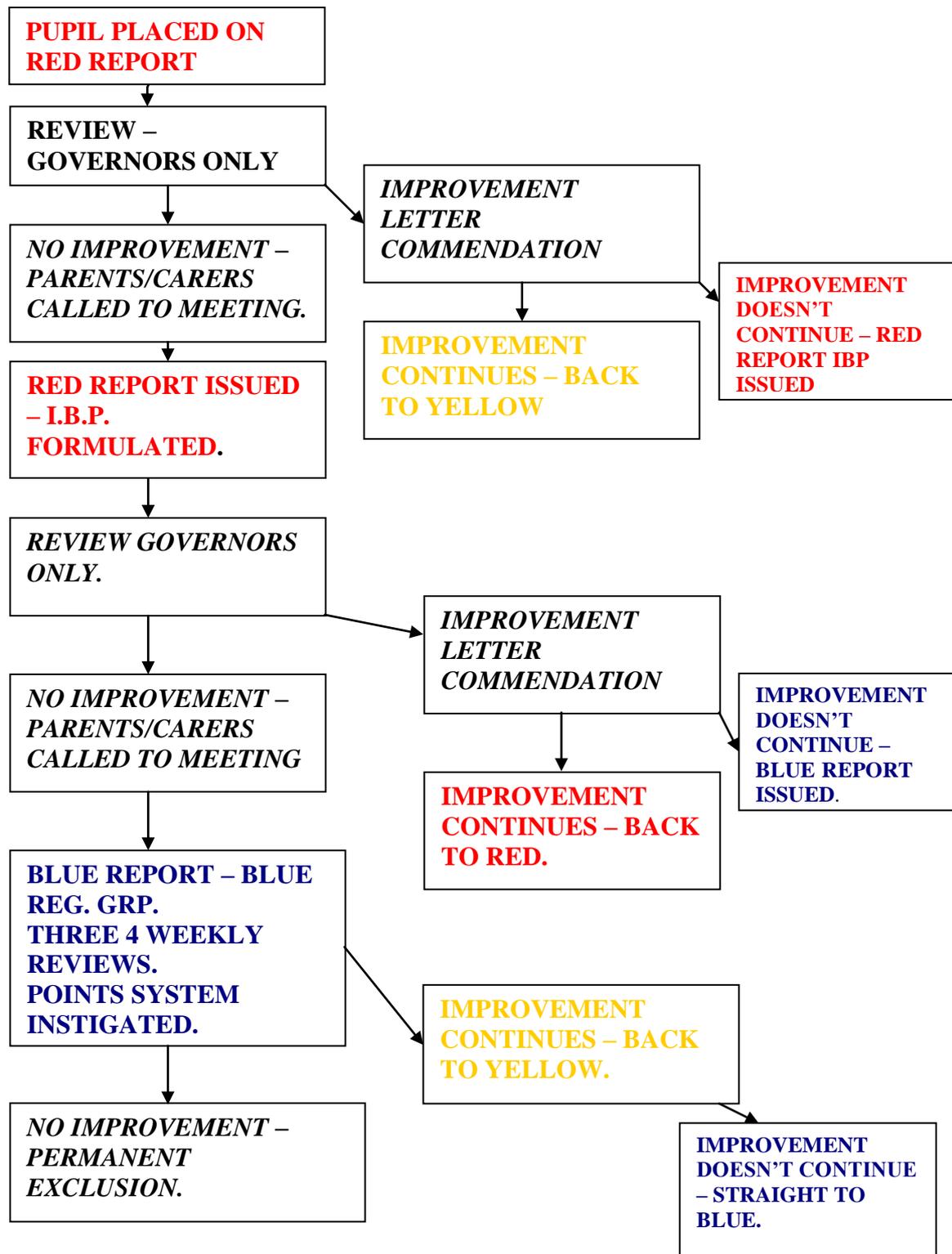
- Parents will be notified of an improvement sufficient to remove their son/daughter from report by letter either from the Governors' Pupil Committee or the Wellbeing team Manager.
- Staff taking pupils off site for any activity must consult with the Well being team Manager/ Progress Manager before allowing any pupil on report to participate. As a general guideline, no pupil on Yellow report and above should be allowed the privilege of taking part in any such activities.

MANAGEMENT OF REPORTING SYSTEM LINKED WITH BEHAVIOUR SUPPORT.

| REPORT LEVEL | TIME SCALE | ACTION. | MONITORING | SUPPORT |
|----------------------|---|--|--|---|
| LOW WHITE | Max. 2 weeks | Pupils interviewed by HOY. Parents informed in writing | FORM TUTOR - daily. PM/ WBTM - weekly | |
| LOW GREEN | Circa. 2 weeks | Pupils interviewed by HOY. Parents informed in writing | FORM TUTOR - daily. PM/ WBTM - weekly | Referral for Support Strategies. |
| MIDDLE YELLOW | Circa. 2weeks | Parental Interview Level 1 - Governors informed and date fixed for Pupil Com. if fail to conform. | WBTM- daily | Support provided – Youth Worker, The Hub, SAP |
| A. HIGH RED | 4 weeks | First visit Pupil Com. Lev. 2 Governors. Report A. | Educ. Support officer – daily PM/ WBTM - weekly | Information Sharing form collated for Behaviour support. Support referrals in place. Placed in discrete Tutorial group with Educ. Support Officer. |
| B. RED TARGET | Review targets every 4 weeks. Improvement – return to first level of red. | Second Visit to Pupil Com. Lev. 3 Governors. | Educ. Support officer – daily PM/ WBTM - weekly | IBP drawn up(On Red) Forward I.B.P. and Info. Sharing Form to Behaviour Support. Support available in school active. Placed on SEN Reg. at School Action Placed in discrete Tutorial group with Educ. Support Officer. |
| BLUE | No improvement within half term. Targets reviewed fortnightly. | Final visit to Governors – Lev. 4. Handed back to school. | Educ. Support officer/WBTM – daily | Targets continue on blue Report P.S.P. compiled. Support in school continues. Relevant External agencies involved. Placed on SEN reg. at School Action Plus |

The final report will activate the intervention by outside agencies and could result in an application for a managed move or alternative provision. If all strategies are exhausted a pupil may be permanently excluded.

Appendix 3
PROGRESSION FROM RED TARGET TO BLUE REPORT.



14. GOVERNORS' PUPIL COMMITTEE

This Committee consists of the Wellbeing team Manager, 4 Governors who have been nominated at a meeting of the Full Governing Body, the Progress manager as appropriate to the pupils attending the meeting. The Committee has a vital role to play in the Behaviour Management system of the school and has been set up to offer support and guidance to pupils and their parents when aspects of the pupil's behaviour are identified as causing concern and the pupil has failed to respond to strategies that have been put in place within the school to support him/her. The views of the parents are considered to be an important part of the meeting and given due consideration at all times.

The Assistant Head teacher – Inclusion has the overview of the committee. The Wellbeing Team Manager has the responsibility for arranging and co-ordinating the meetings. She also liaises with the Progress managers to prioritise pupils to attend a meeting with the Committee.

The Committee meets regularly each term and pupils are identified as being at one of four levels:

Level 1 - Letter of concern has been sent to parents informing them that the problems caused by aspects of their child's behaviour has been brought to the attention of the Committee. The child and parents will be asked to attend a meeting with the Governors.

Level 2 - This will often be the first appearance of the pupil and his/her parents in front of the Committee and the pupil will have been identified as benefiting from a supportive approach. Pupils will be placed on Governors Report (Red) as a result of this meeting.

The pupils' behaviour is reviewed at the next meeting and if there is no improvement they will be called back.

Level 3 - This may be the pupil's second appearance in front of the Committee or may be as a result of incidents, which have given cause for concern as to the future conduct of the pupil. This level is seen as more serious than level 2. An IBP will be drawn up at this meeting and the pupil will be placed on the SEN register at 'School Action'. The IBP provides the targets for the Red Target Report.

Level 4 - This may be the pupil's third appearance in front of the Committee or may be as a result of a major incident, which has given grave cause for concern as to the future conduct of the pupil.

The pupil will have been identified as being at risk from permanent exclusion and the LEA notified. At this stage the role of the Pupil Committee in supporting this pupil will cease. The pupil will be handed back to the school and be placed in blue Group under the supervision of the Behaviour Manager. A Pastoral Support Portfolio (PSP) will be compiled. The pupil will be placed on the SEN register at School Action Plus.

Pupils who do not make the required progress are invited back, with their parents, at the next level (A pupil who was seen at level 2 will normally return at level 3 which is clearly identified as being more serious).

Strategies available to the Committee to support the pupil and parents include:

- Letter of concern to parents.
- Placing the pupil 'on report' with the relevant member of the M and S team.
- Placing the pupil on a 'Governors' Report Form'.
- Recommending the involvement of the school-based Youth Worker.
- Recommending the involvement of outside agencies e.g. Educational Psychologist/Behaviour support.
- Initiating an Individual Behaviour Plan.

Pupils who have responded to the strategies implemented by the Committee receive a letter congratulating them on their efforts and encouraging them to continue to make progress.

Parental attendance at these meetings is vital and parents must be aware that failure to attend a Pupil Committee Meeting, without good reason, could be seen as a refusal to accept support from the Governing Body and the school. Such refusal to attend could be taken into account at a later date, should the need arise.

The Pupil Committee holds an annual review at the beginning of the academic year, to reflect on the work during the previous year and to suggest possible modifications to procedures in light of their experiences.

15. PASTORAL SUPPORT PORTFOLIO (PSPs) – BLUE GROUP .

A Pastoral Support Portfolio (PSP) evidences the clear causes of concern when a pupil is placed on Blue report and the pupil has been seen at level 4 of the Pupil Committee. The portfolio will include targets (recorded and reviewed on IBP) and implement strategies to support the pupil in improving their behaviour such as support from Youth Worker, Well Being Team Manager and regular counselling by the most appropriate member of the M and S team.

The PSP will involve input from the pupil, parents, relevant HOY, SENCO, Assistant Head Inclusion and the most appropriate external agencies such as Behaviour Support.

Pupils within this group will be placed on the Behaviour Point System for the reasons outlined below:

Behaviour point system for Blue Group pupils.

Pupils in Blue Group have already been through the school's behaviour procedures and are at risk of permanent exclusion. Their behaviour needs to be closely monitored and any incidents must be related to a system of sanctions over and above that which operates for other pupils.

Frequently these pupils are involved in constant low level disruption that continually disrupts the learning of others. In order that pupils clearly understand that such behaviour has a consequence, a points system has been devised that clearly links an accumulation of certain types of behaviour with an appropriate punishment.

However, that the school reserves the right to authorise more severe sanctions if an incident is deemed to merit it i.e. verbal abuse of a member of staff or physical assault of a pupil.

The points system is outlined below:

1 point.

- Disruption
- Refusal to follow request
- Rude
- Offensive
- Verbal abuse to peer

2 points.

- Removal by HOD
- Gross disobedience
- Bullying
- Sexist/racist comments
- Physical assault on a peer

3 points.

Removal by senior staff

In each half term period a pupil will be allowed to accumulate 10 points before an external exclusion is enforced. Each individual incident will also attract the appropriate sanction from teaching staff and the pastoral team. It is hoped that this system will encourage pupils to take greater ownership of their behaviour and to reinforce the point that consistent non compliance will not be tolerated.

16. EXCLUSION

Head Teacher, Governors, LAs and Exclusion Appeal panel members are required to have regard to the guidance outlined in the National Assembly Circular 1/2004 - January 2004 - 'Exclusion from Schools and Pupil Referral Units' when making decisions on exclusions and administering the exclusion procedures and appeals.

As a school, we use a wide variety of sanctions in response to poor behaviour. Where there are extreme difficulties, the school - as a last resort - may decide to exclude a pupil.

This is not used lightly and is the ultimate sanction in the behaviour management strategies of the school.

When taking the decision to exclude a pupil, the potential of reducing levels of disruption and maintaining a safe, supportive environment in the school for others must be taken into consideration.

The Head teacher will follow procedures set out in the above named Circular after deciding that a pupil is to be excluded.

Only the Head teacher, or someone designated as the Acting Deputy Head teacher for the time being, has the power to exclude a pupil from school.

If the Head teacher is absent from school, then the Acting Deputy Head teacher may exercise the power of exclusion, though they will make it clear that they are acting in the Head teacher's absence.

The Head teacher will not exclude a pupil until:

- He has all the relevant facts and firm evidence to support the allegations made from the Assistant Head teacher – Inclusion
- The pupil facing possible exclusion has been interviewed and given an opportunity to comment on what has occurred and, if necessary, give his/her version of events.
- He has had an opportunity to consult others who may have an involvement/interest in the pupil.

The decision to exclude a pupil is taken:-

- in response to serious breaches in the school's behaviour policy and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

The decision to permanently exclude a pupil is a serious one. It is used as a last resort.

The school recognises that the ultimate sanction of permanent exclusion is an extremely serious measure, which must be used sparingly. A permanent exclusion may occasionally be applied for one major offence. More usually, this sanction is applied when all reasonable steps to support or correct a pupil's behaviour have been exhausted and the pupil continues to exhibit challenging forms of behaviour culminating in a further serious incident. It could also be applied when allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil or others.

Some exceptional circumstances may result in the permanent exclusion of a pupil for a first/one-off offence.

These might include:-

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- use or threatened use of an offensive weapon;
- supplying an illegal drug.

In all cases of exclusion, the parents will be informed immediately by telephone (as far as possible) and a letter will follow this up within one school day. A letter will also be sent directly to the pupil. In the exclusion letter the parent/pupil will be informed that he/she may make representation about the exclusion to the Governing Body and the LA. These letters conform to the requirements as set out in circular 1/2004.

In all cases of exclusions of more than 1 day, work will be set and marked. Parents should arrange for the work to be collected and returned to the school. The school will ensure that it is marked. Further work will then be set. In exceptional circumstances, where the Head teacher feels it is essential that the pupil be required to leave the premises immediately, a check will be made to ensure the parents/guardian are available to supervise the pupil.

Pupils returning to school after a fixed period exclusion should ensure that work completed during the exclusion is returned to the subject teachers via the HOY. Any pupil returning from a fixed period exclusion will be placed 'on report' with the HOY to monitor his/her performance in lessons on the days after his/her return. He/she will also be interviewed by the Assistant Head teacher – Inclusion.

The Head teacher will inform the Governors' Discipline/Exclusions Committee and the LA of pupil exclusions, in line with Circular 1/2004.

Basically, this will be for:-

- all permanent exclusions
- exclusions which result in a pupil being excluded for more than 5 school days in any one term
- exclusion which will result in the pupil missing a public examination.

Fixed term exclusions totalling 5 school days or less, in any one term, and where the pupil is not missing a public examination, will be reported to the Governors once a term.

The Governors' Discipline/Exclusion Committee must meet to consider all cases of permanent exclusion or exclusions totalling more than 15 days in any one term.

Other points to note:

- The regulations allow Head teachers to exclude a pupil for one or more fixed term periods not exceeding 45 days in any one school year.
- Exclusions may not be given for an unspecified time. Such practice amounts to an indefinite exclusion, for which no legal arrangement can exist.
- Work must be provided (and marked) for all excluded pupils up to 15 day
- In the case of permanent exclusion, the pupil's name remains on roll until the end of the appeals period or until the appeal has been heard. It may be removed earlier if the parent/pupil given written notice that they do not intend to appeal
- When pupils return to school following an exclusion, they must be seen by the HOY and/or Behaviour Manager, Assistant Head teacher – Inclusion and supported to return to school.
- A lunch time exclusion (off site) is equivalent to a quarter of a school day in terms of fixed term exclusion.
- Pupils' behaviour outside school, on school trips, sporting events, etc. is subject to the school's Behaviour/Discipline Policy.
- For behaviour outside school, the Head teacher may exclude a pupil if there is a clear link between the behaviour and maintaining good behaviour and discipline among the pupil body as a whole.
- Pupils' behaviour in the immediate vicinity of the school or on the journey to or from school can be grounds for exclusion.

BEDWAS HIGH SCHOOL

TARGET REPORT

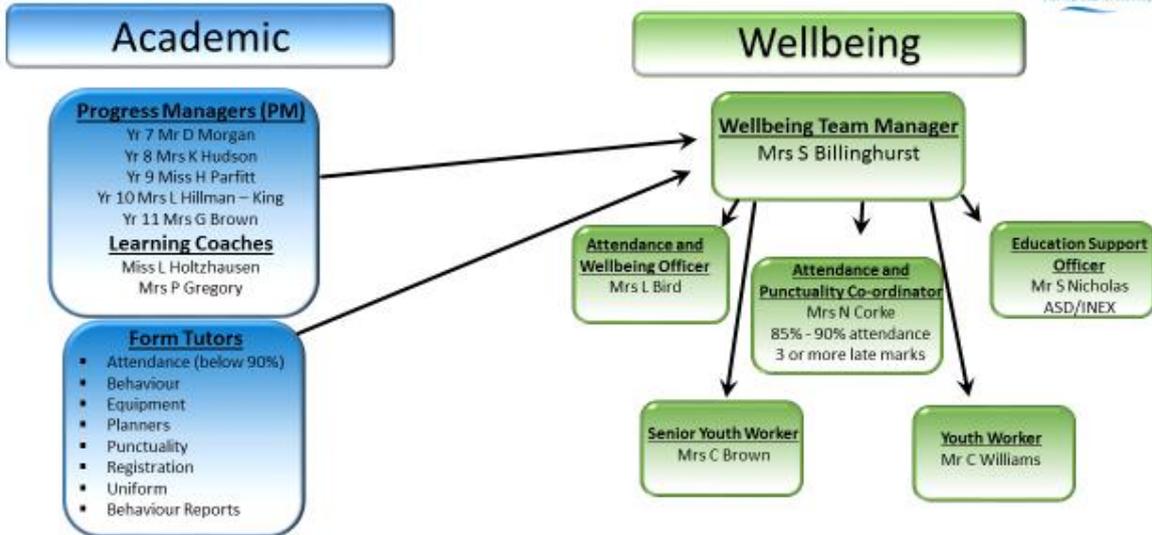
Name: _____ **Form:** _____

The following behaviour targets have been set:

(please refer to guidelines overleaf)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------|--------|---------|-----------|----------|--------|
| HOS | | | | | |
| Reg | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| Reg | | | | | |
| 5 | | | | | |
| IM | | | | | |
| Parent/ Guardian | | | | | |

Monitoring and Support Team



Pupil Triage

