

Behaviour & Exclusion Policy

Date approved:	01 July 2020
Review cycle:	Annual
Party responsible:	Student Committee
Linked Policies:	Attendance Policy, Preventing and Tackling Bullying Policy, Safeguarding Policy, E-safety Policy

Contents

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

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

The expectations we uphold in the school are:

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

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

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

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

Behaviour strategy: approaches to learning and cooperation

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

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

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

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

Use of reasonable force

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

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

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

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

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

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

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

- Preventing an accident or deliberate harm
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Bullying

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

Policy on Behaviour Outside School

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

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

Exclusion Policy

Underlying Principles

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

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

Objectives

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

Guidelines

Students can be excluded for their behaviour outside of school, as well as inside school. A student can be excluded if:

1. The student has committed a serious breach or persistent breaches of the school’s behaviour policy.
2. The student is accused of a serious criminal offence.
3. The student has been involved with dangerous weapons, sexual abuse, actual or threatened violence, carrying an offensive weapon, or illegal drugs.
4. The student repeatedly disobeys academic instructions.
5. For medical reasons, the student’s presence in the school represents a serious risk to the health and safety of students and staff (see DfE guidance “Health protection in schools and other childcare facilities).

Other types of absence used by the Swanage School:

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

Exclusions Procedure

In applying the procedure, the Headteacher, administrative staff and governors will follow DfE guidance “Exclusion from maintained schools, Academies and pupil referral units in England”.

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

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

- **Fixed-term exclusions**

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

A fixed period exclusion may not be extended or “converted” to a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period. In such cases a new exclusion notice must be issued to parents/carers.

- **Permanent exclusions**

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

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

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

In all cases where permanent exclusion is a possibility a member of the senior leadership team discusses the matter with the Dorset Council exclusions officer.

When a student is permanently excluded, the local authority must arrange suitable full-time education to begin no later than the sixth school day. The School will take reasonable steps to set and mark work during the first five school days of the exclusion.

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

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

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

Managed Transfers

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

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

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

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

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

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

Informing the governing body and local authority of exclusions and managed moves

The Headteacher must, without delay, notify the governing body (Chair of Governors) and local authority of:

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

A summary of all exclusions will be reported to the full governing body and local authority once a term. Notifications include the reasons for the exclusion and the duration of any fixed-period exclusion.

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

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

Reviewing / challenging decisions to exclude

The governing board has a duty to consider parents' representations about an exclusion and in some circumstances **must** meet to review the exclusion regardless of a request from parents. The requirements on the governing board depends on a number of factors (see diagram in Annex A). The method for requesting a review is written in the formal letter of exclusion.

- For exclusions of 5 school days or less in a term, parents can ask the governing body to consider their views and should do so within three weeks of the exclusion letter being received, however the governing board cannot direct reinstatement and in these circumstances is not required to arrange a meeting with parents.
- Where a pupil has been excluded for more than 5 school days in a term but less than 15 school days, parents may write with representations and should do so within three weeks of the exclusion letter being received, and in this case the governing board must consider within 50 school days of receiving the notice of exclusion whether the pupil should be reinstated.
- In the following circumstances a governing board review is triggered and parents will be invited by the Clerk to Governors to submit representations and attend a meeting of the Governors' Student Exclusion Review Panel which will meet within 15 school days of receiving notification of the exclusion (a lunchtime exclusion counts as ½ school day in determining whether a governing body meeting is triggered). The timescale for the panel may be extended, and the practical arrangements for the panel may be modified in accordance with government guidelines issued from time to time.
 - When the exclusion is permanent
 - When a fixed period exclusion brings the pupil's total number of school days of exclusion to more than 15 in a term
 - When the exclusion would result in a pupil missing a public examination or national curriculum test (in this case reasonable steps must be taken by the Panel to meet before the date of the examination)

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

The Governors' Student Exclusion Review Panel

The following parties will be invited to a meeting of the Governors' Student Exclusion Review Panel:

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

The Panel will endeavour to have relevant written evidence and information circulated to all parties in advance of the meeting.

The panel will make a decision to either uphold the decision to exclude (decline to reinstate) or change the decision to exclude (either temporarily or permanently).

Panel meetings are conducted in accordance with best practice advice provided by the Local Authority Exclusions Officer.

Independent Review Panel

If the decision to permanently exclude is upheld by the Governors' Student Exclusion Review Panel, the parent/ carer may appeal to an independent review panel. The Academy Trust (Education Swanage Ltd) subscribes to a third party exclusions appeal services and information on how to request an independent review is provided to parents/carers when notified of the Governors' Student Exclusion Review Panel decision.. The parent or carer have the right to meet with the independent panel as set out in the "Exclusion from maintained schools, Academies and pupil referral units in England" guidance.

Challenging a managed transfer

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

Monitoring, evaluation and review

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

1. Ongoing monitoring:

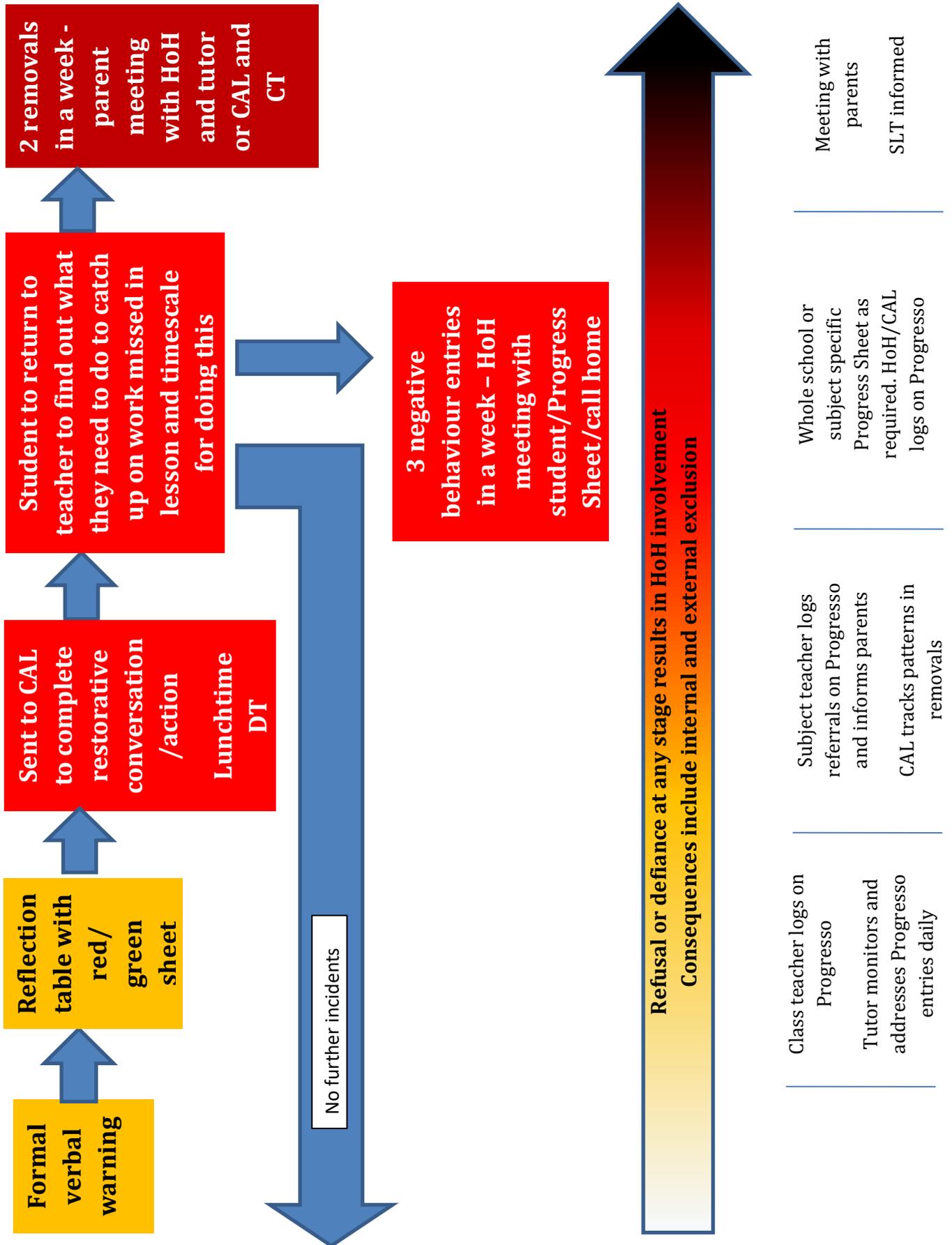
- Monitoring and review of behaviour incidents logged on the Management Information System. Both in terms of effectiveness of the recording system (i.e. are incidents logged?) and in terms of the number and frequency of incidents (i.e. are standards of expected behaviour being met?).
- Analysis of the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

2. Strategic:

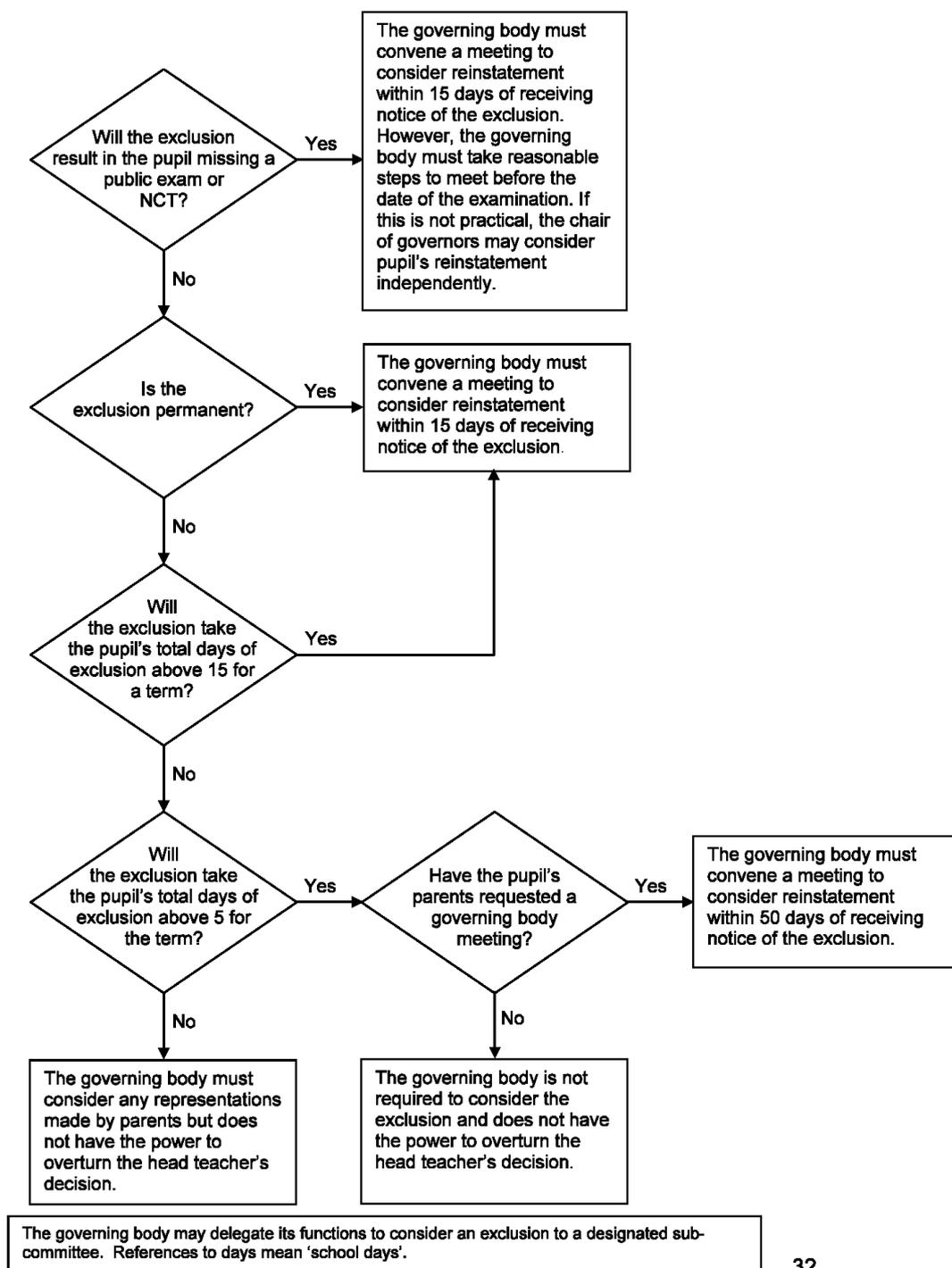
- Formal evaluation of behaviour records and report to governing body
- Annual student questionnaire
- Annual parent questionnaire
- The Governors will monitor the numbers of and reasons for exclusions and managed transfers.

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

Lesson Behaviour Flow Chart



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



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



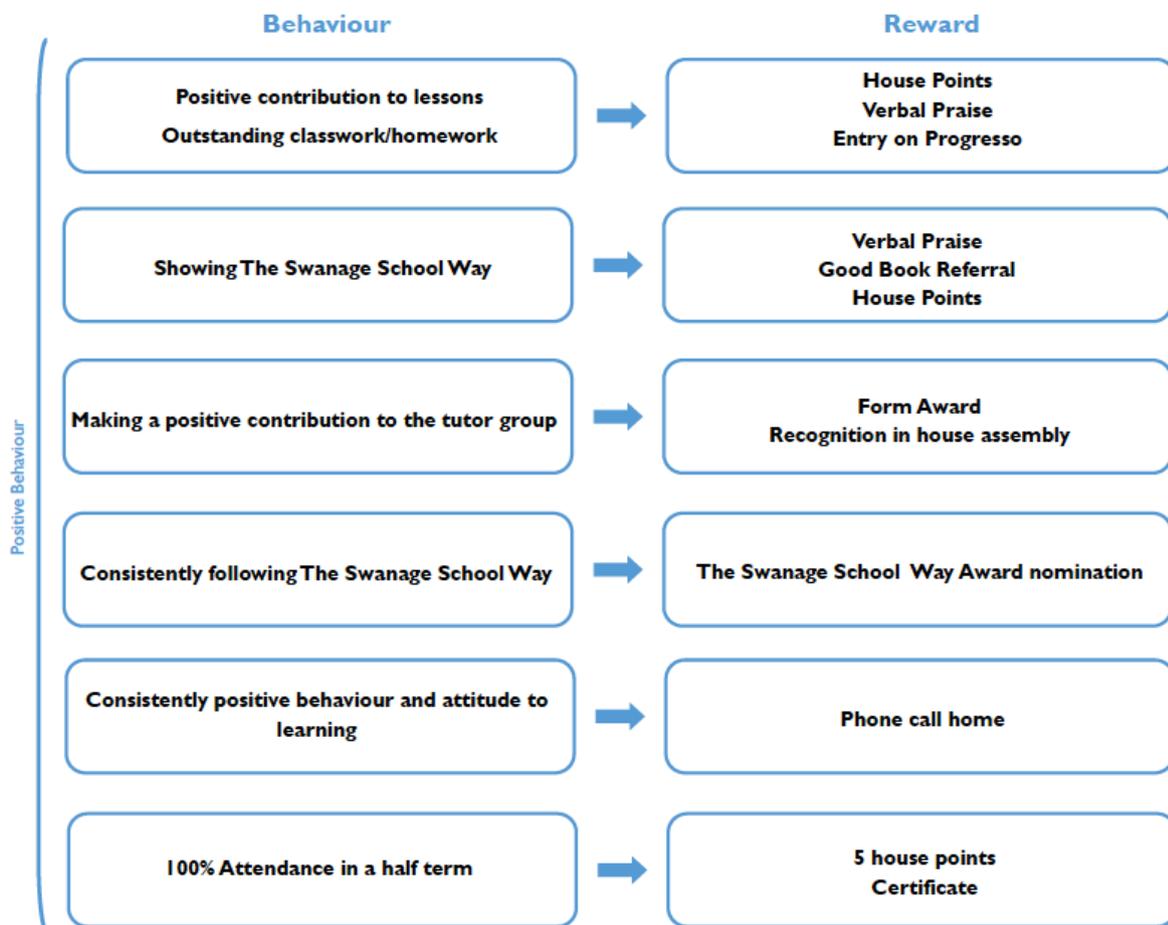
The Swanage School Way

- Respect each other and treat others as we would like to be treated
- Help members of the wider community
- Strive of academic excellence
- Take pride in our appearance
- Do the best we can

We try, we fail, we learn, we succeed

Rewards

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

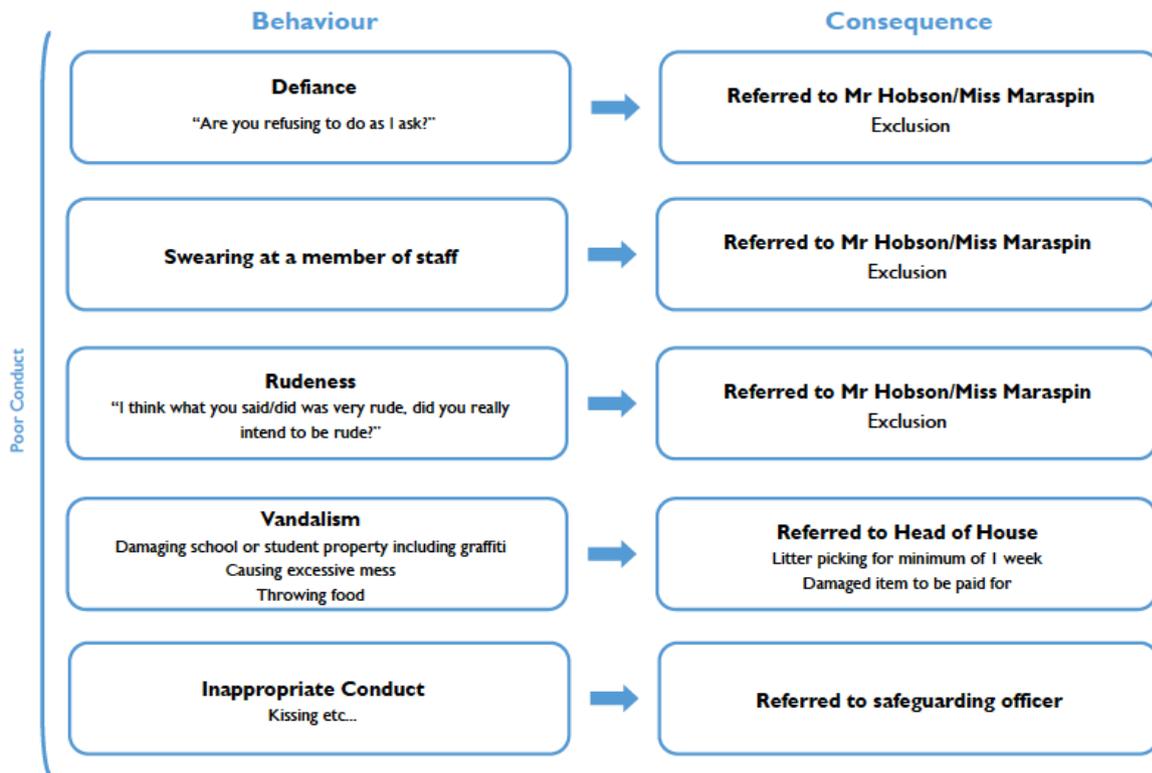


Working together to make The Swanage School the best it can be.



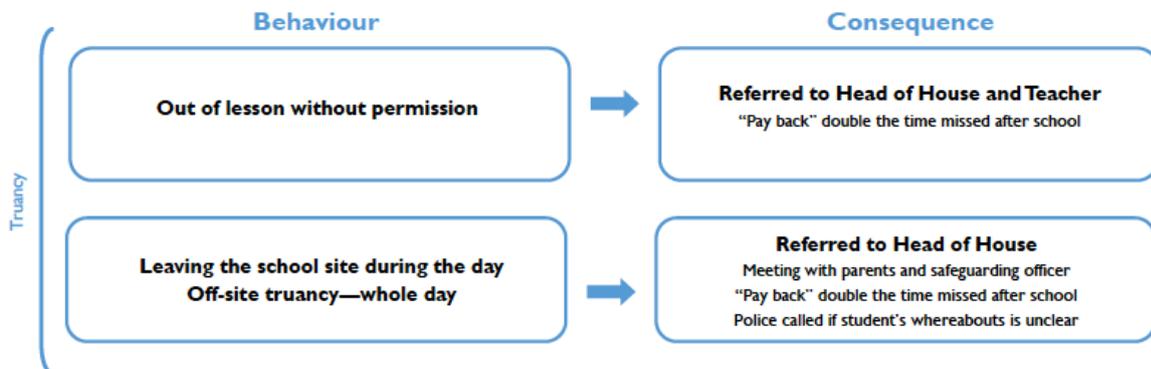
Poor Conduct Guidance:

- It is impossible to cover every possible behaviour scenario, but it is important to emphasise that a fixed term exclusion or a permanent exclusion may result in relation to any aspect of the behaviour policy if the situation is deemed to be serious enough.
- Fixed term or permanent exclusion may result in cases of a single serious breach or persistent breaches



Truancy Guidance:

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

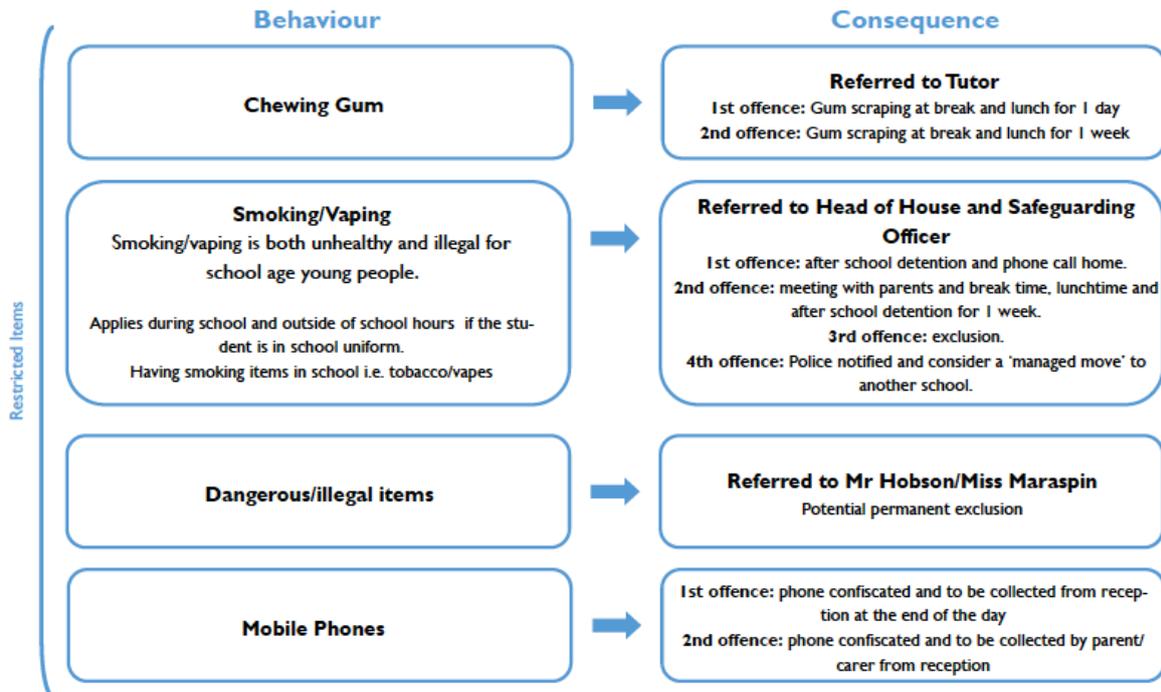


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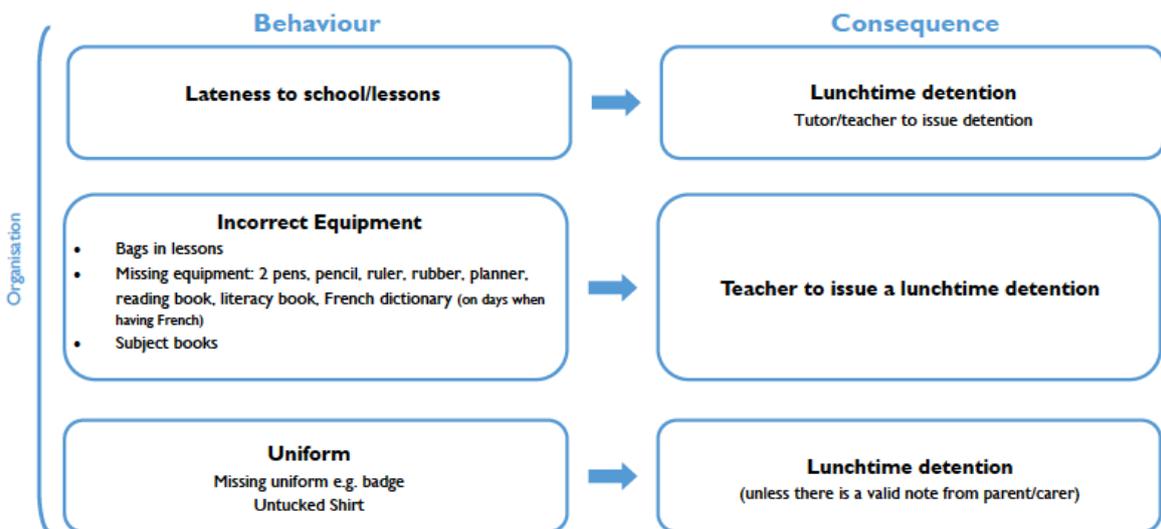
Restricted Item Guidance:

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



Organisation Guidance:

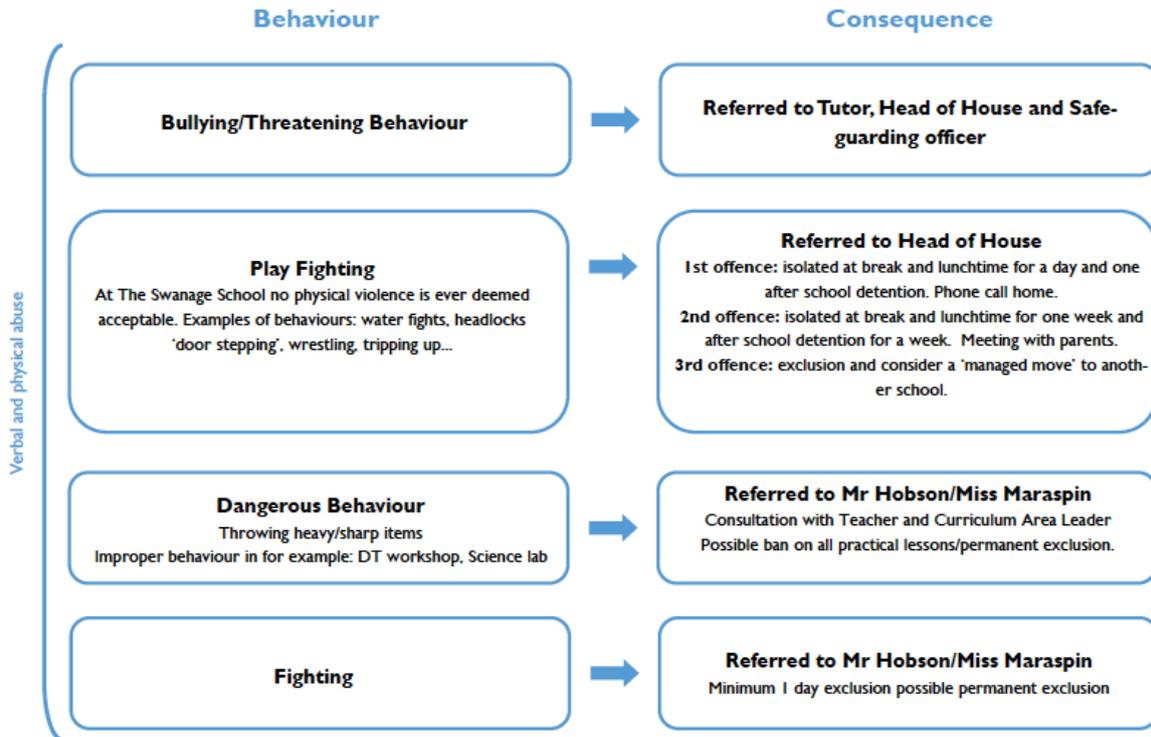
- Tutor responsibilities should highlight issues during AM registration.
- Support students by having an 'equipment buddy'. lend them a school alarm clock.
- PE bags only allowed when PE either precedes or follows current lesson.





Verbal and physical abuse Guidance:

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



Lesson Guidance:

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

