

Dallam School



Behaviour Policy

(Including Behavior Principles Written Statement and
Anti-Bullying)

Committee:	Local Advisory Committee
Date of adoption:	January 2020
Date of next review:	Spring Term 2023

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Review
5	Amendments to Section 9	January 2020
6	Amendments to Sections: Contents, 3, 4, 7d, 9 and 10 Addition of new section 10 (Bullying) and 11 (Reasonable Force) Update and rewritten section 18 Exclusion Policy	January 2021
7	Inclusion of Statement of Behaviour Principles and Anti-Bullying Policy – changes shown in red	29 November 2021
8	Minor amendments to internal inclusion – reviewed and approved by the Local Advisory Committee	24 February 2022

Contents

I.	Front Cover	01
II.	Review Sheet	02
III.	Contents	03
IV.	Statement of Behaviour Principles	04
1.	Staff Quick Reference Guide	08
2.	Introduction	10
3.	Purpose	11
4.	Ethos and Culture	11
5.	Student Voice and Opinions	12
6.	Reporting – Communication with Staff and Parents	13
7.	Behaviour	14
	a) The role of the member of staff	
	b) The role of the member of student	
	c) Pastoral related concerns	
	d) The Lesson Behaviour System	
	e) Homework Support	
	f) Around School Misbehaviour	
	g) Mobile Phones	
8.	The Inclusion Room	20
9.	Pastoral Team Guidance	20
10.	Bullying	22
11.	The Use of Reasonable Force	24
12.	Our roles and responsibilities in ensuring Consistent Behaviour Management	26
13.	Monitoring and reviewing our policy	26
14.	Power to Search	27
15.	Medicines	28
16.	Police Involvement	29
17.	Drugs and Drug-Related Incidents	29
18.	Exclusion and Suspension Policy.....	34

STATEMENT OF BEHAVIOUR PRINCIPLES 2021/2022

Introduction

Section 88 of the Education and Inspections Act 2006 requires Governing Bodies and Management Committees of maintained schools to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing a written statement of behaviour. The Trust Board has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils. The statutory guidance document 'Behaviour and discipline in schools' – Guidance for Governing Bodies' has been used as a reference in producing this Statement of Behaviour Principles.

Schools are required to have a Behaviour Policy and procedures which includes the school rules. It is the responsibility of the Head teacher along with the staff in the school to produce the school's Whole School Behaviour Policy and procedures and the duty of the Trust Board to provide the Head teacher with a clear written statement of the principles around which the Whole School Behaviour Policy and procedures will be formed and follow. The Statement of Behaviour Principles will be reviewed regularly to take account of any legislative or other changes which may affect the content or relevance of this document. The Statement is published on the school's website.

In deciding on these Behaviour Principles, the Local Advisors consulted with parents, pupils, school staff and the Headteacher to ensure that the Principles are both relevant and appropriate for the standard of behaviour expected (school rules); the use of rewards and sanctions; the circumstances in which reasonable force will be used and when multi-agency assessment will be considered for pupils who display continuous disruptive behaviour in our school.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school staff Code of Conduct which also applies to other adults working with the children in the school. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012 (rev 2021)' and in relation to the Code of Conduct, Part 2 of the Teachers' Standards – Personal and Professional Conduct.

Part 1 of the Teachers' Standards also requires teachers to Manage behaviour effectively to ensure a good and safe learning environment. In doing so they are required to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy and procedures;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Principles

Right to feel safe at all times

All young people and staff have the right to feel safe at all times whilst in school. There should be mutual respect between staff and pupils; pupils and their peers; staff and their colleagues and staff and parents or other visitors to the school. All members of the school community must be aware that bullying or harassment of any description is unacceptable and, even if it occurs outside normal

school hours, will be dealt with in accordance with the sanctions laid out in the Whole School Behaviour Policy and procedures.

All staff must be aware of the risk of abuse, neglect, exploitation and radicalisation and be alert to changes in a pupil's behaviour which could indicate that they may need help or protection. The school's Online Safety Policy includes our procedures for promoting online safety and preventing access to terrorist and extremist materials when accessing the internet. Pupils' resilience to radicalisation will be built up by achieving a positive ethos in school as laid out in the Whole School Behaviour Policy and with the promotion of fundamental British values.

The school's Child Protection Policy also includes details of how we will respond to reports of abuse, neglect, exploitation and sexual violence and sexual harassment.

High standards of behaviour

The Local Advisory Group or Trust Board strongly believe that high standards of behaviour lie at the heart of a successful school. Such expected behaviour by the entire school community will enable all its young people to make the best possible progress in all aspects of their school life and work, and all staff to be able to teach and promote good learning without interruption.

The Local Advisory Group or Trust Board also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become acceptable members of the wider community.

Inclusivity and Equality

Our School is an inclusive school. All members of the school community should be free from discrimination of any description and this is further recognised in our Single Equality Scheme and promoted in the day-to-day running of the school.

The Whole School Behaviour Policy emphasises that bullying and discrimination as a result of age, disability, gender reassignment, race, religious belief, ethnicity or sexual orientation/identity or background is absolutely unacceptable and attracts a zero tolerance attitude. The Policy, therefore, include an anti-bullying statement which is clear, concise and is understood by all members of the school community. Measures to counteract bullying of all forms including cyber bullying, sharing of nude and/or semi-nude images/videos, sexual violence and sexual harassment and other forms of child on child abuse (also known as peer on peer abuse) and discrimination is included and consistently applied and monitored for their effectiveness.

The school's legal duties to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme is further reinforced through the Whole School Behaviour Policy and seeks to safeguard vulnerable pupils, particularly those with special educational needs where reasonable adjustments in the Behaviour Policy's application may be made.

Mental health and behaviour

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. The school responds to children with mental health and the effects of this on their behaviour.

School Rules

The Whole School Behaviour Policy includes details of the school rules. These set out the expected standards of behaviour, are displayed in classrooms and shared with and explained to pupils in an age-appropriate manner. The Local Advisory Group or Trust Board expect that any school rules are applied consistently across the whole school by staff and others to whom this authority has been

given. School rules which are clear and explained to all staff will ensure that staff have the confidence to apply the rules appropriately and where necessary, give rewards for good behaviour and the appropriate level of sanction for inappropriate or unacceptable behaviour.

Rewards

The Local Advisory Group or Trust Board expect the Whole School Behaviour Policy to include a wide range of rewards which are clear and enable staff and others with authority to apply them consistently and fairly across the whole school. The rewards system will encourage good behaviour in the classroom and elsewhere in the school. The Local Advisory Group or Trust Board expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes. The rewards system is regularly monitored for consistency, fair application and effectiveness.

Sanctions

Sanctions for unacceptable/poor behaviour are known and understood by all staff, other adults with authority for behaviour, pupils and parents. Like rewards, sanctions must be consistently applied across the whole school, including extended school provision and, where applicable, home to school transport. The range of sanctions are described in the Whole School Behaviour Policy so that all concerned are aware of and understand how and when the sanctions will be applied. The Whole School Behaviour Policy explains how and when suspensions and permanent exclusions will be used as a sanction. The Policy and procedures include the provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Local Advisory Group or Trust Board, however, believe that any exclusion sanction should only be used as a last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Head teacher may inform the Police, where necessary and appropriate, if there is evidence of a criminal act or it is thought that one may take place. It is important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement

There is no statutory requirement to have, or to ask parents to sign, a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance. On balance, and in order to continue to foster parental relationships, we have decided to continue with the home-school agreement which should be signed and returned to the school.

The Home/School Agreement mirrors the statements made in the Whole School Behaviour Policy and procedures so that parents are encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school. The responsibilities of children, parents and all school staff with respect to their and their children's behaviour will be outlined in the Home School Agreement which children, parents and teachers must be asked to sign when a pupil joins the school.

Power to Screen and Search Pupils

The Local Advisory Group or Trust Board expect the Whole School Behaviour Policy and procedures to clearly explain to staff and others with authority their powers in relation to the screening and searching of pupils for items which are 'prohibited' and/or banned in accordance with the school rules.

The use of Reasonable Force

The Local Advisory Group or Trust Board expect the Whole School Behaviour Policy and procedures to clearly outline the circumstances where staff may use reasonable force and other physical contact to control inappropriate behaviour including removing disruptive pupils from classrooms or

preventing them from leaving. A definition of 'reasonable force' is included which will explain how and under what circumstances pupils may be restrained. The Local Advisory Group or Trust Board expect that appropriate and 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques. Mention should also be made of the need for individual pupil 'Behaviour Management Plans' which may specify particular physical intervention techniques for the pupil concerned.

The Power to discipline for behaviour outside the school gates

The Local Advisory Group or Trust Board expect the Whole School Behaviour Policy and procedures to set out the school's response to non-criminal bad behaviour and bullying (including cyberbullying and sexting) which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy should include the school's response to any bad behaviour when the child is:

- taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school

Even if the conditions above don't apply, the Policy takes account of behaviour at any time which:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

Pastoral Care for School Staff

The Managing Allegations against staff policy sets out how school will respond to an allegation against a member of staff. The Local Advisory Group or Trust Board would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Local Advisory Group or Trust Board would, however, expect the Head teacher to draw on and follow the advice in DfE guidance 'Keeping Children Safe in Education' Part four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors' when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Whole School Behaviour Policy and procedures sets out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.

Drugs and drug-related incidents

The Whole School Behaviour Policy includes a section on dealing with drugs and drug-related incidents where this is deemed to be applicable.

Behaviour of parents and other visitors to the school

The Local Advisory Group or Trust Board will not tolerate any unacceptable behaviour by parents, visitors or other members of the school community. Reference should be made to the DfE guidance 'Controlling access to school premises' and to the fact that the school may bar individuals from coming on to school premises where their behaviour towards staff, pupils or others working in or on behalf of the school is unacceptable or inappropriate.

1. Behaviour Quick Reference Guide

Pre-Lesson

- Thoroughly plan and resource an appropriate challenging lesson
- Staff greet each class and student with an appropriate word or gesture of welcome
- A seating plan is adhered to by all

During the Lesson

- An introductory activity (starter) is planned and ready to engage students
- The aims or objectives are shared

At the end of the Lesson

- There is a plenary in which aims/objectives are reinforced
- Uniform is checked and chairs are placed under the desks
- Staff dismiss each class with an appropriate word or gesture of goodbye

The Behaviour System

- Do not use B points for Lateness to Lessons, Lack of Equipment, Uniform Issues or Lack of Homework
- Reinforce positive behaviour and remind of expectations before each point is issued
- Always warn students before issuing a B point

Behaviour Point	Action	Sanction
B1: 1st Warning	Issued to the student with clarity of reason	Recorded and Cumulative total Reviewed weekly
B2: Final Warning	Issued to the student with clarity of reason	Recorded and Cumulative total Reviewed weekly
B3: Removal	Student is removed to the Head of Faculty	45 minutes in Lunchtime Inclusion

- For serious behaviour concerns OR dangerous behaviour students can be sent straight to B3 without prior B's being issued.
- All Behaviour sanctions will be actioned by the Pastoral Team and Form Tutors

Removal from Lessons

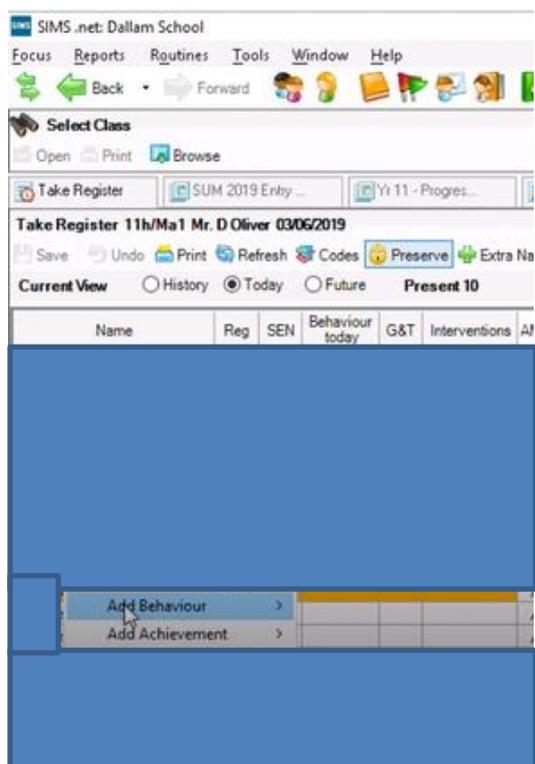
- The Student should be sent with work to the Head of Faculty
- Please ensure that each removal is communicated to the Pastoral Team by either an email, telephone call or use of the radio system.
- The Removal Teacher will be informed and they will follow-up where needed,

SIMS

Using your class register – right mouse click on a particular student and select the appropriate action to be added.

Please only add one behaviour point to one student at a time – if you select multiple students then it will link the behaviour and cause issues with follow up actions.

How to add Behaviour Guide



- Right mouse click on student name
- Move cursor to “Add Behaviour”
- Move cursor to “Behaviour type”
- Move cursor to “Recorded”
- Left mouse click to confirm

Reviewing Behaviours Added

- In SIMS left mouse click on “Focus”
- Move cursor to “Student”
- Move cursor to “Student Details”
- Left mouse click to confirm
- Search student Surname
- Select student by double left mouse click
- On the right of the screen under “Links”
- Left mouse click on “Behaviour Management”
- In box 4 “Behaviour”, on the left, you can review the behaviour entry you made or delete it if it was an error.

Adding further comments to a B3 – Removal

- Follow the guide for “Reviewing Behaviours Added above
- Select the entry you wish to open by double left mouse clicking OR clicking “open”
- Add additional comments in the “comments section”

Other School Concerns – Reviewed and actioned by the Pastoral Team

School Concern	Action	Solution
Lateness to Lessons	Record on SIMS	Lateness Sanction for persistent issue
Lack of Equipment	Record on SIMS	Equipment Sanction for persistent issue
Uniform Issue	Record on SIMS	Uniform Sanction for persistent issue
Lack of Homework after multiple chances	Record on SIMS	Homework P6 Support for persistent issue

2. Introduction

At Dallam we promote high standards of behaviour. We are an ambitious school wanting the very best **for** all our students and **from** all our students.

Our consistent behaviour policy shapes our school; it shapes our ethos. The principles underpinning it relate closely to Dallam aims which are to work with people to:

Achieve personal high standards in all areas of learning through the developmental skills, knowledge and understanding to develop motivated lifelong learners able to work independently and collaboratively, with no age boundaries, develop personal attributes promoting positive relationships and attitudes and gain experience of an increasingly international community.

Our policy is rooted in the government's Green paper 'Every Child Matters' and it is an essential foundation for ensuring that we have a creative and effective learning and teaching environment.

Please note that this Behaviour Policy refers to the following DfE documents:

- 1 Exclusion from maintained schools, Academies and student referral units in England 2017
- 2 The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012
- 3 Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies
- 4 DfE and ACPO Drug Advice for Schools
- 5 Use of Reasonable Force
- 6 Behaviour and Discipline in Schools
- 7 Screening, Searching and Confiscation
- 8 Ensuring Good Behaviour in Schools
- 9 DfE dealing with allegations of abuse against teachers and other staff
- 10 DfE: Uniform - Guidance for governing bodies, school leaders, school staff and local authorities
- 11 Sexual violence and sexual harassment between children in schools and colleges
- 12 Keeping Children Safe in Education

These documents should be read in conjunction with this policy. Dallam School reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

3. Purpose

The promotion of positive behaviour is a shared responsibility. It requires the commitment of all stakeholders, in particular: students, parents and school staff.

Consistency of practice is needed across the school to ensure that students know the standards of behaviour expected of them. Our belief is that students respond in a positive way when they know what is expected of them and when they are treated in a fair way. A wider commitment from parents and Local Advisory Committee is also an important factor in promoting good behaviour, as is the support of the LA, Social Services, Health Services and other agencies.

Our Behaviour for Learning Policy is summarised in our Code of Conduct and our 'Statements of Acceptable and Unacceptable Behaviour'.

The Local Advisory Committee are required to ensure that this policy and procedures is published on the school website. A copy of this policy and procedures is also available on request.

4. Ethos and Culture

Parents and carers are key partners in their children's learning. School should engage directly with parents and carers and foster a positive and inclusive environment where parents and carers are encouraged to work in partnership with the school to develop consistent messages. Children's wellbeing is at the heart of Getting it Right for Every Child. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the wellbeing indicators).

A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

'Climate' and ethos are key determinants in promoting social and emotional wellbeing and mental health for all in school. This is described as 'core values, attitudes, beliefs and culture of the school and classroom' and includes school 'connectedness' and a feeling of being accepted, respected and bonded to the school environment. School climate can also be seen as incorporating three essential aspects - engagement, safety and environment. These aspects are essential to maintaining positive relationships and social and emotional wellbeing.

We recognise that consistency is crucial in maintaining high standards of behaviour alongside a culture that celebrates success and is not based solely on sanctions. To this end, Dallam is committed to promoting and rewarding good behaviour. We are also committed to a united approach to managing behaviour in and out of school.

The School will not tolerate bullying or intimidation of any description. A complaint of bullying will always be taken seriously.

5. Student Voice and Opinion

Students across all year groups were asked to respond to an activity which listed 60 expectations we have as a school and to pick the 10 most important to them:

- Treat everyone equally
- Treat others as you expect to be treated yourself
- Student views and opinions should be listened to when making decisions about the school
- Students are praised for doing their best and behaving well
- Respect people of different backgrounds and countries from you
- Respect others
- Never be afraid to fail or make a mistake
- Be tolerant and accepting of differences
- Always care about each other and be kind
- Always speak up if someone else is feeling hurt or upset

Acceptable Behaviour in Classrooms	Unacceptable Behaviour in Classrooms
<ul style="list-style-type: none"> • Listening to the teacher and to each other • Getting on with the task set • Coming in quietly and preparing to work • All students must have their planner in school, available in every lesson • Using Mobile devices WITH the teacher's permission as part of BYOD 	<ul style="list-style-type: none"> • Arriving late without a late slip • Answering back / swearing / rudeness • Distracting other students • Walking around the classroom without the teacher's permission • Shouting out • Using mobile devices without permission.
Acceptable Behaviour Around School	Unacceptable Behaviour Around School
<ul style="list-style-type: none"> • Walk on left hand side • Form an orderly queue • Be respectful towards supervisors, including prefects who are assisting the staff in ensuring the smooth running of the school • Be respectful towards all duty staff and prefects • Ensure that tables are cleared away 	<ul style="list-style-type: none"> • Shouting and running around • Ignoring staff requests • Graffiti, damaging/removing displays • Smoking/Vaping • Ignoring duty staff and prefect requests • Leaving your table uncleaned
Acceptable Behaviour with Other Students	Unacceptable Behaviour with Other Students
<ul style="list-style-type: none"> • Respect for others' feelings/belongings • Listen to others' views • Respect their environment/building, furniture etc 	<ul style="list-style-type: none"> • Bullying: verbal & physical • Abusive language • Damage to or the theft of property/school effects
Acceptable Behaviour with Adults	Unacceptable Behaviour with Adults
<ul style="list-style-type: none"> • Respect • Acting on requests made to you by staff • Listening 	<ul style="list-style-type: none"> • Swearing • Pushing past on corridors • Ignoring what is being asked of you
Acceptable Behaviour on School Transport and in the community	Unacceptable Behaviour on School Transport and in the community
<ul style="list-style-type: none"> • Show relevant pass at proper times • Sit down in a seat and wear a seatbelt • Speak and behave in an appropriate way 	<ul style="list-style-type: none"> • Smoking/Vaping • Out of seat while the bus is in motion • Verbal/physical abuse of all other people

6. Reporting – Communication with Staff and Parents

Staff: Reporting and Progress Reviews

- There should be no surprises for any parent and all concerns should be raised before Progress Reviews are sent home
- Parents of students that are given effort codes of 1 or 2, should have received a telephone call or email from the subject teacher, department team or pastoral team.

Internal Communication

- Wherever possible all student concerns or incidents, that have been raised by a member of staff, will be communicated back with the actions taken
- The School Bulletin will feature a Pastoral section to include:
 - All students on report
 - Students with significant pastoral issues
 - Any students that have triggered Stage 3 of the Pastoral support or higher

While every attempt will be made to communicate with staff, please feel free to contact one of the Pastoral team via email, telephone call or drop in to see them should you want any further information.

External Communications to Parent/Carers

- The Pastoral team will communicate all B3 – Removals to parents daily
- The Pastoral team will communicate all B1 and B2 cumulative sanctions given – they will not communicate every B1 or B2
- The Pastoral team will communicate all other sanctions; for persistent Lateness to Lessons, persistent Lack of Equipment, persistent Uniform Issues and persistent Homework concerns – they will not communicate every instance of these

SIMS Desktops

Form Tutor: SIMS desktops should be set up with Weekly and Cumulative Behaviour and Reward totals, as well as attendance summary data.

Pastoral Coordinator: SIMS desktops should be set up with Weekly and Cumulative Behaviour and Reward totals, as well as attendance summary data for each year group they manage.

Head of House: SIMS desktops should be set up with Weekly and Cumulative Behaviour and Reward totals, as well as attendance summary data for each year group they manage.

Assistant Headteacher: SIMS desktops should be set up with Weekly and Cumulative Behaviour and Reward totals, as well as attendance summary data for all year groups.

- Desktops will either be set-up via the central system where possible.
- Pastoral training sessions will be provided to assist staff how to review and alter the desktop homepage.

7. Behaviour

The 'Behaviour' system is designed to give students choices and reminders ensuring that all students can make outstanding progress in every lesson. Its principal role is to support learning by tackling and dealing with low-level disruptive behaviour, i.e., behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour stops outstanding progress and undermines the authority of the teacher. The 'Behaviour' system is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

The expectations for positive behaviour apply in the classroom, around the school in corridors, at lunchtime and break time, on the buses and in the wider community. In short, our behaviour code applies throughout the school day as well as before and after school. Whilst the list of statements that follows is by no means exhaustive, this is the behaviour that **we** have said **we** want in our lessons in our school:

7a – The Role of the Member of Staff - before applying the Behaviour System

In all classrooms we aim for praise to outweigh sanctions, this should be in a ratio of 4:1 and staff should concentrate on positive aspects of behaviour.

When students behave inappropriately teachers will respond with a cool, mechanical, emotionless response. Teachers should save their emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately.

Strategies for managing behaviour and learning – teachers should use strategies to deescalate poor behaviour, to reengage, to avoid disruption and to prevent students stopping others from learning and entering the Behaviour system (i.e., prevent B1, B2 etc). The Behaviour system is not an alternative to the techniques teachers use in their teaching and behaviour management.

Positive reinforcement by praising students that are responding to the teacher and/or activity are essential in promoting a positive ethos and culture within school. Students that need a little reminder to better engage should be encouraged with related reasons of personal achievement using phrases such as "... I want you to complete this so that you understand and so that you can achieve your very best".

There is no need to engage in a negative conversation should the student complain, refuse to accept or lay blame elsewhere. Such responses should be met with a response such as "Let me finish helping this student and I will come and have a look at how well you are doing". The key to any situation is de-escalation rather than creating further conflict and disagreement.

Setting the scene for positive behaviour is key.

Members of Staff

The following teaching approaches will be used by all staff at Dallam to promote positive behaviour and effective learning:

- Staff meet each group at the door
- Staff greet each class and student with an appropriate word or gesture of welcome
- An introductory activity (starter) is planned and ready to engage students
- The aims or objectives are shared
- A seating plan is adhered to by all
- There is a plenary in which aims/objectives are reinforced

- Each class is dismissed following uniform having been checked and chairs placed under the desks

Strategies for managing behaviour and learning – teachers should use strategies to deescalate poor behaviour, to reengage, to avoid disruption and to prevent students stopping others from learning and entering the Behaviour system (i.e., prevent B1, B2 etc). The Behaviour system is not an alternative to the techniques teachers use in their teaching and behaviour management.

Positive role model – teachers will aim to be at the door, smile, and be enthusiastic about working with the students and about the content/context of the lesson. When students are having difficulty, teachers will discuss how successful learners deal with the frustrations and create a calm atmosphere. Consideration will be given to Spiritual, Moral, Social and Cultural issues and how developing the ‘big picture’ with students allows them to think outside the box.

Giving achievements and praise – teachers will aim to apply achievements and praise with care – being sure to have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – teachers will make sure that incidents have been dealt with from prior lessons. Where possible a student will have a conversation with a teacher that has issued a B3.

Be consistent – teachers will use this and only this approach with all students as they must perceive this as a predictable, reliable and consistent pattern. Teachers will state the facts when they describe behaviour. They will not invite discussion by phrasing their comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, B1”. Teachers will ensure that students know it is the priority to maintain the pace of your lesson for the benefit of all students.

The Behaviour system does not mean that effective behaviour management strategies are not used.

Effective and efficient behaviour management should mean that the Behaviour system is rarely needed or used because pace, challenge and positive reinforcement should sustain students and enthuse them. This doesn’t just apply to KS3 and 4, it is also important to challenge behaviour in Sixth Form. The same behaviour management strategies can still apply however, the specific use of the Behaviour system need not be followed.

Key questions for teachers:

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted students at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my ‘reasonable requests’ clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

7b – The Role of the Student

All students will promote positive behaviour and effective learning by ensuring that they:

- Follow the instructions of staff
- Listen in silence when you are requested to until the activity requires you to talk
- Arrive a) on time b) properly equipped
- Sit in the seats according to the seating plan
- Stay on task and allow others to do so
- Water bottles are allowed but all other food and drink should not be consumed in the classroom
- Follow the specific health and safety rules of each department

For all our students this means that they:

- Are welcomed into the learning environment
- Have positive contact with the teacher as they enter
- Know exactly where to sit
- Feel organised
- Are comfortable in that they are ready for work
- Know the aims of the lesson and what they will be doing throughout
- Are on task throughout the lesson
- Maximise their learning and make progress

TO BE HIGHLY EFFECTIVE, WE MUST ALL BE CONSISTENT IN OUR IMPLEMENTATION OF THE CLASSROOM ROUTINES

7c – Pastoral Related Concerns

Please ensure that a positive start to lesson occurs and do not use the Behaviour system for issues that do not pertain to progress or behaviour in lessons - there is no need to engage in a negative discussion regarding these:

- Lateness to lessons: If student is late to lesson without a late slip then record student as "L" on the register and enter minutes late.
- Uniform: Correct uniform issue and if regular then log a Uniform concern on SIMS by a right mouse click from the SIMS register.
- Correct equipment issue and if a regular issue then log an Equipment concern on SIMS by a right mouse click from the SIMS register.

7d – The Lesson Behaviour System

When giving a "B – Behaviour" you should explain that you have already given a reminder with reason and let them know that while you are speaking to them you are unable to help other students.

Whenever possible this should be done quietly speaking with the student rather than in front of the whole class as this is more likely to escalate this further.

Positive Reminder of Behaviour Standards Expected

Reminder given to student. "The next time I need to speak to you I will have to give you a B1 for ...".

B1 – Behaviour – Teacher Warning

- Warning given to a student that their behaviour is affecting their progress or the learning and progress of other students.
- B1 is recorded on SIMS by using the SIMS register and right mouse click.
- Class teacher to consider whether to contact parents and use department report.
- Pastoral Team to monitor cumulative number of B1's and B2's.

B2 – Behaviour – Final Teacher Warning

- Final warning given to a student that their behaviour is significantly impacting their progress and/or the learning and progress of other students.
- B2 is recorded on SIMS by using the SIMS register and right mouse click.
- Class teacher to consider whether to contact parents and use department report.
- Pastoral Team to monitor cumulative number of B1's & B2's.

B3 – Behaviour – Removal to the Head of Faculty

- Student is removed from the classroom to the Head of Faculty with the appropriate work. Pastoral Team / Referral Teacher is called to ensure the student arrives there.
- B3 is recorded on SIMS by using the SIMS register and right mouse click.
- The Pastoral Team will communicate the removal to parents and advise of the appropriate sanction (currently an after school detention)
- Pastoral Coordinator to review where the student is within the Pastoral Support and Guidance plan and if appropriate issue the relevant school report.
- At the end of the lesson a decision by the Head of Faculty and/or the pastoral team whether the student should go back to their next lesson. If the student has already been removed from a previous lesson that day then the student should be sent to the inclusion room for the remainder of the day.

Behaviour in the Inclusion Room:

- 1st Warning: Student is reminded of the rules of the inclusion room and is issued a 1st warning by inclusion room teacher. Logged on the Inclusion record sheet.
- Final Warning: Referral teacher is called, and the student is given final warning regarding the rules of the inclusion room and is issued a final warning. Logged on the Inclusion record sheet.
- Student is removed from the Inclusion Room to a member of SLT by the Referral teacher. Parents are called by the member of SLT to inform them that the student is at risk of a suspension. When appropriate the student can be returned to the inclusion room when the member of SLT is happy that the student will comply with the inclusion room rules. The member of SLT should liaise with Pastoral Coordinator and decide whether the student should be placed on the appropriate behaviour report.

B4 – Behaviour – Half/Full Day in the Inclusion Room

- Consistent poor behaviour OR for one off serious behaviour that could have led to a suspension such as, but not limited to: fighting, defiance, poor report or bullying.
- Head of House to email/telephone parents and discuss the incident.
- Pastoral Coordinator to request suitable work from teachers and record B4 Behaviour on SIMS using the add behaviour feature on SIMS.
- Student to be placed on report for 2+ weeks at the appropriate level.

B5 – Behaviour – Suspension (see Exclusion and Suspension Policy – section 18)

- Member of SLT to consult Headteacher and issue a Suspension.
- SLT member issuing the suspension to diary the reintegration meeting.
- SLT member to issue student at reintegration meeting with SLT report for 4 weeks.

B6 – Behaviour – Permanent Exclusion (see Exclusion Policy – section 18)

- For cumulative escalation of sanctions, every other avenue should be explored prior to issuing a Permanent Exclusion – please refer to support process.
- For serious incidents please refer to section 18

Students that refuse to comply with each step should be escalated to the next step in the system, after an appropriate warning is issued. Students should be given a couple of minutes to reflect and decide before escalating up the system.

Serious Behaviour Issues

- For serious behaviour issues, such as dangerous, threatening or violent behaviour students could be issued with the appropriate Behaviour B without prior Behaviour B's being issued.
- Swearing at or acts of violence or physical aggression towards members of staff will not be tolerated and an appropriate sanction will be issued.

At every stage events and actions will be recorded on SIMS.

(Issues with this reported to Pastoral Coordinators /Head of House/Assistant Head Teacher)

7e – Homework Support

- Students that fail to meet homework deadlines should be reminded and checked that students have recorded it in their planner. Member of staff to consider contacting parents to support homework completion.
- Departments should issue a Homework catchup Support Session and expect that the homework is completed at this support session or prior. This should be recorded in the planner by the student for the next convenient support session and checked by the teacher that this is written in.
- Departments to maintain their own lists of students that have not completed homework and continue to expect its completion.
- For failure to attend homework support after two occasions a Missed Homework should be entered on SIMS by right mouse click from the SIMS register by the class teacher.
- Teacher and/or Head of Faculty should ensure that contact with Parents is made for regular non-completion.
- Department to monitor students that are not resolved and manage this list with support from SLT line manager.
- Head of House to monitor, issue pastoral detention and consider P6 Homework Support session added to students' timetable.

7f – Around School Misbehaviour

Member of staff should add details to SIMS behaviour log by adding a new behaviour entry.

- If no further follow-up is required, then mark as “resolved”
- If follow up is required, then mark as “detention needed” and the Head of House will review each incident logged daily and follow-up with appropriate intervention/sanction.

For serious issues then please refer to a member of SLT on duty via the duty radios and/or take student to the inclusion room.

PC to monitor the cumulative number of “Around School Behaviours” and decide appropriate support and intervention strategies.

7g – Mobile Phones/Smart Watches/Tablets

BYOD lessons should be scheduled and planned for appropriately. Students should be given prior warning that a subsequent lesson will require such a device – which could be a mobile phone.

The member of staff taking that lesson should be clear at what point students can use their device. It is imperative that members of staff are vigilant to how they are used and any inappropriate use of such a device should be met with confiscation.

Whenever the activity that requires the device is ended then students should be told to switch off their device and put them away.

Under no circumstances should students be allowed to listen to personal music at any time, this is not an appropriate behaviour management technique.

At all other times when not part of a BYOD activity mobile phones and other similar devices are banned within school, this rule commences as soon as students arrive on school site and does not end until they have left the school site. If seen, students should be reminded that they should not be out and asked to put it away. For persistent breach of this school rule then mobile phones should be confiscated, this includes if students are seen using headphones, earphones, air pods and other devices that connect to mobile phones. If a student refuses to hand over the phone, then this should be escalated to a member of SLT immediately.

Please note that this section of the policy refers to mobile devices and includes things such as, but not limited to, Smart Watches, Tablets and other such devices.

Failure to hand over a confiscated device will likely result in escalation to a suspension. Parents will be contacted by the Pastoral Coordinator and parents may need to collect the phone or other device at their convenience – no exceptions.

8. The Inclusion/Pastoral Room

- Students must be registered on the daily log sheet with the desk number.
- Bags and coats should be placed away from the desk and mobile phones/smart watches placed in the inclusion room drawer.
- The member of staff in the inclusion room **must** check the desk before and after entry to ensure it is kept clean and tidy.
- Students must work in silence without communicating with others in the room.
- Record behaviour and work rate in the daily log sheet during each period
- Mark students work at the beginning of the lesson with a signature and at the end to show how much has been completed.
- At lunchtime the school rules will be copied out in silence after a short break of 15 minutes to allow students to eat lunch.
- Toilet breaks must be taken during lesson time and not at break or lunchtime.
- If a student does not follow instructions in the Inclusion room then please refer to the Behaviour System for B4.

All warnings must be recorded on the behaviour log by the teacher/inclusion manager. Only in extreme circumstances would we expect to reach a third warning in this room.

9. Pastoral Team Further Guidance

Lateness to Lessons & Uniform Issues – Review Termly

Pastoral Coordinators to monitor punctuality to lessons and uniform concerns.

Persistent/repeated lateness or uniform concerns PC to intervene:

- Form Tutor Report
- ½ hour lunchtime inclusion
- 2 hour after school detention

Missed Homework – Review Termly

Head of House to monitor the cumulative number of Missed Homework on SIMS on a weekly basis.

- 3+ Missed Homework in one week, or appropriate termly cumulative total, then student's parents should be emailed with a standard email to inform parents and warn of potential homework report, homework detentions and/or addition of P6 Homework sessions.
- Homework report for "x" number of Missed Homework's (defined once trialled).
- P6 Homework session added to student timetables for "y" number of Missed Homework's (defined once trialled).

Behaviour points – Review Weekly

- Pastoral team to monitor the cumulative number of B1 behaviours, B2 behaviours and B3 behaviour points issued and determine whether it is 1 or 2 specific subject areas or more.
- For a specific subject area, the PC will email the HoF and recommend that the student is placed on department report for 4 weeks and HoF to contact parents.
- For multiple subject areas, the Pastoral team to place student on a 2+ week report at the appropriate level from the cumulative review and support stages and contact parents.

Pastoral Cumulative Review and Support – Review Annually

- **Stage 1 (30+ behaviour points)**

Stage 1 letter sent to parents with their behaviour log and linked in SIMS.

Head of House to meet with student to discuss specific issues and barriers to learning.

Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves, Subject changes, etc.

Student placed on Form Tutor Report for 2+ weeks with clear targets to help improve.

If necessary, Pastoral Coordinator to contact Parent/Carers via email/phone.

- **Stage 2 (55+ behaviour points)**

Stage 2 letter sent to parents with their behaviour log and linked in SIMS.

Head of Year to meet with student and parents to discuss specific issues and barriers to learning. Behaviour Log reviewed at parental meeting.

Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves, Subject changes, etc.

Consider referrals to other agencies such as counsellor, doctor, Child Action NW.

Student placed on Head of House Report for 3+ weeks.

- **Stage 3 (80+ behaviour points)**

Stage 3 letter sent to parents with their behaviour log and linked in SIMS.

SLT – Assistant Headteacher to meet with student and parents to discuss specific issues and barriers to learning. Behaviour Log reviewed at parental meeting.

Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves, Subject changes, etc.

Consider referrals to other agencies such as counsellor, doctor, Child Action NW.

Student placed on SLT Report for 3+ weeks.

- **Stage 4 (105+ behaviour points)**

Stage 4 letter sent to parents with their behaviour log and linked in SIMS.

SLT – Headteacher and Assistant Headteacher to meet with parents to discuss specific issues and barriers to learning. Behaviour Log reviewed at parental meeting.

Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves, Subject changes, etc.

Consider referrals to other agencies such as counsellor, doctor, Child Action NW.

SLT to discuss interventions and next steps - consider Managed Move.

Warn of Permanent Exclusion.

Student placed on Headteacher Report for a further 2+ weeks.

Review school placement and explore all other opportunities to avoid a Permanent Exclusion.

Headteacher to review student behaviour file.

- **Stage 5 (120+ behaviour points)**

All other avenues of support and school placement have been exhausted.

Issue Permanent Exclusion.

10. Bullying

What is bullying?

According to the DfE document '[Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies](#)', bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;

- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between students, between students and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling
- taunting or mocking
- making offensive comments
- kicking, hitting, pushing
- taking belongings
- inappropriate text messaging, emailing or 'posting' on social media sites
- sending offensive or degrading images by phone or via the internet e.g., via Social media
- upskirting
- producing graffiti
- excluding people from groups
- spreading hurtful and/or untruthful rumours

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while students are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber bullying occurs while students are outside our direct supervision (i.e., at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

The Law

The School endeavours to comply with the legal requirements placed on schools and the Local Advisory Committee to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of students and, in particular, preventing all forms of bullying among students" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

Reporting and recording incidents of bullying

Students and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the student's Class teacher or Head of Year to be investigated, appropriate action taken and parents will be informed promptly using usual school procedures. Student voice is important at this school and students are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class. The Whole School Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

Ethos and School Culture

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Ensure that there is a promotion of an open and honest anti-bullying ethos in the school by:

- Investigating all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by students
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays that draw out anti-bullying messages
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform
- Home school agreement

Strategies

- Disciplinary sanction imposed either suspension or time in the inclusion room
- Engage promptly with parents to ensure their support and involvement
- Restorative justice approaches taken as appropriate
- One-to-one interview with staff or peer mentors
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Supporting the victim

- Disciplinary sanctions as appropriate applied to the bully

- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed

11. The Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. The decision on whether to not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

The Local Advisory Committee have taken account of advice provided by the DfE - [Use of reasonable force: advice for head teachers, staff and governing bodies](#) and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and to prevent a student from doing or continuing to do any of the following:

- committing a criminal offence.
- injuring themselves or others.
- causing damage to property, including their own.
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the student and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold students with specific health needs, special educational needs and disabilities.

Action as a result of self-defence or in an emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a student

was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene.

Circumstances in which reasonable force might be used:

- Students found fighting will be physically separated.
- Students at risk of harming themselves or others through physical outbursts may be physically restrained.
- To prevent a student from attacking a member of staff or another student.
- To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Unreasonable force

The type of force which will never be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing.
- kicking, slapping or punching.
- forcing limbs against joints (e.g., arm locks).
- tripping or holding by the hair or ear.
- holding face down on the ground.

Communication

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be considered:

- the student's behaviour and level of risk presented at the time of the incident.
- the degree of force used.
- the effect on the student or member of staff concerned.
- the child's age.

All incidents will be recorded as soon as possible, and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary.

12. Our roles and responsibilities in ensuring Consistent Behaviour Management

LOCAL ADVISORY COMMITTEE, HEADTEACHER AND STAFF

- Ensure that all aspects of the Behaviour for Learning and rewards policy and its application promote equality for all students.
- The Head Teacher and Local Advisory Committee will comply with National and County regulations concerning fixed term or permanent exclusion of students. Particular reference will be made to the detailed guidance in 'A Guide to the Law for School Local Advisory Committee' and the DfE consultation paper 'Revised Guidance on Exclusion from School'. 'Social Inclusion: student support, DfE circular 10/99 also provides further guidance.

ASSISTANT HEADTEACHER

- Draw up a policy which establishes an environment that encourages positive behaviour, discourages bullying and promotes race and gender equality and, with other members of the Leadership Team, organises support for implementing the policy.

STAFF (TEACHING/SUPPORT)

- Ensure that the policy is consistently and fairly applied.

- Model the high standards of behaviour expected from students, providing support so that students are taught how to behave well.

STUDENTS

- Shape and promote the school's Code of Conduct and support staff and other students. This could include being involved in peer mediation as well as reporting incidents of bullying and other misbehaviour.
- Contribute to the drawing up of the policy including the issue of bullying.

PARENTS AND CARERS

- Take responsibility for their child's behaviour both inside and outside the school, working in partnership with the school to maintain high standards of behaviour and in contributing to the policy through consultation.
- The policy is available on the school website.

13. Monitoring and reviewing our policy

We need to monitor and review our policy regularly in order to measure that it is both effective and fair. An annual audit of how well the school is managing positive behaviour will inform the School Improvement Plan and lead to addressing any priorities in the policy application.

The process is as follows:

- Monitoring by Local Advisory Committee via the Head's Report to Local Advisory Committee and the Curriculum Staffing Committee.
- Monitoring of racist incidents and bullying incidents by the Local Advisory Committee, informing the LA termly of the pattern and frequency of any incidents.
- Monitoring the distribution of rewards and sanctions by gender, ethnicity and Special Educational Needs. This will be led by the Assistant Head Teacher as the school's lead Behaviour Professional supported by the Leadership Team, Special Educational Needs Co-ordinator, the Head of House and Pastoral Coordinators.

The Behaviour and Rewards Policy needs to be read in conjunction with the following policies:

- Rewards Policy
- Student Anti-bullying policy
- Single Equality Scheme

14. Power to Search Students

Without Consent

The school follows Government advice when using the powers to confiscate items from students which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – February 2014.

Head teachers, and staff authorised by them, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a 'prohibited item'. The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual student will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs

- Alcohol
- Fireworks
- Tobacco and cigarette papers
- Pornographic images (including those found on mobile devices)
- Stolen items
- **Any article** that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student)

Students found with any smoking paraphernalia will have these confiscated, parents will be informed that they can collect or request that we dispose of these, whether they are found to be smoking/vaping or not. They will also be issued with an appropriate sanction for bringing such items on to the school premises. Students will also receive sanctions for smoking/vaping near the school, in the community, whilst in full or part uniform, as well as on their way to and from school.

Where items are ‘prohibited’ as outlined above, these will not be returned to students and will be disposed of by the school according to the DfE advice and statutory guidance ‘Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies’. Students must not bring any such items on to school premises. The school will automatically confiscate any of the ‘prohibited’ items and staff have the power to search students **without** their consent for such items. There will be severe penalties for students found to have ‘prohibited’ items in school. In certain circumstances this may lead to permanent exclusion.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items which are banned under the school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

With Consent

Staff have the power to search students **with their consent** for prohibited items and any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

- We are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student’s bag or locker and for the student to agree.
- It is clear in our Whole School Behaviour Policy and in communications to parents and students’ what items are banned.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the Whole School Behaviour Policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable

behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary penalty in line with our Whole School Behaviour Policy.

The following are items which are banned by the school under the school rules

Examples:

- *Mobile phones or other electronic devices such as smart watches used in class*
- *MP3 players or similar used in class*
- *Jewellery not in accordance with the school uniform policy*
- *Lighters or matches*
- *Cigarettes or e-cigarettes*
- *Drugs or Psychoactive substances and related paraphernalia*

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players etc. Students are allowed to bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a student repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

15. Medicines

In certain situations, the use of medicine e.g., Ritalin, may be indicated as a method of managing extreme behaviour. Medicines must only be administered upon medical advice and must only be used as a routine method of managing difficult behaviour where it is prescribed by a qualified medical practitioner and where it is included within an Individual Healthcare Plan. The school Supporting Students with Medical Conditions Policy and procedures give further information on supporting students with medical conditions including the administration of medicine and the use of individual health care plans and must be adhered to.

If medicine is used in order to reduce or control risks, the details should be recorded in the Behaviour Management Plan. Discussions with parents or those with parental control will ensure that any medicine is administered at the correct time (both during and out of school hours) and will reduce the risk of medicine ‘wearing off’ before the subsequent prescribed administration time.

16. Police Involvement

There may be rare occasions when school staff feel that they require the support of the Police. This will depend on the seriousness of the circumstances and will be determined by the Head teacher or nominated person.

Generally, the arrest of students on school premises should be avoided unless the circumstances dictate otherwise. If it proves necessary to arrest a student on school premises, the police should where possible seek the cooperation of the school to enable the arrest to be made discreetly. For example, authorised school staff may be able to isolate the student from others before police make the arrest.

Suspension or Permanent Exclusion is a matter for Head teachers and each case should be judged on its respective merits. Where immediate arrest is necessary the local Police Station should be contacted for Officers to attend the school.

17. Drugs and Drug-Related Incidents

Dallam School endeavours to ensure that students have access to high quality education through the Lifeskills programme of study relating to drugs and controlled substances. This also includes the misuse and abuse of alcohol and so called 'psychoactive substances.'

Definition of a drug

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way the body works. This section covers a range of drugs including medicines, tobacco, alcohol, solvents, novel psychoactive substances (so called 'psychoactive substances'), volatile substances and illegal drugs and describes the school's approach to dealing with incidents of drug misuse. Apart from medicines prescribed to an individual, all other items listed above are classed as 'prohibited items' with respect to screening, searching and confiscation

Drugs Education at Dallam

Drugs Education forms part of the Lifeskills and SMSC curriculum delivered explicitly at all key stages.

Dallam School Policy on Drugs

- We do not support the use of tobacco, alcohol, solvents, illegal drugs, psychoactive substances and medicines by members of the school is forbidden.
- Under no circumstances will the supply or sale of illegal drugs, psychoactive substances on the school sites at Milnthorpe or Heversham, on the way to or from school, or on any school trips either during or outside school time will be tolerated.
- The school believes it has a duty to inform and educate young people on the consequences of drug use and misuse.

Responsibilities

The Head Teacher has responsibility for supporting other members of staff in the implementation of these procedures.

- The relevant Deputy/Assistant Headteacher responsible for the drug related procedures in school and for disseminating any information on drug-related education.
- Drug prevention is a whole school issue.
- All staff, both teaching and support staff, will be made aware of these procedures and how they relate to them should they be called upon to deal with a drug-related incident.
- The site-manager and his staff regularly check the school premises – any substances or drug paraphernalia found will be reported to the Head teacher and Senior Leadership Team, or if discovered at the Boarding House, the Head of Boarding and dealt with in accordance with these procedures.

Dealing with Drug-Related Incidents

The following provides our framework for dealing with incidents surrounding the use, suspicion of use and finding of drugs and substances. We recognise that drug use can be a symptom of other problems and, where appropriate, we will involve or refer students to other services.

Within our school the following guidelines apply to the possession or use of drugs, alcohol and tobacco on school premises on the way to or from school and on school trips:

Medicines

Where students are prescribed medicines, cases will be dealt with on an individual basis and appropriate procedures will be followed (e.g., safe storage in the Pastoral Hub and administration of medicines in line with national guidance). Parents should notify the Pastoral Hub of any medication that needs to be taken in advance in writing. Students will take prescribed medicines in the presence of a responsible adult.

Tobacco

In line with legislation, the school has a policy of no smoking or vaping in the school buildings or on the school sites and at any time on trips or visits. Students caught smoking or vaping will be sanctioned in line with the school Behaviour system and parents will be contacted by pastoral staff. Students smoking or vaping at the Boarding House will be sanctioned appropriately by the Head of Boarding or senior team.

Alcohol

No alcohol is to be consumed during the course of the normal school day. Those hiring any school premises, are not allowed to consume alcohol on site unless it has been authorised by the Headteacher and/or forms part of the Lettings Contract and an occasional license has been purchased.

Solvents

The school will ensure that potentially harmful substances are stored safely, and students will be supervised carefully where such substances are used in the course of their work. The use of aerosol deodorants during Physical Education lessons will be discouraged because of the potential risks to people with asthma or other bronchial problems.

Illegal substances (Category A, B and C drugs and including 'psychoactive substances')

Illegal or illicit substances must not be brought to school or used on school premises.

What to do in the event of finding a drug or suspected illegal substance

- (1) Take possession of the drug/substance and inform the Head teacher/Senior Leadership Team member who will inform the Head teacher at the first available opportunity. If discovered at the Boarding House, the Head of Boarding should be notified immediately who will in turn notify the Head Teacher and safeguarding team.
- (2) In the presence of a witness the article should be packed securely and labelled with the date, time and place of discovery using evidence bags stored in Student Services or at the Boarding House
- (3) The package should be signed by the person who discovered it and stored in a secure place. And signed by the witness.
- (4) The Head Teacher or the Head of Boarding will always notify the police in the case of suspected drugs or illegal substances in school or the Boarding House, The Safeguarding team will notify the Safeguarding Hub and complete a referral.
- (5) In the event of discovering a hypodermic needle, the incident should be recorded and the following procedure should be observed in order to protect all persons:
 - Do **NOT** attempt to pick up the needle.
 - If possible, cordon off the area to make it safe.
 - Inform the Head teacher/Senior Leadership Team member.
 - The needle should be placed in a sharps box using protective gloves and disposed of via a local medical surgery by the designated person (CBR who will store the needle in a suitable sharps box and then notify the local medical surgery.) records will be kept of the find by the site manager.

What to do in the event of finding or suspecting a student is in possession of a drug/drug paraphernalia

- (1) Request that the student hand over the article(s).
- (2) Having taken possession of the substance/paraphernalia, the procedure should be followed as above.
- (3) EXTREME CARE SHOULD BE TAKEN IF HYPODERMIC NEEDLES ARE INVOLVED.

If a student refuses to hand over articles a search may be required - it should be noted that in accordance with current DfE advice:

- The Head Teacher/Head of Boarding and other authorised staff can search lockers etc. without the permission of the student when looking for prohibited items.
- Staff can search a student's outer clothing so long as a witness is present without the consent of the student. The personal search must be undertaken by a staff member of the same sex with the witness being the same sex wherever possible. Reasonable force may be used in order to complete the search.
- Students should be given the opportunity to empty their pockets, bag, etc. in the presence of a witness.

Procedures for dealing with a student suspected to be under the influence of a drug or substance

Stay calm, place the student in a quiet area, do not leave on their own and seek medical advice from the school's first aider/Matron who will assess the situation and act appropriately, the Headteacher/Senior Leadership Team member must also be informed.

Any suspected substances found should travel with the student if removed from the school for treatment. Vomit should be safely collected where possible by the school's First Aider/Matron and also taken with the student (for analysis).

All drug related incidents will be recorded using witness statements and the Student Incident Log attached to SIMS

When to contact the police/disciplinary action

The police will always be contacted in situations where controlled drugs are found. Any decisions made on the appropriate disciplinary action to be taken will take the police advice into consideration.

- Where controlled drugs are found, these will be delivered to the police as soon as possible.
- Alcohol will be disposed of. Under no circumstances will alcohol be returned to the student.
- Tobacco or cigarette papers will also be disposed of in the same way as alcohol.
- If other substances are found which are not believed to be controlled drugs, these will be confiscated and disposed of in accordance with the school's procedures. This would include, for example, so called 'psychoactive substances'. Where staff suspect that a substance may be a controlled drug, they will treat them as controlled drugs and follow the procedure above.

In the event of a drug-related incident in the school, the school would co-operate with the police should they wish to search the premises.

As a result of a drug-related incident, the student(s) concerned will be subject to disciplinary action. This action may result in a suspension and in the most serious of cases could result in permanent exclusion in accordance with the school's Behaviour system. In all but the most exceptional of circumstances dealing will lead to permanent exclusion.

Procedures for dealing with drug-related incidents involving adults

The following examples are situations where concerns about drug misuse or related behaviour involve a parent or other adult rather than students:

- Adults may attend school premises under the influence of alcohol or drugs.
- A parent or adult may attempt to remove a child from school premises during or at the end of the school day whilst under the influence of alcohol or drugs.
- An adult may behave aggressively, intimidate or threaten staff or assault school staff or students whilst appearing to be under the influence of alcohol or drugs.
- School staff may be concerned that a parent or family member's drug misuse may put the child at risk.
- An adult may be involving students in drug misuse or the supply of drugs to students.

These examples are not exhaustive and in each case, the Headteacher will take into account the safety of the whole school community including staff when determining the appropriate course of action.

Where, in the opinion of school staff, it is thought that an adult is unable to provide appropriate care and supervision of a child because they are under the influence of drugs or alcohol, they will first attempt to contact an alternative adult carer for the student(s) before contacting the Safeguarding Hub and, if necessary, the police.

Where there are concerns over the safety of the student, school staff will attempt to persuade the adult not to leave the premises with the student until appropriate assistance arrives. If the adult insists on leaving the school, staff will immediately contact the police. This will also be the case if an adult becomes threatening or aggressive.

If school staff have concerns about an adult or adults supplying drugs on or near school premises, or to any of the students outside the school premises, the Head Teacher or other member of staff will consult with the police.

18. Exclusion and Suspension Policy

a) Introduction

Dallam School is an inclusive school which aims to promote equality in all aspects of school life. We take a positive approach to encouraging good behaviour but also recognise that good discipline in our school is essential to ensure all students can benefit from the educational opportunities we provide.

The Government supports Head teachers in using suspensions and exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to students, staff, and parents our behaviour expectations and the responsibility of all individuals working with students to ensure that no suspension or permanent exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

Whilst suspension or permanent exclusion may be an appropriate sanction, our Head teacher will investigate whether any contributing factors may have led to the incident/s of poor behaviour e.g., bereavement, mental health issues or bullying. For more information about the strategies, we use and resources available to help us manage behaviour.

When this policy talks about parents, we mean a child's birth parents or anyone who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives. Where practicable, all those with parental responsibility will be involved in the suspension or permanent exclusions process.

As a school we discharge our legal obligation to parents by recognising that obligations are to the 'relevant person' – a parent or the student, who is aged 18 or over.

When this policy talks about a 'term', we mean the autumn, spring or summer terms and the 'academic year' means our academic year beginning with the first day of term in September and ending with the last day of term in July.

This policy sets out our normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds and is in line with the 2017 statutory guidance ['Exclusion from maintained schools, academies and student referral units in England'](#). It should be read in conjunction with other policies where relevant e.g., Single Equality Policy, Special Educational Needs and Disabilities Policy.

b) What is Suspension or Permanent Exclusion?

Suspension is an extremely serious disciplinary sanction that can only be decided by the Head teacher. It means that a student is not allowed on the school premises for the duration of the Suspension. If a student suspended from school is found in a public place during normal school hours during the first five school days of suspension, then a person with parental responsibility for them may be prosecuted or given a fixed penalty notice (a fine).

A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently:

- Suspension - when a student must not come to school for one or more fixed periods of time.

- Permanent Exclusion - when a child is permanently excluded from school and not allowed to return.

c) Reasons for Suspension or Permanent Exclusion

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the student to remain in school would seriously harm the education or welfare of other people or the student themselves in the school.

For example, suspension and/or permanent exclusion could be used for any of the following, all of which constitute examples of unacceptable conduct (including outside of school), and are serious infringements of our Behaviour Policy (please note this list is some of the more common examples, it is not complete or exhaustive and the school reserves the right to include other reasons):

- Verbal abuse to staff or other adults or to students
- Physical abuse to/attack on staff or other adults or students
- Indecent behaviour, sexual abuse, or sexual assault, including up-skirting and sexting
- Persistent or serious wilful damage to student or school property
- Misuse of illegal or prescription drugs or other substances including the supply of an illegal or controlled substance
- Possession, use or distribution of substances that should be brought into school such as: alcohol, cigarettes, tobacco, etc.
- Theft
- Serious actual or threatened violence against another student or a member of staff or of someone else who is part of the school community
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the behaviour.
- Failure to comply with a reasonable request from the Headteacher or Senior Team.
- Failure to wear school uniform which has been provided (where possible) for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Persistent or serious breaches of health and safety rules.
- Persistent or serious failure to comply with the requirements of the 'Behaviour System'.
- Persistent or serious bullying.
- Making a serious false allegation against a member of staff.
- Persistent or serious behaviour which calls into question the good name of the School
- Persistent defiance or disruption.
- Other serious breaches of school rules.

d) Deciding to Suspend or Permanent Exclude

When we decide on any kind of suspension or permanent exclusion we will:

- take account of our legal duty of care when sending a student home.
- establish the facts in relation to the suspension or permanent exclusion decision according to the civil burden of proof i.e., on 'the balance of probabilities' (whether the breach more than likely did, than did not, happen) and not the criminal burden of proof, 'beyond reasonable doubt';
- take care in the process not to discriminate against, harass or victimise students because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment and make reasonable adjustments to ensure everyone can

participate in the process, including where a difficulty may be due to English not being a parent's first language;

- communicate without delay in person or by telephone in the first instance to give the parents an opportunity to ask any initial questions or raise concerns directly with a member of the senior team or some other senior member of staff;
- communicate decisions clearly and in writing with all due regard for necessary reasonable adjustments as above and by an appropriate method which might include text message, email, or notice given in person or sent home with the student or posted/hand delivered to the last known home address. If a notice is sent home with a student, we will consider the need to send a duplicate copy by an alternative method as well or take steps to confirm receipt of the notice;
- notify the Local Advisory Committee and/or Trust Board and Local Authority of any permanent exclusion, any suspension of more than 5 days in one term, and any suspension or permanent exclusion that means a student will miss a statutory examination or assessment (including the reason/s for and duration);
- notify the local authority and Local Advisory Committee and/or Trust Board once per term of any other exclusions not already notified;
- within 14 days of any request, provide the Secretary of State for education and (in the case of maintained schools and PRUs) the local authority, with information about any suspensions within the last 12 months;
- in the case of a permanent exclusion where the student lives outside the local authority area in which our school is located, notify the student's 'home authority' of the exclusion and reason(s) for it without delay so they can arrange to meet their legal duty to provide suitable full-time education.

e) The Suspension and Exclusion Process

i. Suspension

A suspension is when a student is suspended from school for one or more fixed periods of time and must remain home. It can be for up to a maximum of 45 school days in a single academic year and does not have to be continuous periods.

A suspension can also be for just parts of a school day. For example, if a student's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day for statistical purposes and in determining whether a Local Advisory Committee meeting is triggered.

We aim to make a suspension the shortest time necessary to ensure minimal disruption to the child's education, whilst being mindful of the seriousness of the breach of policy.

A suspension cannot be extended or converted to a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension 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 suspension.

When we decide on a suspension we will:

- inform parents explaining the reasons for the suspension and how long it will last;
- provide resources/activities for the student for the first 5 days of the suspension;
- make arrangements for alternative education for a student from the 6th day if the suspension is for more than 5 days (or consecutive shorter suspensions accumulate to

more than 5 days) and we will include the following information (if we can find it out in within the timescales):

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

We will not take this step regarding a suspension only when a student is in their final year of compulsory education and does not have any further public examinations to sit.

- explain that during the first 5 days of any suspension, the student must not be in a public place during school hours and that parents are responsible for the whereabouts of the student because a parent who fails to comply with this duty without reasonable justification will be committing an offence and may be given a fixed penalty notice or be prosecuted;
- arrange a re-integration meeting on the student's return to school where all those concerned can discuss the best way forward for the student;
- ensure parents know about their right to make representations about the suspension to the Local Advisory Committee and/or Trust Board, how representations should be made and, where there is the legal right to meet with the Local Advisory Committee and/or Trust Board to have them consider the suspension, to be represented at that meeting (at their own expense) and to bring a friend.
- provide information about relevant sources of free and impartial information including:
 - a link to this statutory guidance on exclusions www.gov.uk/government/publications/school-exclusion;
 - a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (www.aceed.org.uk) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
 - where relevant, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about> the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (www.ipsea.org.uk).

If we can't provide any of the information, we need to about alternative education in the timescales, we will provide a subsequent notice later, without delay and 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 6th day of a suspension, in which case the information can be provided with less than 48 hours' notice with parents' consent.

We understand how important it is to write legally correct letters we will use templates provided or recommended to us by our Local Authority.

ii. Permanent Exclusion

A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious outcome and decision, and the Head teacher will consult with senior leaders and the chair of the Local Advisory Committee and/or Trust Board as soon as possible in such a case.

We will follow the same procedure to decide on and initiate a permanent exclusion as for a suspension (including using appropriate template letters from our Local Authority), but where a child is not returning to our school, we will not arrange alternative education and instead will take steps to initiate an assessment of the student by the local authority responsible for their continuing education (from the 6th day after suspension), so that a long-term re-integration plan for a new placement can be put in place. We will also draw attention to a student's statement of SEND if they have one because the Local Authority must ensure that an appropriate full time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend, or make representations for a placement in any other school.

The Local Advisory Committee and/or Trust Board will meet to decide whether to reinstate a student and if the Head teachers' decision to exclude was justified based on the evidence. Parents and the student will have an opportunity to present their point of view, regarding the exclusion and Local Advisory Committee/trustees will either uphold the exclusion or reinstate the student.

If the permanent exclusion is upheld by the Local Advisory Committee and/or Trust Board, parents have the right to appeal to an Independent Review Panel. This panel must be arranged within 15 days of the permanent exclusion (or for exclusions over 15 days) and will be at a time and date convenient to all parties. Parents can ask the academy to ask a Local Authority representative to attend but Local Advisory Committee and/or Trust Board will decide whether they can make comment or just observe.

Where possible, written evidence including other relevant information should be circulated to all parties of an Independent Review Panel at least 5 days in advance of the meeting.

f) Exclusion of a child who has Special Educational Needs

There are certain factors that every school needs to take into consideration for children who display disruptive behaviour that is as a result of their Special Educational Need or Disabilities (SEND) so we will take steps to:

- engage proactively with parents in supporting the behaviour of students with additional needs;
- provide early intervention to address underlying causes of disruptive behaviour including an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have;
- consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour;
- take account of our statutory duties in relation to SEND when administering the suspension/exclusion process including having regard to the SEND Code of Practice;
- where we have concerns about the behaviour, or risk of suspension/exclusion, of a child with additional needs, a student with a statement of SEN or looked after child, in partnership with others (including the Local Authority as necessary) consider what additional support or alternative placement may be required.

Ultimately, the decision to suspend/exclude a student must be lawful, reasonable, and fair, in particular considering our statutory duty under the Equality Act 2010 not to discriminate against students on the basis of protected characteristics, such as disability.

g) The Role of Local Advisory Committee and/or Trust Board

The Local Advisory Committee and/or Trust Board has a duty to consider parents' representations about a suspension/exclusion and must consider the reinstatement of an excluded student within 15 school days of receiving notice of the suspension/exclusion if:

- The exclusion is permanent;
- It is a suspension which would bring the student's total number of school days of suspension/exclusion to more than 15 in a term; or
- It would result in a student missing a public examination or national curriculum test.

If a student would be excluded from school for more than 5 school days, but not more than 15, in a single term, and requested to do so by the parents, the Local Advisory Committee/board of trustees must consider the reinstatement of an excluded student within 50 school days of receiving notice of the suspension/exclusion.

In the case of a suspension which does not bring the student's total number of days of suspension to more than five in a term, the Local Advisory Committee and/or Trust Board must consider any representations made by parents, but it cannot direct reinstatement as it does not have the power to overturn the Head teacher's decision and is not required to arrange a meeting with parents. In this case Local Advisory Committee/trustees will consider whether it would be appropriate to place a note of their findings on the student's educational record.

Excluded students will be enabled and encouraged to participate at all stages of the suspension/exclusion process, considering their age and understanding.

Following their consideration, Local Advisory Committee and/or Trust Board may (where applicable):

- uphold an suspension/exclusion; or
- direct reinstatement of the student immediately or on a particular date.

Where reinstatement is not practical because for example, the student has already returned to school following the expiry of a suspension or the parents make clear they do not want their child reinstated, the Local Advisory Committee and/or Trust Board must, in any event, consider whether the Head teacher's decision to exclude the child was justified based on the evidence.

In reaching a decision on whether to reinstate a student or not, Local Advisory Committee and/or Trust Board will consider whether the decision to exclude the student was lawful, reasonable, and procedurally fair, taking account of the Head teacher's legal duties.

In the case of a permanent exclusion, parents have the right to ask for the decision to be reviewed by an Independent Review Panel which will include representatives from the Local Advisory Committee and/or Trust Board.

h) What is an Independent Review Panel?

If applied for by parents within the legal time frame, the Local Authority/Academy Trust will, at their own expense, arrange for an Independent Review Panel hearing to review the decision of a Local Advisory Committee and/or Trust Board not to reinstate a permanently excluded student.

The legal time frame for an application is:

- within 15 school days of notice being given to the parents by the Local Advisory Committee and/or Trust Board of their decision to uphold a permanent exclusion; or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion.

If requested by parents in their application for an independent review panel, the local authority/academy trust must appoint a SEND expert to attend the panel and cover the associated costs of this appointment. The SEND expert's role is like that of an expert witness, providing impartial advice to the panel on how special educational needs might be relevant to the exclusion, for example, whether the school acted reasonably in relation to its legal duties when excluding the student.

Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.

The role of the panel is to review the Local Advisory Committee and/or Trust Board decision not to reinstate a permanently excluded student.

In reviewing the decision, the panel must consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school. The panel must also apply the civil standard of proof rather than the criminal standard.

Following its review, the panel can decide to:

- uphold the exclusion decision;
- recommend that the Local Advisory Committee and/or Trust Board reconsiders their decision; or
- quash the decision and direct that the Local Advisory Committee and/or Trust Board considers the exclusion again.

An independent review panel does not have the power to direct a Local Advisory Committee to re-instate an excluded student. However, where a panel decides that a Local Advisory Committee's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Local Advisory Committee to reconsider its decision.

i) Marking Attendance Registers Following Suspension/Exclusion

When a student is excluded, they will be marked as absent using Code E. Where alternative provision is made, and students attend it, they will be marked using either code B (education off site) or code D (dual registration).