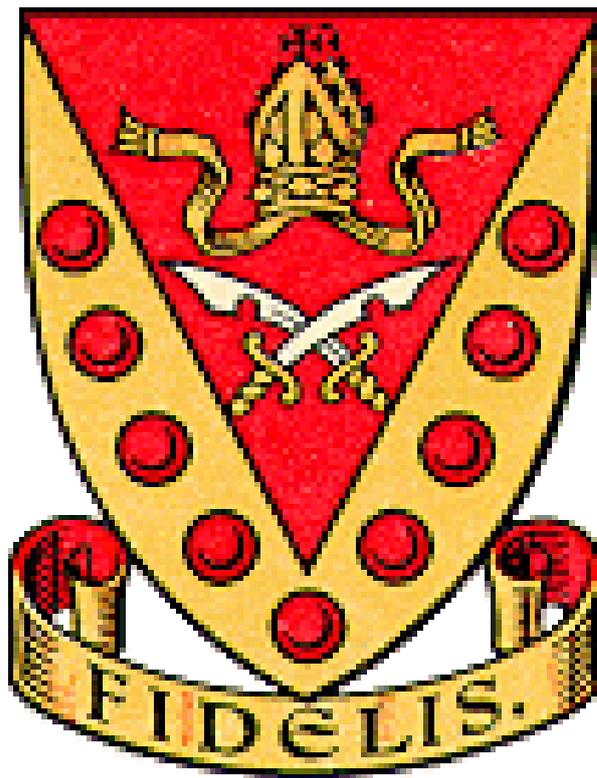


# Bishopshalt School

## Behaviour for Learning Policy

(incorporating the protocols for exclusion)



<b>Responsibility</b>	Mr McGillicuddy	<b>Date reviewed</b>	July 2020
<b>Headteacher</b>	Mr McGillicuddy	<b>Next review date</b>	July 2021
<b>Ratified by</b>	Governing Body	<b>Date Ratified</b>	July 2020

## Introduction

Bishopshalt School is committed to creating an environment where exemplary behaviour is at the heart of productive learning and a highly cohesive school community. It is called the 'Behaviour for Learning' policy as the two are inextricably linked.

Relationships are at the core of all we do. Although as members of staff in a large secondary school we expect and demand compliance from students as a starting point, it remains our job as adults to take the initiative and put in the hard work in forming relationships including with those students who are reluctant to do so. It is important to reinforce constantly to students that we are 'on their side' and want the best for them even when issuing a sanction. This is all about their learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Students' behaviour and their physical/emotional well-being are the responsibility of **all** members of staff at **all** times.

The policy applies to all year groups, the whole school day, extra-curricular activities, the journey to and from school, the entire duration of any trip and also for behaviour within the community. It should be read in conjunction with other policies.

'Quality Everyday Teaching' lesson planning goes a long way in reducing behaviour problems. Teachers are expected to read, and take account of, in both planning and delivery, information relating to students with special educational needs, or who are in the early stages of learning English. Teachers should ensure that these students are not at a disadvantage, for example by managing the cognitive load with the number of instructions issued at any one time.

Consistency lies in the behaviour of adults that ripples through every interaction on behaviour and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. Where students feel treated as valued individuals they respect adults and accept their authority.

## 1. STATEMENT OF PURPOSE & PRINCIPLES

*The Governing Body of Bishopshalt School has agreed the following principles on which the ethos, the moral code, the rules of conduct and the system of rewards and punishments will be based. This policy is in line with the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Education Needs.*

- 1.1 The purpose of the Behaviour for Learning Policy is to outline to students, parents and staff of the school the principles and procedures to secure exemplary behaviour and a learning environment that facilitates learning
- 1.2 Exemplary behaviour is defined as that which engenders a purposeful, supportive and happy atmosphere both in and out of lesson time in which students are enabled to excel.
- 1.3 This Policy will apply to all students who are registered students of Bishopshalt School both while they are on and off the school premises so long as they are in school uniform or are under the direct care and responsibility of the school. This Policy applies also to students in the Sixth Form.
- 1.4 Bishopshalt is above all else a place for learning. We believe pupils can only reach their full potential when there are high expectations over standards of work and behaviour and where there is a settled quiet atmosphere in which to work. Our school Aims and Objectives have the sole purpose of creating the right conditions for effective learning.
- 1.5 The aims of the Behaviour for Learning Policy are:
  - i. ensures classrooms are disruption free
  - ii. ensures consistency by staff across the school
  - iii. places the highest value on learning
  - iv. recognise and positively reinforce behavioural norms
  - v. support the values of the school
  - vi. teaches self-esteem, compliance and self-regulation
  - vii. holds the line on student compliance
- 1.6 Governors and staff expect the parents of students to share our commitment to excellent discipline and behaviour and to support us in upholding the highest possible standards of behaviour. Bishopshalt will at all times seek to work with parents, to keep parents informed about the behaviour of their child and to involve parents in redressing serious breaches of the Behaviour for Learning Policy.
- 1.7 It is a condition of attendance at the school that pupils and parents accept the Behaviour for Learning Policy. Refusal by a pupil to participate in any part of the associated disciplinary or behavioural procedures, may lead to the exclusion of the child.
- 1.8 The school will seek to secure excellent and constructive relations with all parents but also has a duty to protect staff from unacceptable behaviour by those they come into contact with. Should the parents or family of a pupil use personal harassment, threat, intimidation or violence towards staff, the school reserves the right to prohibit entry to the premises, and take further action if necessary.

## 2. UNACCEPTABLE BEHAVIOUR

2.1 Any behaviour that detracts from the ability of teachers to teach, or students to learn will not be tolerated. Alongside this, the procedures will also be heavily supported through encouragement, praise and developing excellent relationships between staff and pupils.

2.2 Where sanctions are necessary, the procedures of the school will be based on identifying an appropriate level of response. Pupils and parents will be provided with appropriate guidance, support and advice at each stage.

2.3 There are nevertheless certain categories of behaviour that will not be tolerated and will lead to fast track progression to the most serious levels of sanction, including fixed term and permanent exclusion at an early stage or on the occasion of the first offence. These categories of behaviour include:

- i. Behaviour that disrupts the work and effort of other children. We believe that we have a responsibility to ensure that a pupil who wants to work is not disturbed by another who does not. Students who do this will be removed from the lesson, and possibly further lessons that day. **A student who is removed from a lesson will at a minimum complete a 1 hour same day detention.**

The persistent disruption of the work and effort of other children will result in the fixed term exclusion of the perpetrator/s from the school and, in the event that this behaviour continues, may result in permanent exclusion.

- ii. Stealing.

- iii. The school will not tolerate behaviour outside school that harms the reputation of the school. This includes smoking or associating with pupils who are smoking on the way to or from school.

- iv. Conduct towards staff. We believe that all staff are entitled to be treated politely and with respect by students of the school. Rude behaviour and/or swearing at any member of staff will not be tolerated at any time, including out of school time.

- v. Wilful vandalism / arson.

2.4 In addition, the following categories of behaviour are regarded with such seriousness that they may result in the permanent exclusion of the perpetrator/s from the school on the occasion of the first offence. This is not an exhaustive list and there may be instances of serious misbehaviour which have not been specifically identified but which might merit an immediate permanent exclusion.

- i. **Personal or racist harassment, violence, intimidation or bullying of any kind (physical, verbal or emotional).** Pupils who are subjected to violence, threat or intimidation should report any such incidents so that they may be dealt with in an appropriate way and are not permitted to use violence in retaliation, unless this is absolutely unavoidable for the purposes of self-defence. Bishopshalt will also work exhaustively with the victim to ensure that they feel safe and confident at school.

**Serious actual or threatened physical or verbal harassment, violence, sexual abuse or assault against another pupil or a member of staff may result in the permanent exclusion of the perpetrator/s from the school on the occasion of the first offence.**

- ii. **Use or possession of an offensive weapon.** The term offensive weapon is defined as any article made or adapted for causing injury or intended for such use by the perpetrator. This includes an imitation offensive weapon that is used in such a way as to cause the victim to regard it as an offensive weapon. The school is legally bound to report to the police any pupil who brings an offensive weapon to school.

**Being in possession of an offensive weapon as defined above may result in the permanent exclusion of the perpetrator/s from the school on the occasion of the first offence.**

- iii. **Substance Abuse/Illegal Drugs.** The use, possession or trade of illegal drugs, alcohol and/or any substance, glues and solvents that are used for intoxicating purposes is forbidden at any time that will associate it with the school. The school will not tolerate substance abuse of any kind (regardless of whether the substance abuse is legal or illegal) or any involvement of pupils with illegal drugs. We believe the school must do all it can to prevent substance abuse and the use of illegal drugs by young people and to protect those who do not take part in substance abuse or the use of illegal drugs from being exposed to those who do.

**Any student who breaks this school rule may be permanently excluded from the school on the occasion of the first offence.**

- iv. **Abuse of the computer system or the Internet.** We believe that all students should have access to the use of computers and the Internet as a learning tool. The school will not, however, tolerate the abuse of this right. Irresponsible use of the computer system and/or abuse of the Internet, such as deliberately using it to access undesirable material, or to sabotage the operation of the network, or to damage the work of other students, will be regarded as a matter of the utmost seriousness.

**Serious abuse of the computer system or the Internet may result in the permanent exclusion of the perpetrator/s from the school on the occasion of the first offence.**

- v. **Sexual misconduct towards staff or other students.** We believe that staff and students are entitled to be treated politely and with respect. We have a responsibility to ensure that staff and students are protected from inappropriate sexual conduct.

**Sexual misconduct may result in the permanent exclusion of the perpetrators from the school on the occasion of the first offence.**

- vi. **Being charged with a criminal offence.** Where the victim is another student at the academy or raises a safeguarding issue.

**A student whose behaviour falls into this category may face permanent exclusion from the school on the occasion of the first offence.**

- vii. **Making malicious allegations against a member of staff.** A student who makes a malicious allegation against a member of staff may face permanent exclusion from the school on the occasion of the first offence.

### **3. SCHOOL BEHAVIOUR EXPECTATIONS**

3.1 The school behaviour expectations are summarised in three documents that are published widely to pupils and parents, are sent home each year and are explained fully in tutorial time and in assemblies.

- i. "The Code of Conduct", printed in the School Brochure & in the Guide for New Pupils & Parents.
- ii. "Classroom Expectations", displayed in all classrooms.
- iii. The School Rules.

### **4. THE CODE OF CONDUCT**

The one rule for all of us in School is that EVERYONE will act with courtesy and consideration to others at all times. This means that:

- i. You always try to understand the point of view of other people.
- ii. In class you make it as easy as possible for everyone to learn and for a member of staff to teach. This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.
- iii. Everybody has the right to feel safe at school. This means that it is wrong to threaten others or call them insulting names. You must tell a member of staff if somebody tries to bully you.
- iv. As you grow older and stronger remember that you have a responsibility to protect and care for those who are younger.
- v. You move gently and quietly around the School. This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things. In crowded areas please keep to the right.
- vi. You speak politely to everyone, even if you feel bad tempered, and use a low voice.
- vii. You are silent whenever you are required to be.
- viii. You keep the School clean and tidy so that it is a welcoming place of which we can all be proud. This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other people's work.
- ix. Out of School, walking locally, or with a school group, you always remember that the School's reputation depends on the way you behave.

## **5. CLASSROOM EXPECTATIONS**

Classrooms (including Laboratories, workshops and sports facilities) are your place of work. As in any workplace, we need clearly understood rules and expectations for everyone to work successfully, safely & enjoyably.

### **Start of lessons**

- i. Enter rooms sensibly and go straight to your workplace.
- ii. Take out books, pens and equipment.
- iv. Put bags away (not on desks).
- v. Begin working immediately and in silence on your 'Do Now' task. Remain silent during this time except when your name is called.

### **During lessons**

- i. When a member of staff talks to the whole class, remain silent and concentrate.
- ii. If the class is asked a question, put your hand up to answer and do not call out.
- iii. You must have a pen, pencil, ruler, diary and any books or folders needed.
- iv. You are expected to work sensibly with your classmates: do not distract or annoy them.
- v. Mobile telephones, MP3 Players or other distractions are not allowed; they may be confiscated, but will at the very least result in a behaviour warning
- vi. Homework must be recorded in your Contact Book.
- vii. If you arrive late, you should apologise to a member of staff and give your reason for lateness.
- viii. Eating, drinking, anything other than water and chewing are not allowed. Chewing gum is banned.

### **End of lesson**

- i. You should not begin to pack away until the member of staff tells you to do so.
- ii. When told, stand and push in or put up your chairs: any litter should be picked up.
- iii. Only when the member of staff finally tells you to go may you leave the room.

### **Finally, but most importantly:**

Teachers are in the position of parents/guardians while you are in school. This means in particular that:

- i. There is no excuse for rudeness, disrespect or insolence towards teachers.
- ii. Any reasonable request from a teacher should be carried out at once without argument.

## **6. THE SCHOOL RULES and ATTENDANCE**

- 6.1 In addition to the above documents we also have a detailed set of School Rules, which draw together the policies, requirements and expectations set out in the Prospectus over such things as uniform, homework, use of the building etc. Their essence is that pupils should behave in a way that promotes the well-being and efficiency of other members of the School and which does nothing to damage the School's good name. Emphasis is placed upon self-discipline and self-control.
- 6.2 A full copy of the Rules and the Behaviour for Learning Policy is given to each pupil and his or her parents when admission is offered by the Governors and sent home each year to the parents of each pupil. Parents of prospective pupils may inspect a copy of the School Rules and the Behaviour Policy prior to application for entry to the school by arrangement with the School Office.
- 6.3 Attendance to school has the greatest impact on overall attainment. Bishopshalt will strive to provide a nurturing and caring environment, and provide excellent lessons so that students are punctual and have excellent attendance.

## **7. Dealing with disruption in lessons**

- 7.1 Engagement with learning is always the primary aim; every minute a student is out of your lesson is one where they are not learning. Classrooms must be disruption free where teachers can teach and students can learn.
- 7.2 It is crucial that students experience a very high level of consistency wherever they go in the school. Breaches of the 'School Rules' and 'Classroom Expectations' or the 'Code of Conduct' must be followed by using the warnings. Steps should always be gone through with care and consideration. Praise and recognise the behaviour you want to see.
- 7.3 For disrupting learning students are given a warning. Students get two warnings, and then on the third warning they will be removed from lesson, and at the very least will have a whole school same day detention from 3.30pm to 4.30pm.
- 7.4 It is not possible to leap warnings for repeated low-level disruption, or to avoid the 'countdown limited' take up time if it looks as though a student may not comply. If a Serious Breach occurs there is no need for the warnings or warnings in between.
- 7.5 Indicating you want silence, or that you are giving 'countdown limited take up time' where necessary, should be done in the same way by all members of staff, using a countdown from 3 to 1. All numbers **3**, **2** and **1** must be called out allowing students the best opportunity to hear and therefore act on the countdown.
- 7.6 Students who arrive late should be recorded late on Sims. Do not bar them from entry or ask them to get a note, and avoid disturbing the flow of the lesson as far as possible.
- 7.7 When you have sent the e-mail to On-Call, the student is to wait outside away from the door and not in view of the students or teacher in the class.

- 7.8 The warnings should be used consistently by all members of staff. For the policy to work **students must not be given 'pre-warnings'** and secondary behaviours (such as rudeness while following an instruction) must not be ignored, and a further warning issued. There is a difference between deliberate rudeness and a student who needs 'countdown limited take up time' while they settle down. Staff should not be looking for opportunities to use the warnings.

## 8. Issuing warnings

- 8.1 A warning must be issued for breaching any of the expectations outlined above in the 'School Rules' and 'Classroom Expectations' or the 'Code of Conduct'.
- 8.2 All members of staff should use exactly the same script and deliver warnings privately wherever possible and practicable. The same applies in the focus room.
- 8.3 A warning should not be issued for homework concerns, short detentions are available for this. The only exception to this is if, for example, several students arrive late to the lesson and then please make a note in the diary.

The script is

- a. You are disturbing learning by.....
  - b. This is not acceptable at Bishopshalt
  - c. This is a warning/last chance
  - d. Do you understand? (ensure you get a 'yes sir/miss response', allow 'countdown limited take up time' where necessary)
- 8.4 Record the warning as you see fit, and then also update this information on Sims. If there is an On-Call, the pastoral team will update Sims with the On-Call information but it is still the responsibility of the member off staff to update Sims with the warnings information.

## 9. Using On-Call for a student

- 9.1 Inform the student, privately if possible, that they are being On-Called.
- 9.2 Instruct them to wait outside in the corridor away from the door and out of view of the on-call teacher.
- 9.3 Email 'OnCall@bishopshalt.school and state
- a. the name of the student
  - b. the room or place of where the student is to be picked up from
  - c. very brief details, including whether you think a Serious Breach took place
- 9.4 After the lesson has finished log the incident on Sims behaviour, providing fuller details. You should assume that anything you write will be seen by a parent. Use \*\*\*\* for swear words, and avoid abbreviations.
- 9.5 The on-call teacher (SLT or Senior Middle Leader) will collect the student and discuss with the student what happened. The student will be placed in the Focus Room. The on-call teacher will investigate the incident briefly and make a decision:
- a. The rest of the lesson in the Focus Room with an hour detention after school
  - b. The whole day in Focus Room with an hour detention after school

- c. Buddied back to HoD of that subject with an hour detention after school
  - d. Fixed term or permanent exclusion (*Head Teacher/SLT Behaviour*)
  - e. In the Focus Room pupils will complete classwork but will read for the first 30 minutes
- 9.6 The member of staff within the Focus Room will alert the main office so that parents can be informed after the decision has been made
- 9.7 Visit the school detention room between 3.30 pm and 4.30pm to reconcile with the student who was on-called.
- 9.9 Any student who arrives for your lesson not in uniform, e-mail on-call straight away. An investigation will take place, likely to be in isolation for the day.

## **10 GUIDELINES FOR STAFF**

- 10.1 Bishopshalt is a school that insists upon exemplary behaviour. We set out to achieve this not by threatening punishments or shouting but by positively endorsing good behaviour and encouraging the development of self-discipline in all our pupils. It is in the best interests of everyone concerned that conditions in school are made as conducive as possible to the achievement of this end.

### **10.2 Teaching**

Disciplinary problems are minimised when the value of schoolwork is evident to pupils. Accordingly, lessons should be presented at an appropriate level, as imaginatively as possible with as much interest for pupils as possible, with conscientious preparation and appropriate follow-up. The relationship between discipline, the curriculum and how it is taught, is fundamental.

- 10.2a The first 10 minutes of each lesson must be in silence, and with students working on a 'Do Now' task. This must be linked to previous or future learning.
- 10.3a All lessons must have a clear Lesson Objective – a 'To be able to'

### **10.3 Organisation**

Poor organisation of classes invites in-discipline. Arrangements for admitting a group to a classroom and the practical aspects of conducting the lesson should be organised so as to promote discipline. Sensible routines must be consistently applied so that the pupils know exactly what is expected of them. Teachers must be on the door as students enter their class, and also on the door when students are dismissed.

### **10.4 Relationships**

Good relationships between staff and pupils are essential to the establishment of sound discipline, and these can only be achieved on the basis of mutual respect. A sincere interest in

pupils will be reciprocated, with a favourable effect on discipline, providing that a teacher can assert his/her personality as the occasion demands. Teachers should treat pupils with respect but without surrendering authority and should set a good personal example in all matters.

## **10.5 Rules**

Of basic importance is the general insistence by staff upon the observation by all pupils of a few common sense rules. The consistent involvement of all staff in this respect is vital. This applies to form time, lessons, the dining hall, corridors, playgrounds, fields, in fact all areas in and around the school.

## **10.6 Information & Consistency**

The 'Code of Conduct' and 'Classroom Expectations' are produced for display in all classrooms and provide an easily understood and accessible set of guidelines. These should be explained in form time and year assemblies at the start of each year and repeated as and when a particular need arises. All teachers have a shared responsibility to apply the Behaviour for Learning Policy consistently and in a way that ensures good behaviour of the students.

## **11. Searching Pupils**

### **11.1. Searching Pupils for Weapons.**

11.1.1 Pupils may be searched if there is reason to suspect that they are in possession of a weapon.

11.1.2 Teachers will not conduct a search by force but if the student does not comply, the police and/or parents will be asked to attend to carry out the search.

### **11.2 Searching pupils for inappropriate items, for example, stolen goods or drugs.**

11.2.1 Pupils may be searched if there is reason to suspect that they are in possession of inappropriate items e.g. stolen goods or drugs.

11.2.2 Teachers will not conduct a search by force but if the student does not comply, the police and/or parents may be asked to attend to carry out the search.

### **11.3 Conducting a Pupil Search.**

11.3.1 Teachers will not conduct the search by force.

11.3.2 The search must be conducted by two members of staff one of whom is the same sex as the pupil being searched. One of the staff must be a member of the Senior Leadership Team or a Year Tutor.

11.3.3 The search must take place in an appropriate private space, with access to a telephone, not in a corridor.

11.3.4 The pupil must be asked to empty their own bags and pockets.

- 11.3.5 The pupil must then be asked to remove their blazer to allow the member of staff to pat or squeeze the blazer pockets to check that everything has been emptied.
- 11.3.6 In some cases, the member of staff may wish to ask the pupil to remove their shoes and socks.
- 11.3.7 If a weapon or drugs are found, the item must be removed from the room in which the search is taking place as soon as possible. The item should be put in an alternative secure location.
- 11.3.8 Staff must not physically search the pupils' person.

## **12. THE REWARD SYSTEM**

- 12.1 We make a deliberate attempt to encourage and build the confidence of our pupils, while retaining a structured system for discipline. There are many different ways of recognising pupil effort and achievement, the simplest and most effective being a personal word of praise from a member of staff.
- 12.2 However, we do also have more formal methods of encouraging positive attitudes towards school:
  - i. Letters and notes of congratulation are sent to parents for a wide range of achievements.
  - ii. In many clubs and societies, and especially in sport, colours are awarded not just to those who have outstanding ability but also to those who work hard or who are reliable to team members.
  - iii. Pupil work is displayed in classrooms and corridors throughout the year as well as at the annual prospective parents' evening.
  - iv. Pupil achievement is recognised in regular newsletter.
  - v. The achievements of individuals or groups of pupils are communicated to the whole school through assemblies and the daily bulletin.
  - vi. The annual Prize Giving enables us to give public recognition to pupil achievement, effort, progress and service to the school.
  - vii. Pupils in tutor groups work collectively towards the annual inter-house competition in which the winning house is rewarded with an out of school visit.
  - viii. The school has an aggregated system whereby pupils build up points over the course of the year and are rewarded with letters, certificates, prizes and tokens.

## **13. SANCTIONS**

13.1 Sanctions are used when it is in the interests of the individual concerned and the school community as a whole for action to be taken against a pupil for an act of in-discipline. A hierarchy of responses is used, reflecting the gravity of the offence and the level of responsibility at which the sanction is administered.

13.2 Before any sanction is decided, the incident will be fully investigated. Depending on the seriousness of the offence, witnesses will be interviewed, statements will be taken and a full record of the progress of the investigation will be maintained.

### **13.3 Sanctions available to the class teacher/form tutor**

- i. Using the 'On-call' system
- ii. Short detentions not exceeding 20 minutes, either at lunch or break or afterschool for incidents short of On-call
- iii. Detentions for not completing Homework. Missed Homework must be logged on Sims. Each term there is a week of 'Homework Intervention' afterschool each day till 5pm for students persistently not completing Homework

### **13.4 Sanctions available to the Head of Faculty and the Head of Department**

- i. Changing teaching arrangements such as withdrawal of the pupil from a lesson for a period of personal supervision, or a permanent change of teaching group (in consultation with Year Tutor).
- ii. Head of Departments support both in the Focus Room and Detention Room.
- iii. Heads of Department should be involved with reconciliation meetings with staff where possible and determine support needed to improve the learning experience

### **13.5 Sanctions available to the Year Tutor and Director of Studies**

Year Tutors have the pastoral overview of students within their year. They will be involved with whole school detentions and gathering of evidence in investigations.

- i. Placing a pupil on GREEN card report, requiring all subject teachers to sign & indicate quality of work and behaviour.
- ii. Instigating a 'round-robin' of comments about a pupil from all class teachers.
- iii. Involvement of outside agencies such as Participation Officer, Social Services and Pupil Referral Unit.
- iv. Put in place interventions to support students within mainstream education

### **13.6 Sanctions available to the Deputy Head (Pastoral)**

The Deputy Head (Pastoral) is the principal source of authority and guidance on matters concerning the day to day operation of the Behaviour for Learning Policy. Direct referral to the Deputy Head (Pastoral) will be made only in extreme cases and when other levels of response have failed. It is the responsibility of the Deputy Head (Pastoral), after considering all the evidence, to decide whether pupils should be taken to the Headteacher for further action or a recommendation for exclusion.

### 13.7 **Sanctions available to the Headteacher**

In addition to all of the sanctions listed above, the Headteacher has the power to exclude pupils from the school for a fixed term of up to 45 days per school year or to apply the ultimate sanction, which is to permanently exclude a pupil from the school.

In most cases, and with the exception of the most serious types of incident referred to in Paragraph 2.3 of this policy, a pupil shall not normally be excluded from the school for a period of 5 days or more in any one term unless alternative steps have been taken to help the student avoid further offences and to make the student aware of the consequences of his/her behaviour.

## 14. **SANCTIONS NOT AVAILABLE TO STAFF**

- 14.1 The Education Act (No.2) 1986 abolished corporal punishment in schools throughout the UK. Corporal punishment is defined as the intentional use of physical force as punishment. Staff may not, therefore, hit or strike a child in any way or handle a child roughly by taking hold of the child forcibly.

Exceptions: Self-defence, the use of force to restrain a child for his own protection or that of another, or to avert danger to a person or property (e.g. to separate pupils who are fighting). The use of force under these circumstances must be moderate and reasonable and the danger to be averted must be immediate. These exceptions are highly interpretive and so staff are advised not to use force unless it is absolutely necessary and unavoidable. Should an incident arise that might be interpreted as a member of staff using force in relation to a pupil, then that member of staff should report the matter to the Deputy Head Pastoral as soon as possible. Details of the incident will be recorded in an incident book.

## 15. **REPORTING**

- 15.1 All disciplinary incidents shall be reported to the appropriate person for action and filing. All incidents shall be recorded using the standard format 'Incident Sheet'. Disciplinary problems that the class teacher is unable to resolve should be discussed with the Head of Department as soon as possible so that advice and support can be brought to bear at an early stage.

## 16. **PASTORAL ORGANISATION**

- 16.1 Form Tutors

When our pupils arrive from their Primary Schools they have been used to close contact with one teacher for much of the day. The different teaching system in a secondary school means that pupils may be taught by over a dozen teachers in the course of one week. It is important, therefore, that there should be one teacher whom pupils meet every morning and who is concerned particularly with their welfare, progress and behaviour. This teacher is their Form Tutor.

Pupils remain with the same form group for five years and a Year Tutor and a team of form tutors moves with the year group through the school, providing valuable continuity of interest, care and family contact. The form tutor is responsible for dealing with day to day matters.

The Form Tutor has the central role in the Pastoral System. For a child the Form Tutor is special, providing stability and reassurance, often giving help, advice and protection, taking an interest in progress and giving reward or reprimand. For these reasons Form Tutors teach

Bright Futures (Citizenship, PSHE and Careers) to their own Form and play a key role in the academic mentoring of their pupils.

#### 16.2 Year Tutors

There is a team of Year Tutors, one for each year group in Years 7-13. The Year Tutor is responsible for the academic and social welfare of the pupils in each year and is the main contact in school for parents.

#### 16.3 Senior Leadership Team - Assistant Heads/Directors of Studies

Bishopshalt is committed to the view that the purpose of the Senior Leadership team is to support teachers in their day to day work in the classroom. Each member of the team therefore holds line management responsibility for:

- a. designated faculty areas working with the Head of Faculty to support and maintain standards of behaviour and attainment; and
- b. routine pastoral and disciplinary matters within a designated year group, working with the Year Tutor to monitor and support the academic and social welfare of pupils.

#### 16.4 The Deputy Heads

The Deputy Head Pastoral has oversight of the pastoral system and manages the pastoral programme as a whole, co-ordinating the work of all the Year Tutors.

The Deputy Head Curriculum, while primarily responsible for oversight of the curriculum structure, is also available to provide routine pastoral and disciplinary support for staff as the need arises or in the event that the Deputy Head pastoral is unavailable.

#### 16.5 The Head Teacher

In addition to providing everyday support to colleagues, the Head Teacher commands the ultimate sanction to exclude a pupil for poor behaviour on a fixed term or permanent basis. Staff should be aware that they will have the support of the school in implementing these guidelines and school policy.

## 17. EXCLUSION Procedures

This policy is subject to the Education Acts of 2002 and 2011 and the regulations issued by the DFE in 2012. References in this policy to the Head Teacher are to be construed as being references to the Deputy Head Teacher in the absence of the Head Teacher. Similarly, references to the Chairman of Governors are to be construed as being references to the Vice-Chairman of Governors if the Chairman of Governors is unobtainable. References to the 'parent' are to be read throughout as being references to "the *parent* or *guardian* of a pupil who is aged under 18, or the *pupil* if aged over 18".

### 17.1 POWER OVER EXCLUSIONS

17.1.1 The power to exclude a pupil from school (whether for a fixed term or permanently) may only be exercised by the Head Teacher.

17.1.2 The Discipline Committee of the Governing Body has the power to:

- require the Head Teacher to reinstate a pupil who has been excluded;
- uphold a fixed term or permanent exclusion imposed by the Head Teacher;

17.1.3 A decision permanently to exclude a pupil that has been upheld by the Discipline Committee is subject, on application by the parents, to consideration by an independent review panel. All aspects of the appeal process are the responsibility of the Local Education Authority and are not in any part within the remit of the school or its governing body.

### 17.2 DEFINITIONS

17.2.1 **Exclusion:** a pupil who is excluded from school is prohibited from entering any part of the school site or buildings before, during or after school hours for the duration of the period of the exclusion without the specific consent of the Head Teacher.

17.2.2 **Fixed Term Exclusion:** is a refusal to admit a pupil to the school for a specified number of days. (*See Section 5 below*)

17.2.3 **Permanent Exclusion:** is the permanent removal of the pupil from the school roll. (*See Section 6 below*)

### 17.3. USE OF EXCLUSIONS

17.3.1 A decision to exclude a pupil for a fixed period or permanently will only be taken:

- i. in response to serious breaches of the school's discipline policy;
- ii. if allowing the pupil to remain in the school would seriously harm the education, safety or welfare of the pupil or of others in the school;
- iii. if a range of alternative strategies have been tried; *or*

- iv. if the exclusion is an appropriate response for a first offence - although **in most cases** a range of alternative strategies will have been tried, this does not prevent immediate exclusion for a serious offence, for example involving violence to pupils or staff.

#### 17.3.2 Drugs related exclusion

- 3.2.1 DFE advises that in many cases exclusion will be the appropriate course but leaves it to schools to decide whether or not to exclude permanently for all incidents connected with drug misuse. Schools are advised to ensure that the needs of the individuals involved (as well as their peers) are taken into account both in terms of their educational and personal development, and in terms of recognising that permanent exclusion may make a young person more vulnerable to exposure to drugs.
- 3.2.2 Bishopshalt School's attitude towards the association of the school with the misuse of drugs is clearly stated in the school's Discipline and Behaviour Policy which has been endorsed by the governors.

#### 17.4.1 THE HEAD TEACHER'S RESPONSIBILITY TO INFORM OTHER PARTIES

Upon deciding to impose either a fixed term or a permanent exclusion the Head Teacher will, while treating all matters to do with the exclusion in the strictest confidence, take immediate steps to inform the **parent**:-

- 4.1.1 That their child has been excluded from the school and that the exclusion will normally start on the next day.
- 4.1.2 the reason for deciding to exclude the pupil and the steps taken to try to avoid it;
- 4.1.3 the arrangements for enabling the pupil to continue their education, including setting and marking the pupil's work;
- 4.1.4 the parent's right to state their case to the Governing Body's Discipline Committee. In the event of a fixed term exclusion of five school days or less in one term, the parent may request a meeting of the Discipline Committee; in all other cases, there is a requirement for the Discipline Committee to meet to consider the exclusion;
- 4.1.5 that the parent should contact the Clerk to the Governors if they wish to state their case to the Discipline Committee;
- 4.1.6 the parent's right to see their child's school record;
- 4.1.7 if the exclusion is for a fixed period, the length of the exclusion and the date and time the child should return to the school;
- 4.1.8 if the exclusion is for lunchtimes only, the length of the exclusion (normally this will be for no more than five school days) and the arrangements for providing a meal for any pupil entitled to free school meals;

- 4.1.9 if the exclusion is permanent, the date the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident;
- 4.1.10 the name and telephone number of a contact at the LEA who can provide advice on the exclusion process and the telephone number of the Advisory Centre for Education (ACE) helpline.

**17.4.2** Upon deciding to impose either a fixed term or a permanent exclusion the Head Teacher will, while treating all matters to do with the exclusion in the strictest confidence, take *immediate* steps to inform the **Governing Body's Discipline Committee and the LEA** of:

- 4.2.1 all permanent exclusions;
- 4.2.2 all exclusions which result, separately or in total, in the pupil missing six or more school days in any one term, or which deny pupils the chance to take a public examination;
- 4.2.3 and, on a *termly basis*, exclusions for short fixed periods of one to five school days.
- 4.2.4 In each case the school will give:
- the name of the pupil;
  - the length of the exclusion;
  - the reason(s) for the exclusion;
  - the pupil's age, gender, ethnicity, and whether they are on the Special Education Code of Practice or have a statement of special education needs;
  - whether the pupil is looked after by the Local Authority.

#### **17.5. FIXED TERM EXCLUSIONS**

17.5.1 A fixed term exclusion will be imposed as a disciplinary measure in the circumstances judged as appropriate by the Head Teacher.

17.5.2 The law allows the Head Teacher to exclude a pupil for up to 45 days in a school year but normally individual exclusions will be for the shortest time necessary.

17.5.3 In all cases of more than one day's exclusion, the Head Teacher must ensure that work is set for the pupil and marked.

17.5.4 In considering excluding a pupil for a single block of more than 15 school days in a term, the Head Teacher must plan:

- to enable the pupil to continue their education;
- how to use the time to address the pupil's problems; and

- with the LEA, what educational arrangements will best help the pupil to re-integrate into the school at the end of the exclusion.

17.5.5 At the completion of the period of exclusion and as part of the process for the effective reintegration of the pupil into the school:

5.5.1 the Head Teacher may require the pupil to sign an undertaking with regard to his/her future good conduct and in particular that he/she will not repeat the offence which led to the original exclusion;

5.5.2 the parent of a pupil aged under 18 may be required to sign as a witness of the child's undertaking;

17.5.6 In exceptional circumstances, where the Head Teacher decides that the exclusion of a pupil which was originally for a fixed period should be extended or made permanent, the Head Teacher will follow the procedure for notifying the parents, the Discipline Committee and the LEA set out in Section 4 above.

## **17.6. PERMANENT EXCLUSIONS**

17.6.1 A permanent exclusion is imposed by the Head Teacher as a disciplinary measure for the most serious offences.

17.6.2 Upon deciding to impose a permanent exclusion, the Head Teacher will follow the procedure for notifying the parents, the Discipline Committee and the LEA set out in Section 4 above.

17.6.3 The Discipline Committee is required to meet to consider all cases of permanent exclusion.

## **17.7. THE DISCIPLINE COMMITTEE**

17.7.1 The Clerk to the Discipline Committee will arrange for the committee to meet:

7.1.1 upon the request of a parent in the case of a fixed term exclusion of five school days or less;

7.1.2 in all cases of exclusion which result in a pupil, separately or in total, missing six days or more in any one term or which deny a pupil the chance to take a public examination;

7.1.3 in all cases of permanent exclusion.

17.7.2 **Membership:** the Discipline Committee will be established in accordance with the relevant DFE regulations.

7.2.1 The Committee will consist of three to five governors one of whom shall be either the Chairman or the Vice-Chairman of Governors who will act as Chairman of the Discipline Committee. The Head Teacher and others employed at the school may not be members of this Committee.

7.2.2 The quorum for a meeting of the Discipline Committee will be three governors.

- 7.2.3 The proceedings of the Discipline Committee will be in accordance with the relevant DFE regulations.
- 7.2.4 If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they will not serve at the hearing.

#### 17.7.3 Meetings:

- 7.3.1 If an exclusion for five school days or less causes the pupil to miss sitting a public examination, the Discipline Committee will try to meet **before** the public examination. If, exceptionally, the Chair of the Discipline Committee does not consider it to be practical for the committee to meet, the chair may consider the exclusion and decide whether to reinstate the pupil.
- 7.3.2 If a pupil has been excluded several times for 5 school days or less each time, the Discipline Committee should meet once the pupil has missed more than 5 days in a term. If the pupil is excluded again that term the committee should meet again to consider the exclusion.
- 7.3.3 If a pupil has been excluded for a period of between 6 and 15 school days in a term, the Discipline Committee will meet between the 6th and the 50th school day after the notice of the Head Teacher's decision to exclude the pupil. The minimum time limit allows the parent and the LEA time to put together their cases, and for a "cooling-off" period between the Head Teacher's decision and the governors' consideration.
- 7.3.4 If a pupil has been excluded for over 15 school days, the Discipline Committee will meet between the 6th and the 15th school day after the notice of the Head Teacher's decision to exclude the pupil.
- 7.3.5 If a pupil has been permanently excluded the Discipline Committee will meet between the 6th and the 15th school day after the notice of the Head Teacher's decision to exclude the pupil.

17.7.4 **Timing of meetings:** a meeting of the Discipline Committee will take place at a time that is convenient for all parties. Normally at least five days' notice will be given of the meeting although this may be waived by mutual consent. Once the arrangements for the meeting have been agreed, any change in them must be approved by the Discipline Committee.

#### 17.7.5 Documentation

- 7.5.1 The Clerk to the Governors will notify all parties of the date, time and place of the meeting. The Clerk will also inform all parties of the procedures to be followed, the arrangements for the distribution of documents relating to the exclusion, and information about those attending the meeting.
- 7.5.2 The Discipline Committee may have access to the pupil's school file during their proceedings and to any documentation associated with the exclusion. Where appropriate, relevant documents will be distributed to all parties concerned, with

the exception of any documentation that may compromise the right of confidentiality of the pupil/s concerned.

7.5.3 Prior to the meeting the Head Teacher will send to the parent, the Chairman of Governors and to all members of the Discipline Committee a written report:-

- of the incident(s) that led to the exclusion;
- of any other significant and relevant incidents or behaviour;
- of any other relevant information about his/her work behaviour, attendance and punctuality;
- of any other relevant interventions or support strategies that have been put in place.

7.5.4 The parent may submit documents on behalf of the pupil which relate either to the incident(s) that led to the exclusion or to any other relevant factors. These should be sent to the Clerk to the Governors at the School address at least three days before the meeting so they can be distributed to the Head Teacher and all members of the Discipline Committee prior to the Hearing.

#### **17.7.6 Attendance at the Discipline Committee meeting**

7.6.1 The pupil who has been excluded will attend the meeting unless there is good reason for him/her not to do so and will be dressed in full school uniform. If the pupil is aged under 18, he/she must be accompanied by the parent. They may be accompanied by a friend or adviser if they so wish. They may all remain present throughout the meeting except as provided for in 7.7.7 and 7.7.8 below.

7.6.2 The Head Teacher is required to attend the meeting and may remain present throughout except as provided for in 7.7.8 below.

7.6.3 For exclusions of 15 school days or more, and for permanent exclusions, a representative from the Local Education Authority (LEA) will be invited to attend the meeting to give the view of the LEA on the appropriateness of the exclusion. The LEA is entitled to make a statement to the Discipline Committee when they are considering whether to uphold an exclusion, for example, about how other schools in the Authority have responded to similar incidents.

7.6.4 In order to establish the facts more clearly, and to increase their understanding of the incident(s) that led to the exclusion, the Discipline Committee may ask the Clerk to the Governors to arrange for the attendance at the meeting of relevant staff, pupils or other people.

7.6.5 Both the parent and the Head Teacher may request that the Discipline Committee hear evidence from relevant staff, pupils or other people. The Discipline Committee shall have discretion to decide whether to comply with such a request. Sufficient notice of such an intention must be given to the Clerk as to allow for the attendance at the meeting of the people concerned to be arranged.

- 7.6.5 The Clerk to the Governors will act as Clerk to the Discipline Committee and will be present throughout the Discipline Committee meeting in order to record the proceedings. He/she is not a member of the Discipline Committee and has no part to play in its decisions. The role of the Clerk to the Discipline Committee is to provide advice on the exclusions process and to handle the administrative arrangements for considering exclusions.

#### **17.7.7 Proceedings of meetings of the Discipline Committee**

- 7.7.1 The Clerk to the Governors will introduce the pupil, parent(s), Head Teacher and the members of the Discipline Committee to each other. The Chairman of the Discipline Committee will then take charge of the meeting.
- 7.7.2 The Chairman will check to ensure that all parties have received copies of all the documents to be used at the meeting by either the Head Teacher or the parent. The Discipline Committee will have discretion to decide if, and at what point, evidence from witnesses called by either side may be produced.
- 7.7.3 The Chairman will invite the Head Teacher to refer firstly to his report of the incident(s) that led to the exclusion and to explain why the decision to exclude was taken and secondly to the other aspects of the report on the general work, behaviour, punctuality and attendance of the pupil.
- 7.7.4 At each stage the pupil and the parent may be requested to explain and comment on the matters raised and may themselves raise questions.
- 7.7.5 The Chairman will invite the parent and/or pupil to present the case on behalf of the pupil and to answer any questions put by the Head Teacher and members of the Discipline Committee that arise.
- 7.7.6 The Chairman will ensure that members of the Discipline Committee have no further questions to ask of the pupil and then will invite first the Head Teacher and then the pupil and the parent to make any remaining comments they wish in the pupil's presence.
- 7.7.7 At this point, the Chairman may require the pupil, if aged under 18, to leave the meeting so that the parent may have the opportunity to draw the attention of the Discipline Committee to any background factors which have relevance to the exclusion but that he/she prefers should be considered in the pupil's absence.
- 7.7.8 The Chairman will allow first the Head Teacher and then the parent a final chance to comment on the exclusion and then both the Head Teacher and the parents will be asked to leave the meeting while the Discipline Committee makes its decision which will be communicated to all parties by letter despatched the following day.

#### **17.7.8 Decisions of the Discipline Committee**

- 7.8.1 In reaching their decision whether to reinstate the pupil or to uphold the exclusion, the Discipline Committee should:
- consider the statements from the Head Teacher, parents and the LEA;

- have regard to current DFE guidance;
  - consider whether the Head Teacher has tried sufficient approaches to improve a pupil's behaviour before resorting to exclusion, and whether any further strategies might be an alternative to exclusion.
  - For permanent exclusion, the Discipline Committee should **normally** satisfy itself that all possible strategies to improve a pupil's behaviour have been tried and have failed. This is not meant to prevent immediate action to protect pupils or staff. A permanent exclusion can be given for a first offence, for example involving violence.
- 7.8.2 If the exclusion is for five school days or less, the Discipline Committee cannot direct re-instatement, but will consider any statement from the parent.
- 7.8.3 For exclusions of 6 school days or more in a term, or where a pupil loses the opportunity to take a public examination, the Discipline Committee may decide to reinstate the pupil or to uphold the exclusion.
- 7.8.4 The Discipline Committee may decide to reinstate a pupil who has been excluded permanently by the Head Teacher or to uphold the permanent exclusion.
- 7.8.5 The Discipline Committee may not impose conditions upon the pupil before agreeing to his/her reinstatement.
- 7.8.6 If the Discipline Committee decides to direct reinstatement it should discuss with the LEA whether extra short-term support would help to ensure successful re-integration.
- 7.8.7 If the Discipline Committee confirms the Head Teacher's decision to impose a fixed term exclusion, it should be satisfied that there are satisfactory arrangements for the pupil to continue their education while away from school.
- 7.8.8 The decision of the Discipline Committee is final with regard to all fixed term exclusions. There is a right of Appeal with regard to permanent exclusions (*see Section 8 below*).

#### 17.7.9 Communication of Discipline Committee Decisions

- 7.9.1 It is the duty of the Discipline Committee within one day to notify in writing the following of their decision either to reinstate the pupil or to uphold the permanent exclusion of the pupil:
- the parent;
  - the Head Teacher;
  - the Chairman of the Governing Body
  - the Local Education Authority
- 7.9.2 When the Discipline Committee has decided permanently to exclude a pupil, the written confirmation will include:-
- a report of the main aspects of the Discipline Committee meeting;

- a statement of the decision of the Discipline Committee permanently to exclude the pupil;
- a statement of the reason for the Discipline Committee reaching their decision;
- a formal notice to the parent of his/her right of appeal to an independent appeal panel.

7.9.3 A note of the Discipline Committee's views on the exclusion will normally be placed on the pupil's record with a copy of the Head Teacher's exclusion letter.

## **17.8. RIGHT TO AN INDEPENDENT REVIEW**

8.1 If the exclusion is permanent the parents have a right to have the decision reviewed by an independent panel to be set up by the Academy Trust .

8.2 All aspects of the review process are the responsibility of the Academy Trust. The Academy Trust will write to the parents to:

- tell the parents the last date on which an application for a review can be made, which will be 15 school days from the date the parents receives notice;
- give the name and contact details for the Clerk and explain that the parent's application for a review must be made in writing and set out the grounds for the review;
- give full details of the arrangements and procedures for the independent review.

## **17.9. REVIEW OF EXCLUSION POLICY**

9.1 Major revisions to the Policy arising from DFE amendments to the procedure will be approved by the Governing Body, as required. Minor procedural and formatting revisions will be made as a result of the annual review of the Policy conducted by the Head Teacher

9.2 Review date for minor procedural and format revisions: As required.

9.3 Person Responsible: Head Teacher.

## **18. REVIEW OF THE PUPIL BEHAVIOUR FOR LEARNING POLICY**

18.1 Date of Policy: March 2019

18.2 Review Date: The Pupil Discipline & Behaviour Policy will be reviewed annually.

18.3 Person Responsible: Head Teacher.