



CRAMLINGTON LEARNING VILLAGE BEHAVIOUR POLICY

Cramlington Learning Village seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them. At our heart is the ethos of RESPECT and building relationships which engage young people in school and schooling. This permeates our work both inside and outside of classrooms.

This policy is in line with our ethos and values:

- We believe that all students are unique with different needs, talents, strengths and aspirations and should be challenged to achieve beyond their expectations
- We believe that at the heart of our school should be the idea that education is best done 'with and by' our students rather than 'to and for' our students
- We believe that we need to build and organise our school to meet the diverse needs of our learners and create an experience that is personalised
- We believe that we need the support and expertise of our whole village and more to educate our children
- We believe that we must make our Learning Village a place everyone enjoys coming to

And our aims:

- To work closely with Parents/Carers and our Primary Schools to ensure continuity, progress and support for all students throughout their school career
- To enable students to enjoy school, achieve their full academic potential and become lifelong learners
- To give each student the confidence, attitudes, skills and support necessary to shape their future and make a positive contribution to their community
- To create an environment which is safe, healthy and stimulating for learning
- To promote positive personal and social values
- To create an atmosphere in which the spiritual, moral and cultural development of students can be fostered, an atmosphere of mutual respect where working together and consideration for others are paramount.

RESPECT is at the heart of our ethos and we are clear about how we **manage learning within a respect framework**:

In Our Classrooms

We want all students to feel valued and included in all classrooms in the Learning Village.

Good relationships are the cornerstone of effective learning situations and we need to ensure that the classroom is a place where:

- Every individual has the right to feel safe
- Every individual has the right to feel valued
- Every individual has the right to express themselves in a respectful manner
- Every individual has the right to be respected and the responsibility to respect others

In the Way We Manage Behaviour

Within the ethos of respect we want to create a learner centred classroom where enquiry and collaboration are at the heart of learning.



The Respectful Student

- Speaks respectfully to others – adults or peers
- Listens carefully to others
- Respects different opinions
- Leaves learning spaces tidy
- Respects the dress code and arrives punctually for lessons and with a readiness to learn

The Respectful Teacher

- Supports students in working independently and making progress towards their targets
- Gives guidance on where students are going wrong and how to improve their work
- Speaks respectfully to students and staff
- Will always treat students as individuals and attempt to understand their individual needs
- Uses the staged consequences when dealing with inappropriate behaviour
(see Appendix 1)

In the Corridors/Social Spaces students are expected to:

- Speak appropriately and with respect to adults, regardless of whether they know who they are
- Treat all adults in the same way irrespective of the role they have in school
- Follow all reasonable requests
- Choose to behave appropriately in eating areas

In the Learning Village all students will be valued and treated as individuals. We want them to feel happy, safe and secure in our Village.

In addition, within the whole school community the following occurs:

- All school staff model positive behaviour and promote it through active development of students' social, emotional and behaviour skills via the curriculum, our well being programme and in school life generally.
- Good behaviour is rewarded and sanctions are always applied consistently for unacceptable behaviour.
- Appropriate action is taken to reduce the risk of poor behaviour occurring, including particular action to prevent behaviour issues arising amongst vulnerable groups of students.
- Students whose behaviour and attendance deteriorate through events such as bereavement, abuse or through divorce, separation of parents are identified and supported.

Our behaviour policy has been informed by guidance from the DfE document 'Behaviour and discipline in schools' (Feb 2014) and includes ten key aspects that, when effective, contribute to improving the quality of student behaviour:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Student support systems
8. Liaison with parents and other agencies



9. Managing student transition
10. Organisation and facilities

The behaviour policy also incorporates our approaches in regard to

11. Student behaviour outside the school gate
12. Confiscation of inappropriate items
13. The use of reasonable force

Section 1 - A Consistent Approach to Behaviour Management

We believe that the consistent experience of good teaching engages students in their learning and that this reduces instances of poor behaviour. The consistent application of good behaviour management strategies helps students understand the school's expectations and allows staff to be mutually supportive.

We aim to identify students who are persistent offenders or are beginning to be noted due to low level disruption. Where this occurs we:

- Ensure staff follow through issues with students indicating what must be done to improve
- Ensure that staff discuss with parents the school's concerns and agree a common way of working to help students make improvements to their behaviour
- Establish the best way of communicating with parents and provide regular feedback on progress being made.

As a school we will:

- Communicate clear expectations of behaviour to all students
- Consistently manage behaviour using the stages set out in appendix 1 and clearly communicate these with students
- Ensure that students are helped to identify themselves as belonging to a community by sharing a common dress code
- Ensure that all staff manage learning within a respect framework (see page 2)
- Use Behaviour Tracker to log behaviour concerns and incidents to allow for clear communication and proactive responses to behaviour management
- Collect data via Behaviour Tracker on student behaviour and use it to target support
- Identify those students who have learning and behavioural difficulties or are experiencing crises and agree common ways of managing and meeting their needs
- Ensure senior managers regularly walk the school building, going into classrooms and monitoring the consistent application of the school's policy and use of rewards and sanctions.

Section 2 - School Leadership

Effective school leadership is central when creating a climate of security and good order that supports students in managing their behaviour. The leadership team and Governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. They have a responsibility to 'lead from the front'. However, leadership to support positive behaviour must be shared across the whole staff – including senior and subject leaders, pastoral staff, classroom teachers and support staff.

As a school we will:

- In partnership with parents, set high expectations for students and staff in all aspects of the school's life and show how they are to be met. For example
 - By a clear code of conduct
 - In our home/school agreement (see appendix 2)



- Creating an ethos around the 5R's +1 RESPECT
- Ensure senior leaders use opportunities such as assemblies to articulate their expectations and reinforce them by their visibility around the building during the day
- Ensure staff are sufficiently trained and supported and know how to exercise their individual responsibility in the implementation of the school behaviour policy
- Ensure senior leaders model the behaviour and social skills they want students and staff to use
- Ensure staff presence across the site at key times during the day (before school, break, lunch and after school) to maintain a sense of calm and order
- Give opportunities for year councils and the school leadership groups to discuss and make recommendations about behaviour, including bullying and the effectiveness of rewards and sanctions.

Section 3 - Classroom Management

We aim to ensure a broad and balanced curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations.

As a school we will:

- Ensure all staff follow the staged process behaviour policy (appendix 1) and apply the agreed procedures (monitored by Heads of Departments, Learning Managers, Pastoral Co-ordinators and senior staff)
- Plan lessons well, using the Cramlington Learning Cycle and strategies appropriate to ability of the students. Differentiation is crucial in promoting good behaviour
- Use MyClasses to provide all staff with holistic data on the students they teach so that they have a clear understanding of student abilities and needs and allow for greater personalisation in lessons
- Use commonly agreed classroom management and behaviour strategies e.g. seating plans
- Offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class
- Use Assessment for Learning techniques such as peer and self-assessment, to increase students' involvement in their learning and so promote good behaviour
- Recognise that students are knowledgeable about their school experience and have views about what helps/inhibits their learning and ensure there are opportunities to receive their feedback about their progress/learning needs e.g. during lesson reviews, student voice groups, etc.
- Plan home learning carefully and set it well before the end of the lesson so that all students have a clear understanding of what is expected from them.

Section 4 - Rewards and Sanctions

Our aim is to provide a range of opportunities in which students can excel and be rewarded together with a practical set of sanctions that deal appropriately with poor behaviour.

We firmly believe that praise should be used to motivate and encourage students. Our school culture should be one of success and we take every opportunity to celebrate the great work of our students. At the same time, however, students must be aware of sanctions that will be applied for poor behaviour.

As a school we will:

- Use a wide range of appropriate rewards and sanctions and ensure they are applied fairly and consistently by all staff
- Ensure our systems identify which matters should be dealt with by classroom teachers and those which require referral to a more senior member of staff e.g. Head of Department, Learning Manager.

Our reward system includes

- An online reward system around the 5Rs+1 in the JLV



- Announcements on TV screens across the campus
- Wednesday 'Good News' notices
- Postcards home
- JLV and SLV Bacallaureate
- Celebrating success in assemblies
- Annual awards evenings
- Homegroup celebrations

Our sanctions

There are a variety of sanctions used which range in severity. These include:

Detentions

We use a variety of detentions which range in duration. Detention is used within our staged sanctions. Detentions can be given within the school day e.g. lunchtimes, or outside of the school day e.g. after school. We are not required to give 24 hours notice for a detention but would always endeavour to do so by phone or letter where the detention is to be held outside of school hours. We will give careful consideration to the timing of detention and will:

- Consider whether suitable travel arrangements can be made by the parent for the student if the detention is to be held outside of school hours
- Ensure students have a reasonable time for having their lunch and using the toilet where lunchtime detentions are used.

Reports

In order to enable students to modify their behaviour, they may be placed on report. This will focus students on the areas that they need to improve upon and each teacher will report against target areas at the end of each lesson. The report will be checked on a daily basis by the Pastoral Coordinator, Learning Manager or Head of Department and parents.

Internal exclusions

For more serious incidents of behaviour, students may be internally excluded and spend time in our inclusion unit. This unit runs from 10:00am until 4:00pm and students are set work by their teachers to complete while there to ensure disruption to their learning is minimal. Telephone contact will be made to inform parents of internal exclusion.

Fixed term exclusions

In serious cases, a fixed term exclusion may be used whereby a student is excluded from school for a fixed period of time. In these cases, the student and parent will then be invited to attend a reintegration meeting to agree targets and support before returning to lessons. Following fixed term exclusions, students spend a reintegration day working in the inclusion unit from 10:00am until 4:00pm.

Permanent exclusions

In response to a serious breach, or persistent breaches, of the behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, a decision to permanently exclude a student may be taken. This decision is taken by the Head Teacher.

Section 5 - Behaviour Strategies and the Teaching of Good Behaviour

The school's policies on behaviour, learning and teaching will create an ordered school climate that is supported by clear rewards and sanctions. It is critical that these policies are communicated to all staff (particularly part time, new and supply staff), students, and their parents.



As a school we will:

- Ensure all staff understand and use consistently, the behaviour management strategies agreed by the governing body and school community
- Develop students' emotional, social and behavioural skills through activities in lessons and in our wellbeing programme, our enrichment opportunities and the residential experiences we offer. Target additional support around these areas through work of the Learning Development Units (The Bridge and Inspire 16)
- Arrange additional 1:1 work, group work and support for students who need it. This is provided by experts both within school (Learning Development, mentors, counsellor) and from outside (Locality Inclusion Support Team (LIST))
- Work in partnership with parents/carers on all matters concerning student progress – personal, social and academic.

Section 6 - Continuing Professional Development

All staff in school will be provided with the skills to understand and manage student behaviour effectively. This is as important for heads as it is for Newly Qualified Teachers and support staff. Training and coaching are both vital elements of a high quality professional development programme. These must be made available for staff taking up a new post via our induction programme and ongoing via our 5 year CPD model.

As a school we will:

- Ensure all staff joining the school (including supply teachers) receive induction training which includes clear guidance in use of the school's systems and expectations for behaviour
- Assess staff needs and build into Continued Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour e.g. Induction, Wednesday pm sessions, NQT programme
- Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- Create opportunities for staff to learn from the expertise of those with a particular responsibility for students whose behaviour is challenging
- Develop the specialist skills of staff who have particular leadership responsibilities for improving behaviour.

Section 7 - Student Support Systems

Cramlington Learning Village uses a wide reaching pastoral team, which includes Learning Guides, Learning Managers, Pastoral Co-ordinators, Parent Support Worker, Counsellor, Attendance Officer, SENCO.

As a school we will:

- Recognise that a good pastoral system involves teachers and support staff
- Recognise that student support is not just about behaviour. Poor pastoral support just focuses on 'naughty students'. Good pastoral support is concerned with academic attainment, developing students' ability to become good citizens and embedding our 5R's + 1 ethos
- Ensure that staff with pastoral responsibilities:
 - Have appropriate time to carry out their tasks
 - Are appropriately trained
 - Have adequate administration support
 - Have access to specialist support. This might include services such as educational psychologists, Education Welfare Officers, Child and Adolescent Mental Health Services, and Speech and Language Specialists
- Ensure that pastoral staff understand and are responsive to the needs of particular groups within the school and wider community eg. Looked After Children, SEN students, Student Premium students



- Regularly make clear to students, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated. This will be emphasised through our anti bullying policy.

Section 8 - Liaison with Parents and other Agencies

We work closely with parents/carers to ensure progress and support for all students throughout their school career with us. In managing student behaviour Cramlington Learning Village needs the support of parents and carers.

Opportunities to meet with parents and carers within the learning village are encouraged in a variety of ways including via parent in partnership meetings, student exhibitions, subject teacher evenings. Communication via e-mail is open and encouraged. All parents have their son/daughter's teacher e-mail address to facilitate communication.

As a school we will:

- Ensure that all staff are welcoming, and have the skills to deal with difficult parental conversations
- Have clear and well understood procedures in place for dealing with distressed and angry parents
- Ensure key staff receive training appropriate to their needs with regard to dealing with conflict/difficult people situations. Provide opportunity for staff dealing with difficult situations to share their work and the pressures it can bring.
- Ensure parents and carers hear from the school when their children are doing well via telephone contact, Good News postcards, Discover magazine, etc
- Take advantage of technology such as e-mails and mobile phones to improve communications with parents and carers. This should not replace personal contact (eg. we make first day absence phone calls)
- Allocate sufficient resources to allow good liaison with parents/carers and to maintain their trust and confidence, which takes time
- Work with other agencies to ensure students and their parents are supported appropriately. We have regular multi-agency meetings to ensure that support is coordinated effectively.

Section 9 - Managing Student Transition

Changing schools is never easy and can cause students and parents anxiety. At Cramlington Learning Village we recognise this and aim to smooth transition by working closely with parents and other schools to ensure continuity, progress and support for all students who join us.

As a school we will:

For those joining us within year we will

- Conduct a one to one interview with the relevant learning manager
- Ensure that teachers receiving new students are given appropriate information to help them plan work and manage the transition
- Develop buddy systems, using students to support each other on arrival
- Ensure a suitable timetable is drawn up for the student new to school.

For primary transition we will

- Gather holistic data on all Y6 students on visits to primary schools by the Y7 Learning Manager and SENCO
- Provide transition days and events
- Provide additional transition support for students and families who need it (eg. Summer School, attendance meetings)



Section 10 - Organisation and Facilities

Our school ethos is central to what we do in the Learning Village. 5R's + RESPECT is embedded into our curriculum and our pastoral system via our behaviour policy, our reward system and our well being programme.

Pastoral structures such as homegroups and Learning Guides allow for a supportive community to be developed and every student and their family to be known.

We also work hard to ensure that the facilities and learning spaces are of a high quality and so refurbishment and remodelling are key to the development of our facilities.

As a school we will:

- Recognise that good behaviour and learning are improved when students enjoy appropriate learning spaces
- Ensure that when graffiti occurs, it is cleaned up immediately
- Ensure that toilets are clean throughout the day, have soap, paper towels or hand dryers, and are accessible
- Ensure that social areas in the school are identified and seating provided to encourage students to interact
- Zone the play areas so that there is a separation between areas for boisterous activities and quiet space
- Create welcoming and comfortable areas where parents can be received

Section 11 - Student Behaviour Outside the School Gate

Cramlington Learning Village has a statutory power to discipline students for misbehaving outside the school premises.

As a school we may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school

We will also respond to misbehaviour at any time, whether or not the conditions above apply, which:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy (see page 5 and Appendix 1).

On occasions, in view of the nature of the incident or issue, the school may deem another agency (e.g. the Police) more appropriate to deal with it.

Section 12 - Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student e.g. on a school trip

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher shall apply an appropriate sanction in line with those already explained (see page 5 and Appendix 1).



If the student refuses to be searched, the Headteacher or key senior staff (Deputy Headteacher, Assistant Headteacher, Learning Manager, Pastoral Co-ordinator) can still carry out a search in line with the following guidelines

1. The item is a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs and stolen items. They are also 'an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person'.
2. Ensure the member of staff has reasonable ground for suspicion. For example, they might have heard other students talking about the item or they might have noticed a student behaving in a way that causes them to be suspicious.
3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff (preferably of the same sex where possible.)
4. The person conducting the search may not require the student to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. A jumper/sweatshirt would also be included where the student had a t-shirt or shirt beneath it.
5. The person conducting the search may search any of the student's possessions, this includes any goods over which the student has or appears to have control e.g. bags.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below.

After the search school will confiscate the item and dispose of it in the following way

Items banned in the school rules	Procedure after confiscation
Mobile phones in inappropriate circumstances	Held until the end of the day and then returned to the student
Cigarettes, tobacco, skins, filters etc	Disposed of
Ipods/MP3 players in inappropriate circumstances	Held until the end of the day and then returned to the student.
Prohibited items	
Knives and other weapons	Handed over to police
Alcohol	Poured down a sink
Controlled drugs	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police or disposed of
Stolen items	Handed to police if of high value Returned to the owner where of small value
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents/disposed of Handed to police if offence committed.



Section 13 - The use of reasonable force

Cramlington Learning Village has a legal duty of care for all our students. Where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening.

Reasonable force can be used to prevent students:

- From hurting themselves or others
- Causing damage to property
- Causing disorder within the class or school grounds

In our school we will use reasonable force to:

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student
- To stop a fight in the school grounds
- Restrain a student at risk of harming themselves through physical outbursts

Reasonable adjustments will be made for disabled children or children with SEN.

Where reasonable force has been used in school, parents will be informed and an incident form completed.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy.



Appendix 1 - Consequences Of Misbehaviour Within Lessons

The vast majority of our students are very well behaved and visitors to the school regularly comment on this. We aim to keep it this way since misbehaviour in the classroom distracts both teachers and students from their work and interferes with learning. Students need to understand that they are in control of their behaviour and that if they choose to behave in a way which is unacceptable then consequences occur. These consequences become more **serious** if within the lesson misbehaviour **re-occurs**. The consequences below are displayed in student planners, in every classroom and are written for the student.

Each time you fail to meet the expectations of behaviour, you are making a choice. If you choose to behave in a way which is unacceptable then the following consequences will be applied

STAGE 1

Verbal reprimand by the teacher

STAGE 2

Verbal reprimand by the teacher and at this point you will also be:

- Instructed to move to another seat
- Asked to stay behind to talk to the teacher at a time of their choice

STAGE 3

If you have chosen not to improve your behaviour you will be put on a detention by your subject teacher and can also expect to be:

- Reported to the Head of Department and moved to a different room to work
- Spoken to by your Learning Manager or Pastoral Co-ordinator who will consider placing you on report and contacting your parents

STAGE 4

If you have chosen to continue your inappropriate behaviour the sanctions at stage 3 will be applied and you will incur the following:

- 1 hour school detention
- Parents informed and where appropriate invited into the Learning Village

If your inappropriate behaviour continues after Stages 1-4 you will be removed from the classroom, your parents contacted and you may be excluded.

Internal or external exclusions will be given for the following behaviours which are unacceptable:

- Fighting or violence
- Open defiance by refusing to follow a reasonable request from a member of staff
- Swearing at a member of staff
- Possession of drugs or alcohol
- Possession of an offensive weapon or replica weapon

REMEMBER

The choice is yours - behave in an appropriate way and avoid the above consequences.



Appendix 2

**CRAMLINGTON LEARNING VILLAGE HOME SCHOOL AGREEMENT
HOME - SCHOOL - STUDENT**

My family will:

- see that my son/daughter goes to school every day, on time and properly equipped
- make the school aware of any concerns or problems that might affect my son's/daughter's work or behaviour
- support the school's policies and guidelines for behaviour, dress, attendance, anti-bullying and non smoking
- avoid taking holidays in term time
- support my son/daughter in homework and other opportunities for home-learning
- attend parents' evenings and discussions about my son's/daughter's progress
- get to know about my son's/daughter's life at the school
- encourage my son/daughter to take part in extra curricular activities
- ensure that if my son/daughter is given a school detention he/she attends it

Print Name:

Signature(s) Date:

I shall:

- attend school every day and on time
- bring all the equipment I need every day
- follow all aspects of the dress code including guidelines on jewellery
- do all my classwork and homework as well as I can
- be polite, helpful and respectful to others
- keep the school free from litter and graffiti

Students name:

Signature: Date:

The school will aim to:

- provide a safe, secure and challenging learning environment
- ensure that your son/daughter achieves his/her full potential as a valued member of the school community
- provide a broad and balanced curriculum and meet the individual needs of your son/daughter
- encourage your son/daughter to achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- keep you informed about general school matters and about your son's/daughter's progress
- be open and welcoming at all times and offer opportunities for your son/daughter to become involved in the daily life of the school

Signature(s) Date:

Headteacher Home Group



The Cramlington partnership of schools shares the following aims and will work to:

- provide the highest standard of education for all children in our schools
- encourage children to develop their talents and to aim for excellence
- develop the social and academic skills which children need to achieve their potential
- foster a sense of personal responsibility in all our children. We do not tolerate bullying or any forms of inappropriate behaviour which prevent others from learning
- develop a learning community for people of all ages

**TOGETHER WE WILL SUCCEED
A PARTNERSHIP THAT WORKS FOR ALL**



Appendix 3: Exclusion Policy

Exclusions

Your child can be excluded if they misbehave in or outside school.

Types of exclusion

There are 3 kinds of exclusion – Internal exclusion, fixed term exclusion (susp ended) and permanent exclusion (expelled).

What happens when your child is excluded?

When the decision to exclude a student has been made the parent or student if aged 18 will be notified immediately by telephone and for fixed term or permanent exclusions, this will be confirmed in writing by hard copy letter within three school days. If a decision is taken late on a Friday then the written follow-up may need to await the following Monday but a 'phone conversation will still happen as soon as possible that day.

Written confirmation of the exclusion will include the following details:

a. for a permanent exclusion

- the fact that it is a permanent exclusion and the date from which the exclusion takes effect

b. for a fixed term exclusion:

- the precise period of the exclusion
- the arrangements for reintegrating the student into the school will be provided including the date and time the student should return to the school and this must also require the parent to attend an interview with the Headteacher or other senior member of staff.

c. for all types of exclusion:

- the reasons for the exclusion including any relevant previous history
- the parent's right to make representations regarding the exclusion through the appeal procedure
- the person in the school who the parent should contact if they wish to make representations as well as the date by which this should be done
- the arrangements that will be put in place to ensure that the student is able to continue their education (it is the parent's responsibility to ensure that all work set is completed and returned to the school)

Risk of prosecution if child is found in public place

For the first 5 school days of any exclusion, it's your responsibility to make sure your child isn't in a public place during normal school hours unless there is a good reason. You might be prosecuted if your child is found in a public place when they're not supposed to be.

Internal Exclusion (The Base)

An Internal Exclusion will be implemented for a misdemeanour of sufficient seriousness as to warrant a student being removed from lessons, but not so serious as to warrant removal from school or for an accumulation of behaviour incidents.



The Base runs from 10:00am until 4:00pm and students are set work by their teachers to complete while there to ensure disruption to their learning is minimal. Telephone contact will be made to inform parents of internal exclusion.

Fixed term exclusion

A fixed term exclusion is where your child is temporarily removed from school. If a child has been excluded for a fixed period, schools will set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a student referral unit.

Students can only be removed for up to 45 school days in one school year, even if they've changed school.

All decisions to exclude for a fixed term are serious and only taken as a last resort or where the breach of the school rules is serious.

The following are examples;

- Failure to comply with a reasonable request from a senior member of staff. 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.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the school
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other serious breaches of school rules.

Permanent exclusion

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.

'A decision to exclude a student permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school'. (DfE 'Exclusion from maintained schools, Academies and student referral units in England 2012)



The headteacher will make the judgement, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a. serious actual or threatened physical assault against another student or a member of staff;
- b. sexual abuse or assault;
- c. supplying an illegal drug;
- d. possession of an illegal drug with intent to supply;
- e. carrying an offensive weapon;
- f. making a malicious serious false allegation against a member of staff;
- g. potentially placing students, staff and members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

The headteacher may also permanently exclude a student for:-

- a. one of the above offences;
- b. persistent disruption and defiance including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises; or
- c. an offence which is not listed but is, in the opinion of the headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the school community.

Offensive Weapons - the school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the school.

In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the headteacher or the Governors to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

The Governors wish to emphasise to all parents and students that failure to conform to the high standards expected by all, may result in permanent exclusion in certain cases.

For example, if any student:

- Makes false accusations against a member of staff, which could precipitate action by the Police or Safeguarding Children's Board;
- Assaults a member of staff;
- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network
- Threatens, harasses or is involved in sexual misconduct towards any member of the school community;
- Swears at, or is personally insolent to a member of staff;



- Makes an unprovoked physical assault on another student;
- Makes an unprovoked verbal assault on another student;
- Misbehaves in any way while on a Behaviour Contract;
- Refuses to obey a reasonable instruction from the Headteacher;
- Is involved with the bullying of another student;
- Is involved in activities which are prejudicial to the health and safety of member(s) of the school community. This includes repeatedly failing to follow instructions from staff;
- Uses ICT in a way which could be construed as harassment and/or bullying of other members of the school community, or an invasion of their privacy;
- Uses audio or visual recordings of members of the school community in a way which could be construed as harassment, bullying or an invasion of their privacy;
- Is involved with alcohol, illegal or non-prescribed drugs, or substances known as 'legal highs' during the school day;
- Brings an offensive weapon into school;
- Behaviour in or out of school that precipitates Police action which may or may not affect members of the school community.

Challenging exclusion

Appeals

Parents have the right to appeal against a fixed term or permanent exclusion made by the Headteacher. To do so, parents must lodge an appeal in writing with the Clerk to the Governors no later than 10 school days after receipt of the letter

Any appeal received after the latest date for lodging appeals will be rejected by the school.

Where an appeal is received, the school will convene an appeal's panel which will comprise of three members of the Governing body. The persons selected will have had no direct involvement in the exclusion. The appeal's panel will be supported by a clerk.

An appeal's panel will meet to consider the appeal no later than the 15th school day after the day on which the appeal is lodged.

The appeal's panel may agree to adjourn the hearing if, after having regard to the particular circumstances, it considers it would not be appropriate for it to proceed to determine the outcome. This may arise from circumstances where further information is required or the parent requests a hearing after the 15th school day following the lodging of the appeal.

Prior to the hearing, both parties (the school and the parents) must provide to the clerk all relevant evidence and documentation upon which they intend to rely at the hearing. The documentation will be provided to the appeal's panel and shared with both parties. New evidence may be presented at the hearing however the appeal's panel may, in the interests of fairness, adjourn the matter to allow proper consideration of such material.



The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation for either party will not normally be appropriate.

The role of the appeal's panel is to make a fresh decision on the exclusion. In coming to their decision, the appeal's panel will consider

- whether, on the balance of probabilities, the student has done what is alleged; and
- whether exclusion is a proportionate response to the incident. In looking at this element, the appeal's panel will consider the actions taken by the school in relation to the student, the student's past history, how the School's policies have been implemented as well as balancing the needs of the student against the needs of the school community as a whole.

The appeal's panel may:

- Uphold the decision to exclude; or
- Decide that fixed-term/permanent exclusion was not a proportionate response, in all the circumstances of the case, direct immediate reinstatement and recommend that the student's record is amended to show this fact.

The appeal's panel is independent and the decision is binding on the parent and the school

The appeal's panel will inform all parties of the outcome by the end of the second school day after the hearing outlining the reasons for the decision, giving clear information about the behaviour and offences.

Where the appeal's panel recommends reinstatement the appeal's panel must immediately inform the Headteacher specifying the date by which the student must be readmitted. The student's record will be amended accordingly.

If the governors don't overturn the exclusion, you can ask for an independent review by the [school trust](#). The governors will tell you how to do this in their decision.

If your child is still excluded you can ask the [Local Government Ombudsman](#) (or the [Education Funding Agency](#) if the school's an school or free school) to look at whether your case was handled properly. They can't overturn the exclusion.

Further information on exclusions can be found at:

Department for education: www.gov.uk/school-discipline-exclusions/discipline

Child Law Advice (<http://childlawadvice.org.uk/information-pages/school-exclusion/>)