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Crofton School - Behaviour Policy

Including the statement of behaviour principles

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and sanctions**

Recognition

At Crofton School, we believe in focussing on our students' exceptional behaviour. We want to recognise all their achievements, both in and out of lessons. Above and beyond acts of kindness, ambition and diligence will always be recognised

At Crofton School we recognise this in various ways:

- House system (Air, Water, Earth and Fire)
- Use of social media and the school website
- Recognition emails
- Recognition ladder
- Verbal praise
- Recognition points
- Crofton Values cards
- Active Learner awards
- Certificates
- Earned privileges
- Postcards and phone calls home

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting Students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Discipline in schools – teachers' powers (as defined in DfE Behaviour and Discipline in schools)

Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers can confiscate students' property.
- Teachers have a power to impose detention outside school hours. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - a) Any school day where the student does not have permission to be absent;
 - b) Weekends - except the weekend preceding or following the half term break; and
 - c) Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

Parental consent is not required for detentions. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable. In this case the detention may be spread over an appropriate timescale.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

3. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#).

4. Roles and responsibilities

Poor behaviour can affect the safety and welfare of members of our community, the ability of students to learn and of teachers to teach. It therefore cannot be tolerated. Low level disruption, such as talking and shouting out detracts from good learning. Behaviour management is a whole school responsibility and all members of the school community have a part to play in ensuring that this policy is put into practice.

4.1 The Governing Body

The Governors Care, Support and Guidance Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governors Care, Support and Guidance Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors Care, Support and Guidance Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

4.3 The Classroom Teacher

Classroom teachers will:

- Praise and recognise good attitudes to learning.
- Ensure visible consistencies are met.
- Ensure clear routines are in place to facilitate good learning and behaviour.
- Follow the guidelines and minimum standards for lessons at Crofton School.
- Take the main responsibility for the behaviour and discipline within their lessons.
- Model positive behaviour.
- Follow the behaviour management structure to avoid escalating classroom issues too soon.
- Keep FL, SL and Tutors/HOY informed of any behaviour issues.
- Ensure work is appropriate to the needs of the student.
- Set clear ground rules for behaviour in their lessons and apply them consistently.
- Avoid issuing whole class sanctions.
- Record behaviour incidents and contact with parents on SIMS.
- Be proactive around the school site in managing behaviour.

4.4 The Tutor will:

- Follow the guidelines and minimum expectations for tutor times at Crofton School.
- Monitor **behaviour logs** and alert HOY to potential problems.
- Support the individual classroom teacher or SL in ensuring students are aware of expectations and sanctions.
- Follow up unsatisfactory behaviour in tutor time, PDL and Assemblies.
- Communicate effectively with parents over behaviour issues.

4.5 The Faculty/Subject Leader will:

- Monitor behaviour within their subject area eg: regular item on Department agenda/monitor behaviour logs
- Run a regular departmental Catch up learning / Restorative meetings and inform parents of students who fail to attend.
- Monitor that minimum standards for lessons are being met within their subject area.
- Ensure Sanctions set within their subject area are logged on SIMS.
- Be the first line of support for all teaching and supply staff within their subject area.

- Ensure all subject teachers within their subject area are clear on the procedures for dealing with unacceptable student behaviour.
- Work with the tutors and HOY to ensure a high expectation with regard to student behaviour.
- Alert HOY to problems they consider to be serious.
- Monitor the use of the Patrol call-out system in their curriculum area.
- Identify members of staff who require support / CPD in behaviour management strategies.

4.6 Heads of Year will:

- Track and monitor the behaviour of their year group across the curriculum.
- Monitor tutor time to ensure that expectations are being met.
- Be the first line of support for tutors.
- Ensure records are kept up to date regarding student incidents.
- Coordinate Head of Year Catch up learning / Restorative meetings with the other Heads of Year and maintain records of this.
- Ensure that all tutors are clear on the procedures for dealing with unacceptable student behaviour.
- Alert link SLT link to any problems they consider to be serious.
- Monitor that tutors are applying the minimum expectations for tutor time.
- Draw up Pastoral Support Plans and Risk Assessments as required.
- Consult with outside agencies using the Early Help Hub and other agencies as appropriate.
- Identify members of staff who require support / CPD in behaviour management strategies.
- Communicate effectively with parents about behaviour concerns.

4.7 Parents

Parents are expected to:

- Support the school's behaviour management policy and the application of this
- Familiarise themselves with the school ethos and policies.
- Work in partnership with the school to promote and reinforce positive behaviour by supporting staff in respect to their behaviour management.
- Inform the school of any change in circumstance that may affect a child's behaviour or learning.
- Show an interest in all that their child does at school.
- Encourage self-discipline and support any sanctions applied by the school.
- Attend Parents' meetings and other appropriate events to support their child's learning.
- Communicate appropriately with staff over behaviour management issues in line with the Parental Code of Conduct.

5. Student code of conduct

General Expectations

At Crofton School we:

- Treat all people with respect and consideration and do not accept bullying in any form.
- Take responsibility for our own behaviour and are kind, polite and well-mannered at all times.
- Listen to and follow instructions quickly and quietly.
- Wear smart correct school uniform.
- Take care of the school and our own and others property.
- Will be punctual to school and to all lessons.
- Move around the school in a sensible manner.
- Expect all students to follow all instructions and rules.
- Accept sanctions when applied.

In **lessons** we will:

- Be punctual to class.
- Arrive with the correct equipment (refer to school website).
- Engage with our work to the best of our ability and in the time given.
- Not use mobile phones or other electronic devices unless instructed to by the teacher as part of a planned lesson or activity. *(If parents need to contact students in a case of emergency please follow the appropriate procedure and contact the school reception)*
- Not eat or drink: except water with the teacher's permission.
- Not chew gum or consume energy drinks at any time (this includes Lucozade and other isotonic drinks).
- Follow requests by **all** staff.
- Not use items which detract from learning or present a health hazard e.g. games/iPads/aerosols.

At **break and lunch time** we will:

- Not use mobile phones *(if parents need to contact students in a case of emergency please follow the appropriate procedure and contact the school reception)*.
- Not consume canned drinks.
- Try to resolve any problems peacefully and seek adult help if unable to do so.
- Respect tutor rooms. No eating or drinking is permitted except for Year 10 & 11 rooms.
- Avoid congregating in corridors.
- At the end of break and lunch, move quickly and quietly to their next lesson or tutor rooms without any delay.
- Put all rubbish in the bin.
- Clear our rubbish away in the canteen when we have finished.
- Sit at the tables to eat or talk quietly with friends.

Before and after school, including on the **journey to and from school**, we will

- Treat everyone with respect and consideration.

- Take responsibility for our own behaviour and be polite and well-mannered at all times.
- Wear smart, correct school uniform.
- Wear a cycle helmet and cycle safely, with consideration for others.
- Not engage or be involved in actions which are inappropriate, illegal or bring the school into disrepute.

Crofton School has a zero tolerance approach towards drugs and other illegal substances. Involvement in such behaviours may result in a permanent exclusion.

6. Sanctions

Sanctions at Crofton School have a learning focus, build relationships and show learners how to take responsibility. 'Catch up learning' replaces detentions set for deficits in work, 'Restorative meetings' are encouraged and supported in response to behaviour infringements.

6.1 List of sanctions

The school may use one or more of the following strategies in response to unacceptable behaviour:

- A verbal reprimand
- Relocation within the classroom
- Sending the student out of the class
- 'Parking' the student in another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Catch-up Learning Sessions / Restorative meetings at break or lunchtime, or after school
 - Classroom Teacher – up to 30 minutes
 - Head of Department / Head of Year – 45 minutes
 - Senior Leadership Team – 60 minutes
- Letters or phone calls home to parents
- Meetings with Parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Withdrawal of invitation to school events e.g. the Year 11 Prom, extra-curricular trips
- Rearranged timetable and / or school day (change of hours) or alternative provision
- Internal supervision
- Internal supervision at another school
- Managed move to another school
- Fixed term exclusion
- Permanent exclusion

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, on the journey to and from school, and on school trips.
- Non-completion of classwork or homework.
- Incorrect uniform.

The following behaviour will always invite a more serious sanction

- Bullying, intimidation, racism, sexism, homophobia or any other discriminatory behaviour will not be tolerated at Crofton School. We expect you to be kind to all members of our school community.
- Child on child abuse.
- Persistent disruption of the learning of others, or breaches of the school rules.
- Defacing or damaging school property. You will be asked to contribute towards repair bills and carry out community service for the school.
- Rudeness or bad language.
- Prevent Incidents [DfE Prevent duty](#)
- Refusal to obey a reasonable request or lack of respect for staff.
- Physical or verbal aggression
- Smoking, being with others who are smoking, buying or selling cigarettes or other paraphernalia including e-cigarettes.
- Prohibited and controlled drugs. If you bring drugs into school, pass or receive drugs, the school will seek permanent exclusion. Alcohol will be treated in a similar way to drugs.
- Misbehaviour on the journey to and from school will be treated just as seriously as misbehaviour at school.
- Having any dangerous or inappropriate items in school, including correcting fluids, pornographic materials, aerosols, fireworks, smoking / vaping materials, laser pens, weapons of any sort and any other items which could cause harm to other members of our community. Items of this nature will **be confiscated and will not** be returned to students.
- Theft.
- False accusations against members of staff.
- Any other behaviour which is deemed to be contrary to the School's ethos and School Code of Conduct.

6.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

6.3 Malicious allegations against school staff

Where a student has, following the outcome of an investigation, been found to have made a malicious allegation against a member of staff, the Headteacher will refer the matter to the Local Authority Designated Officer (LADO) who may decide to investigate further, including referring the matter to the police.

7. Behaviour management

7.1 Classroom management and behaviour around the school site

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged

- Develop a positive relationship with students, which will include:
 - Meeting and greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Power to use reasonable force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Please see the [Restrictive Physical Intervention Policy](#) for more details.

7.3 Confiscation

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from students:

- 1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item.
- 2) **Power to search without consent** for "prohibited items" including:
 - 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; and
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography will always be handed over to the police.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Director of Inclusion will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Training

Our staff are provided with training on managing behaviour as part of their continuing professional development. Specific training needs can be arranged on request or as part of the performance management process.

9. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the Governors Care Support and Guidance Committee every 2 years. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by Governors Care Support and Guidance Committee every 2 years.

10. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding Policy
- Anti-Bullying Policy
- Equalities Policy
- Offsite Activities Policy
- Restrictive Physical Intervention Policy
- Confidentiality Policy
- Drugs Education and Incident Policy

Appendix 1: written statement of behaviour principles

In our school community...

- Kindness
- Diligence
- Ambition

...matters for everyone, every day.

We are motivated by a sense of the moral seriousness of what schools do; by a conviction that students should be happy at school; by a belief that schools should be inclusive communities in which everyone is equally valued; and by a determination that we should not tolerate underachievement.

As members of the Crofton community we are expected to show consideration for others whatever their age, size, background, faith, gender, disability or sexuality. This means actively looking for ways in which we can brighten the days of those around us.

Given that we only have one opportunity to get our secondary education right, every student must have every chance to achieve as much as they are capable of and to become the best people they can be – as such, we expect concentration and focus on learning.

Mutual respect underpins the way we behave – knowing that all human beings are equally and infinitely valuable and that they have equal rights and equal dignity, we listen to each other and we are polite and tolerant of difference.

Enthusiasm is important to us – we want everyone at the school to enjoy their time here and to get as much as they can from it.

The Governing Body also emphasises that violence, dangerous, or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Inclusion Room Policy

Principles

1. The inclusion room and the timetabling of the room is under the direct control of the SLT.
2. Whilst students are withdrawn from their normal lessons work will be provided to allow them to continue learning following the curriculum of their peers.
3. Inclusion is an opportunity for reflection by the students.
4. Normally inclusion is for no longer than two consecutive days.
5. Parents will be fully informed of inclusion and made aware of the procedures involved.
6. If students misbehave or are uncooperative in inclusion then they will be required to either repeat the inclusion, or may be required to attend Inclusion at another school, or may receive a Fixed Term Exclusion.
7. No contact with other students will be permitted.
8. We may decide, if appropriate, to place the student in an Inclusion facility in another school, with whom Crofton School has agreed similar practices as those described below

Practice

1. The day to day management of the inclusion room will be the responsibility of Inclusion Room Manager. It will be staffed by Student Support Leaders.
2. Students will be placed in inclusion as a result of a decision by the SLT or HOY, normally after consultation with pastoral staff.
3. The reasons for and seriousness of inclusion will be clearly explained to the student and confirmed in writing to the parent.
4. On the day of inclusion students will arrive at school and report to the Inclusion Room with a packed lunch (FSM students eligible to receive lunch).
5. During the day the Student Support Leaders dealing with the student will ensure that the student takes the opportunity to reflect and will advise on how to avoid inclusion again. This will be recorded on a Reflections Log.
6. Departments will provide work for included students.
7. A store of appropriate materials will be available where work specific to that lesson is not available.
8. Toilet breaks will take place outside normal break/lunch time.
9. Students will be isolated until 3.10pm when they will be dismissed to go home.
10. If a student is absent on the designated Inclusion day they will be put into inclusion on the first day they return to school.

Appendix 3: Exclusions Policy

1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and students
- Students in school are safe and happy
- Students do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude students:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil exclusions and Reviews\) \(England\) Regulations 2012](#)
- Sections 64-68 of the [School Standards and Framework Act 1998](#) In

addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded students
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#)

3. The decision to exclude

Only the Headteacher, or acting Headteacher, can exclude a student from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others.

Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the student to give their version of events
- Consider if the student has special educational needs (SEND)

4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and responsibilities

5.1 The Headteacher

Informing parents

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded student:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the student may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

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

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The Headteacher will immediately notify the Governing Body and the Local Authority of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent.
- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term.
- Exclusions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the Local Authority in which the school is located, the Headteacher will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Headteacher will notify the governing board and Local Authority once a term.

5.2 The Governing Body

Responsibilities regarding exclusions is delegated to the Governors Care, Support and Guidance Committee, consisting of at least 3 governors.

The Care, Support and Guidance Committee has a duty to consider the reinstatement of an excluded student (see section 6).

Within 14 days of receipt of a request, the governing board will provide the secretary of state and the Local Authority with information about any exclusions in the last 12 months.

For a fixed-period exclusion of more than 5 school days, the governing body will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

5.3 The Local Authority

For permanent exclusions, the Local Authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Considering the reinstatement of a student

The Governors Care, Support and Guidance Committee will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term
- It would result in a student missing a public examination

If requested to do so by parents, the Governors Care, Support and Guidance Committee will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a student missing a public examination, Care, Support and Guidance Committee will consider the reinstatement of the student before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the student.

The Care, Support and Guidance Committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, Care, Support and Guidance Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The Care, Support and Guidance Committee will notify, in writing, the Headteacher, parents and the Local Authority of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent Care, Support and Guidance Committee decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:

- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEND are considered to be relevant to the exclusion
- That, regardless of whether the excluded student has recognised SEND, parents have a right to require the Local Authority to appoint an SEND expert to attend the review
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEND expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

7. An independent review

If parents apply for an independent review, the Local Authority will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by Care, Support and Guidance Committee of its decision to not reinstate a student.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor's category and 2 members will come from the Headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the Local Authority or governing board of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Local Authority, or the governing body, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the Local Authority, school, governing body, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the Governing Body's decision
- Recommend that the Governing Body reconsiders reinstatement
- Quash the Governing Body's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

8. School registers

A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review

Where an application for an independent review has been made, the Governing Body will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term exclusion:

- Agreeing a behaviour contract
- Putting a student 'on report'
- Internal isolation
- Designing a Pastoral Support Plan

10. Monitoring arrangements

The Assistant Headteacher: Exceptional Inclusion monitors the number of exclusions every term and reports back to the Headteacher and governors. They also liaise with the local authority to ensure suitable full-time education for excluded students.

This policy will be reviewed by the Governing Body's Care Support and Guidance Committee every two years. At every review, the policy will be shared with the Governing Body.

11. Links with other policies

This Exclusion policy is linked to our:

- Behaviour policy
- SEND policy and information report

12. Independent review panel training

The Local Authority must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

Appendix 4 – Coronavirus Addendum

1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal Behaviour Policy. Students, parents and staff should continue to follow our normal Behaviour Policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and students.

2. Expectations for students in school

2.1 New rules

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place.

In addition to the established roles, responsibilities and expectations of school staff and students, the following expectations are in place and sanctions will be upheld.

- Staff and students will adhere to the social distancing requirements in place.
- Staff and students will take every precaution to reduce the risk of virus transmission by regularly washing hands, using hand sanitiser and keeping work areas clean, making use of the cleaning materials provided.
- Catch coughs and sneezes in a tissue. One of the ways we become infected, or pass on viruses to others, is through the droplets in coughs and sneezes – for instance through someone who has a virus, coughing onto their hand, then touching a door handle. A simple and effective way to protect yourself and others from coronavirus is by making sure you wash your hands frequently with soap and water, or a hand sanitiser if you are out and about. It's vital that you catch your coughs and sneezes in a tissue, or use your arm if needed, throw the tissues away, then wash your hands.
- Students will play a proactive role in keeping their classrooms clean
- Students must enter and leave the school premises by the allocated routes
- Students must remain in their allocated Zones, including at lunch and break times
- Students must comply with all directions for moving around the school (e.g. one-way systems, out of bounds areas, queuing)
- Students must inform an adult if they are experiencing symptoms of coronavirus
- For individual and very frequently used equipment, such as pencils and pens, staff and pupils need to have their own items that are not shared. Classroom based resources, such as textbooks, can be used and shared within the Zone; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or Zones, such as sports, art and science equipment will be cleaned frequently and meticulously and always between Zones, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different Zones.
- Students should not cough or spit at or towards any other person, or behave in any way that deliberately promotes the spread of the virus

2.2 Rewards and sanctions for following rules

To help encourage Students to follow the above rules, we will recognise good learning and behaviour in line with our school Behaviour Management Policy.

However, if students fail to follow these rules, we will ensure:

- Any behaviour that deliberately promotes the spread of Covid19 will be likely to result in immediate fixed term exclusion from school.
- Use of threatening, aggressive language and behaviours towards staff from either students or families will result in immediate exclusion from school.

2.3 Expectations for attendance

We will be reverting back to our normal expectations for attendance as set out in our Attendance Policy on the school website.

Where a student is unable to attend school because they are complying with clinical and/or public health advice, we will offer them access to remote education. We will monitor engagement with this. Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

2.4 Expectations for uniform

From September 2020, all Students must wear uniform to school and follow normal school rules on uniform as set out on our school website. If Students cannot wear their full uniform, parents should contact their child's Head of Year. Uniforms won't need to be cleaned any more than usual, or with methods different from normal.

3. Expectations for students at home

3.1 Remote learning rules

If Students are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them.

Students need to:

- Be contactable during required times
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Students using the National Tutoring Programme to access tutoring are also expected to follow proper online conduct as described above during tutoring sessions.

3.2 Dealing with problems

- Staff and students will continue to implement the expectations of safe internet usage stated within our Student ICT Agreement.
- Use of inappropriate language on any online learning platform will result in a telephone call home to discuss and possible restriction of use.
- Use of threatening, aggressive language and behaviours within any online learning platform towards staff from either students or families will result in immediate denial of access and a requirement from parents/carers to collect a paper copy of work set from the office.
- Any use of racist, homophobic, discriminatory, or bullying language/behaviour within any online learning platform will result in immediate denial of access and a requirement from parents/carers to collect a paper copy of work set from the office.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 3 to 4 weeks during term time by the Senior Leadership Team. At every review, any changes made will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Safeguarding Policy
- ICT Acceptable Use Policy
- Behaviour management policy
- Health and safety policy
- Attendance Policy