

Behaviour Management Policy

November 2017



THE JO RICHARDSON

SUCCESS FOR ALL

COMMUNITY SCHOOL

ACHIEVE

Behaviour management

At the Jo Richardson Community School we expect our inclusive values and ethos to underpin all aspects of the behaviour of our students and staff. All members of the school must behave courteously and respectfully towards each other so the learning environment is positive. Unacceptable behaviour will never be tolerated and every member of the school community is empowered to challenge anyone behaving in an antisocial manner. They can do this by using the robust, consistent and clear system that are in place.

The core of our approach focuses upon our students accepting responsibility for their own behaviour and learning. We aim to support students in developing self-discipline based on mutual respect, clear boundaries and maintaining faith in a consistent system. Key to this expectation is the need for staff to develop the correct skills and attitude to manage behaviour effectively. A wide range of interventions are available to support this expectation. We also use the LBBB pyramid of SEMH to identify levels of need and targeted support.

A summary of this policy will be published in Student Planners, and will be regularly discussed in assemblies and meetings for parents. It is a key part of the home – school agreement and it will also feature as a part of the induction for new staff.

Key principles

- the form tutor is central to the pastoral system. The pastoral system is focused upon student welfare and support, not punishment. Our 'Fit for School' assessment, carried out every morning and assesses students' readiness for school, underpins this role
- subject staff/HoDs are responsible for appropriate punitive action as well as the "repair and rebuild" process to help students return learning
- the Student Planner is the key tool of communication between staff and parents/carers. It actively promotes students' personal organisation and effective home/school partnership
- all behaviour support systems aim to minimise confrontation between staff and students. Therefore all systems must have clarity and be implemented with consistency
- the reporting and recording system is seamless and triggers the appropriate documentation and contact with parents. There is a Pastoral Support Assistant (PSA) attached to each year group to ensure consistency
- all systems are simple, accessible and manageable
- Student Support Panel (SSP) meets every week to discuss complex cases and every student who has reached a Level 5 exclusion or above. Our inclusion team form this panel and every meeting has a pre-release agenda; meeting minutes document any action points. Students discussed at this panel have a detailed student profile which is regularly updated to record events, interventions and actions.
- the Office staff (wherever possible) are responsible for the administration of the system. Teaching staff should spend a minimal amount of time involved in administrative tasks

Our policy is based on the premise that:

- each student has the right to learn
- each teacher has the right to teach without interruption
- every parent has the right to be informed about their child's behaviour so they have the opportunity to work in partnership
- parents will support the school

Code of Conduct

The JRCS Code of Conduct aims to promote the key issues of respect and self-discipline. This Code gives clear guidance with regard to the school's high expectations of their behaviour both inside and outside the school. The Code of Conduct is printed in the Student Planner. The Sixth Form Code of Conduct is printed in the Student Planner and in the Southern Consortium Handbook, under Pastoral Policies.

This policy has three parts:

Section A – Procedures and key information
Section B – Praise and reward
Section C – Sanctions and consequences

Section A – Procedures and key information

All students understand their role in school. This is clearly explained in both the code of conduct and home – school agreement. The teaching and learning policy also highlights bottom line requirements when considering routines and expectations in the classroom.

1 - Cause For Concern (CFCs)

CFC reports should be used to record any cause for concern. Whilst a CFC is not a punishment in itself, it does formalise proceedings, and means parents are informed. CFCs are electronic records which are entered on to Eportal. Staff should:

- use reports as described in the discipline system. The CFC is NOT a system to refer problems to others (except for out of class situations). It is a means of circulating information. Where help is required, and this applies in any case of Standard 3 behaviour, personal contact must be made, with either the HoD, or, in more serious cases where a period of exclusion may be appropriate, with a member of the SLT.
- ensure that they follow the key protocols of the system. This includes:
 - writing their staff code and date before writing in any information
 - never assigning an event to someone else without talking to them first
 - always selecting a behaviour event and a consequence
 - ensuring that any incidents of a racist nature are recorded following the guidance below (always refer these incidents to a member of SLT)

2 - Truancy

Truancy and leaving school without permission is a Standard 3 behaviour and will, in most cases, lead to a medium or high level consequence. The time missed from lessons will also have to be made up under the supervision of the LSU. If students leave the site without permission and they do not arrive straight home the police will be contacted.

The following sanctions may also be applied at the discretion of the Headteacher:

- removal from extra-curricular activities
- removal from non-core curriculum trips
- removal from representing school at sporting activities
- removal from School Council/Student Voice representation
- removal from responsibility in school (Office Assistant, tours, Parents' Evening Assistant, etc)

3 - Whole-school agreed routines

In order to ensure consistent standards of behaviour across the school, we have agreed a number of routines that all staff are expected to follow:

Entry and exit from classrooms

- students should not enter a classroom without a member of staff being present. This is in line with our safeguarding policy
- teach students the entry requirements to classrooms. These may vary from area to area
- HoDs should ensure that a sign outside each classroom describes where to line up
- HoYs are responsible for the behaviour of students queuing up outside the building or in communal areas during social time
- teachers should make sure they are on time to lessons and stand at the door when seeing in groups. The greeting sets the tone of the lesson
- tell the students where you want them to sit as they enter as reflected in the seating plan
- make students enter the classroom again if necessary if you're not happy with the way they enter the room initially
- ensure coats are removed, equipment, books and planner are on desk, bags are on the floor, and students are sitting in silence before you take the register. The register is key every lesson to ensure students are accounted for
- stand at the front and wait for silence
- stop taking the register, make eye contact with the class and ask who is talking if you are interrupted
- when dismissing a group, ensure that everyone is standing behind their desks in silence
- ensure all chairs are under desks, and the rows are tidy
- dismiss students row by row, standing in the doorway
- students must never be dismissed before the lesson change has sounded (where appropriate)
- students must not wear coats, hats, scarves or gloves anywhere inside the school building (baseball caps are not allowed) unless SLT has allowed this in extreme circumstances
- students must leave the classroom in a tidy state. Any worksheets or other paper left on the floor or on

desks may be considered as littering at the discretion of the teacher

Corridor/stair movement

All of us have a responsibility, led by SLT and CLT, to model, teach and demand the following:

- walking on the left in a direct fashion without blocking the way
- walking quietly
- walking calmly, taking care not to damage the walls and notice-boards
- no eating or drinking on the first and second floors
- uniform is worn correctly at all times

Monitoring 'hot-spots'

SLT and PSAs have a responsibility to assist in the smooth movement of students in identified difficult areas.

Out of class

- no students should be allowed out of class to go to the toilet if they do not have a note in their Planner counter-signed by Welfare unless you are absolutely convinced it is a genuine case
- staff should record in Student Planners whenever a student is out of class and make a note (T) in their Teacher Planner
- where groups are working 'around' the school, they should be specifically allocated a place by the member of staff concerned, and regularly monitored. During double lessons, consideration should be given to arrangements during changeover

Other

- students should not bring the following items into school: cans or glass bottles, laser pens, trading cards, chewing gum, correction fluids, lighters, matches, offensive or adult publications, cigarettes (including e cigarettes), dangerous implements, make-up, toy guns, items of great value or anything that has been classed as a banned item over the course of the academic year
- any banned item found by a member of staff will be confiscated and placed in a locked cupboard in the Main School office. Parents will be required to collect these items from the School Office, other than on the last day of each half-term when they may be collected by students themselves
- students are not permitted to wear jewellery

Routines for Sixth Form Students

The routines outlined above are also applicable to Sixth Form students with the following adaptations:

- students may enter classrooms without the teacher if the teacher has allowed this
- dismissal from lessons will be less formal. Dismissal should usually be at the normal lesson change time and never more than five minutes early
- Students are permitted to wear jewellery

4 - Mobile phone policy

JRCS is a 'mobile free zone'. Students must not use or show their mobile phones at any point whilst they are in the school building or grounds. They may have their phones switched off in their bags and lockers.

If such items are brought into school, students do this at their own risk.

In the event of an emergency and parents need to contact a student, they must telephone the school reception. Students are never to use their mobile phones to communicate with parents during the school day. Such use will result in sanctions for the student and confiscation of the phone.

Section B – Praise and reward

1 - ACHIEVE and the KS3 credit system

All members of the school community will do things that deserved to be praised. We understand the need for balance in any system and our structures make sure positive behaviour, mindset and homework are also acknowledged. This makes it possible for every student to experience positive feedback and it reflects our motto "Success for All"

ACHIEVE is central to our positive behaviour incentive approach. If students demonstrate a learning behaviour that reflects an ACHIEVE category, they will be issued a letter of commendation (LOC). If

students obtain all seven in an academic year they will be classed as a 'Gold Seagull' student. This is available to all year groups.

In KS3, a credit system is also used which is linked to an inter-form challenge. Students can achieve personal certificates, prizes and rewards for their form, depending upon the number of credits they achieve.

All of the above generate positive action points with parents. This could be in the form of a certificate, phone call or letter.

2 - Regular reporting deadlines

Every subject regularly reports to parents about students' mindset, behaviour and homework using the following values:

- 1 = Excellent
- 2 = Good
- 3 = Satisfactory
- 4 = Cause for concern
- 5 = Poor

This then generates a ranking in the year group and category. Each category has clearly defined actions:

Average score	Ranking	Outcome
1	Platinum	£50, meet Headteacher, LOC, reward trip
1.25	Gold	Meet Headteacher, LOC, reward trip
1.5	Silver	LOC, reward trip
2	Bronze	Letter home
2.5	Green	"Well done" message on ranking letter to student
3	Yellow	Tutor report
3.25	Orange	Head of Year report
3.5	Red	Assistant Headteacher report

Section C – Sanctions and consequences

Sanctions and consequences provide reinforcement that certain behaviour is unacceptable / inappropriate and reassurance to those impacted. This helps students to develop a sense of right and wrong. Whilst important, they should be applied sparingly and consistently with context.

1 - Inclusion

The role of the Inclusion Team in relation to behaviour is to provide support for students who regularly break the Code of Conduct. Heads of Year and tutors have the role of monitoring student behaviour, and using the various support systems to try to modify behaviour. This is supported by the work of the Pastoral Support Assistants attached to each year group. The school's catalogue of provision and Student Support Panel (SSP) are central to this. The Inclusion Team forms a 'Team around the Child' (TAC) to ensure students are supported so they are able to concentrate upon their academic studies.

The underpinning principle is that wherever punishment is necessary, the following should be considered:

- will the punishment improve behaviour or is a more suitable alternative available?
- staff should do everything possible to avoid the punishment of whole groups for individuals' misconduct - always try to seek out those who deserve to be punished - the students and their parents will respect this
- ringleaders should be picked out, but avoid making individuals scapegoats for a group's activities
- the extent to which the exclusion will change the behaviour needs to be considered
- student records need to be checked to establish the situation with interventions. Have they had enough time to work? Has the student had enough support to manage their behaviour?

2 - Facilities

To support our inclusion agenda we have three very distinct facilities:

The Space

This is a specialist facility manned by SLT and Pastoral Assistants. In the case of Standard 3 behavioural issues (medium – high) during lesson times, HoDs can call for guidance from SLT. The member of SLT on duty will offer advice over the phone and support the HOD to de-escalate or resolve the issue.

If all measures have been exhausted, or it is decided by SLT that the student should be removed, the student will be escorted to “The Space” by the Pastoral Assistant on duty. At this point, the member of SLT on duty will investigate the issue and decide on an appropriate way forward. At all times, it should be the aim of all staff to de-escalate a situation and return students to lesson, when appropriate.

The LSU

Students complete their internal exclusion in the LSU with a dedicated team of behaviour specialists.

The Hub

This is a facility for students who have reached level 8 exclusion.

3 - Behaviour categories

The following are three broad categories of behaviour difficulty which identify who is responsible for dealing with poor behaviour. Standard 1 relates directly to the Code of Conduct.

Standard 1	Teacher
Standard 2	CLT: HoD (for classroom situations) / HoY (for out of class situations)
Standard 3	Low Level - HoY (for out of class situations) Medium Level - SLT two hour detention after school on Friday and SLT Saturday morning detention two hours 30 minutes High Level – Exclusion

Behaviour at the JRCS is divided into three main standards of seriousness:

<p>Standard One: Teacher</p> <ul style="list-style-type: none"> • talking at the wrong time • forgetting equipment, Planners or homework • arriving late • preventing others from working • wasting time • making only the minimum of effort • making fun of others • interfering with other students' possessions • eating in class • uniform issues • unintentional littering 	<p>Standard Two: HoD/HoY</p> <ul style="list-style-type: none"> • regularly causing problems at Standard 1 or refusing to co-operate with the member of staff at Standard 1 • rudeness to staff or students • spitting • play-fighting • use of inappropriate or offensive language • cashless catering card misuse • misuse of ICT • throwing without intent to disrupt or harm 	<p>Standard Three: HoY/SLT</p> <p>Low Level: HoY 1 hour detention (for initial behaviour or more minor offences)</p> <ul style="list-style-type: none"> • chewing gum on site • intentional littering • defacing books/property • letting down the good reputation of the school in public • throwing snowballs or water • persistent failure to complete homework/coursework <p>Medium Level: SLT 2 hour detention Incidents listed above where the context and level of provocation/intent suggest an SLT 2 hour detention is more appropriate</p> <ul style="list-style-type: none"> • repeat behaviour or failure to respond to HoY intervention • truancy • inflammatory behaviour which leads to fighting • accidental but serious damage • mobile phone an issue in school • smoking in school uniform off site • in possession of smoking paraphenalia • repeated misuse of cashless catering card • repeated misuse of ICT • throwing with intent to disrupt or harm • mobile phone use <p>High Level: Exclusion (our red lines) Students move up the exclusion stage (Levels 1-10. Level 10 = permanent exclusion)</p> <ul style="list-style-type: none"> • regularly causing problems at Standard 2 or refusal to co-operate with HoD/HoY • stealing • dangerous refusal to follow instructions • refusal to leave the classroom when asked by a teacher • deliberate dangerous behaviour • highly offensive or discriminatory language to / or about any staff or students • breaching the internet and website policy • physical abuse of / assault on student / staff • deliberate damage, vandalism, or graffiti • drug related incidents (including alcohol) • repeat smoking off site in school uniform • smoking on school premises • assault upon another student • sexualised behaviour against a member of staff or student • involvement with pornographic materials including electronic images • carrying an offensive weapon • inappropriate physical contact with students or staff
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4 - Classroom discipline plan

Standard 1	Classroom teacher	
STEP 1	1 st time rule is broken	State the rule as a reminder
STEP 2	2 nd time rule is broken	Warn the student of potential consequences
STEP 3	3 rd time rule is broken	Act by either moving the student or seeing them at the end of the lesson, plus possibly punish (eg, short detention)
STEP 4	4 th time rule is broken	Time out. Student removed from the classroom (one student for maximum of five minutes only). A CFC must be completed plus possible direct contact home by class teacher. If difficulty cannot be 'sorted out' refer to Standard 2

Standard 2	Departmental support	
STEP 5	Standard 2 behaviour or referral from Standard 1	Remove student from lesson to designated colleague - HoD to support class teacher A CFC must be completed plus possible sanction and direct contact home by HoD
STEP 6	Regular disruption of lesson	Formal contact with home by HoD Subject report considered Withdrawal from lessons by HoD (limited period only) Failure to co-operate with HoD, refer to Standard 3

Standard 3	SLT	
STEP 7	Standard 3 behaviour or referral from Standard 2	Personal referral to SLT for immediate isolation
STEP 8		SLT to gather facts and establish the exact circumstances before deciding on appropriate action (usually exclusion – see later in this policy for different types of exclusion)

5 - Out of class discipline plan

Standard 1	Teacher	
STEP 1	Standard 1 behaviour	Give a verbal 'telling off'. Correct the behaviour (this may include confiscation). Where appropriate, send the student back to 'walk again' properly. If the student is co-operative, no further action required
STEP 2		If the student fails to respond appropriately, move immediately to Standard 2

Standard 2**Pastoral support via HoY**

STEP 3	Standard 2 behaviour or failure to co-operate at Standard 1	Complete CFC to refer matter to HoY. This is the only occasion when the CFC is used to refer on an issue. He/she will then decide on the appropriate course of action
STEP 4	Failure to co-operate with the HoY or regular Standard 2 misbehaviour	Refer to Standard 3

Standard 3**HoY/SLT**

STEP 5	Standard 3 behaviour or referral from Standard 2	Referral to HoY/SLT for investigation. Gather facts and establish the exact circumstances before deciding on appropriate action which may lead to exclusion (see chart below)
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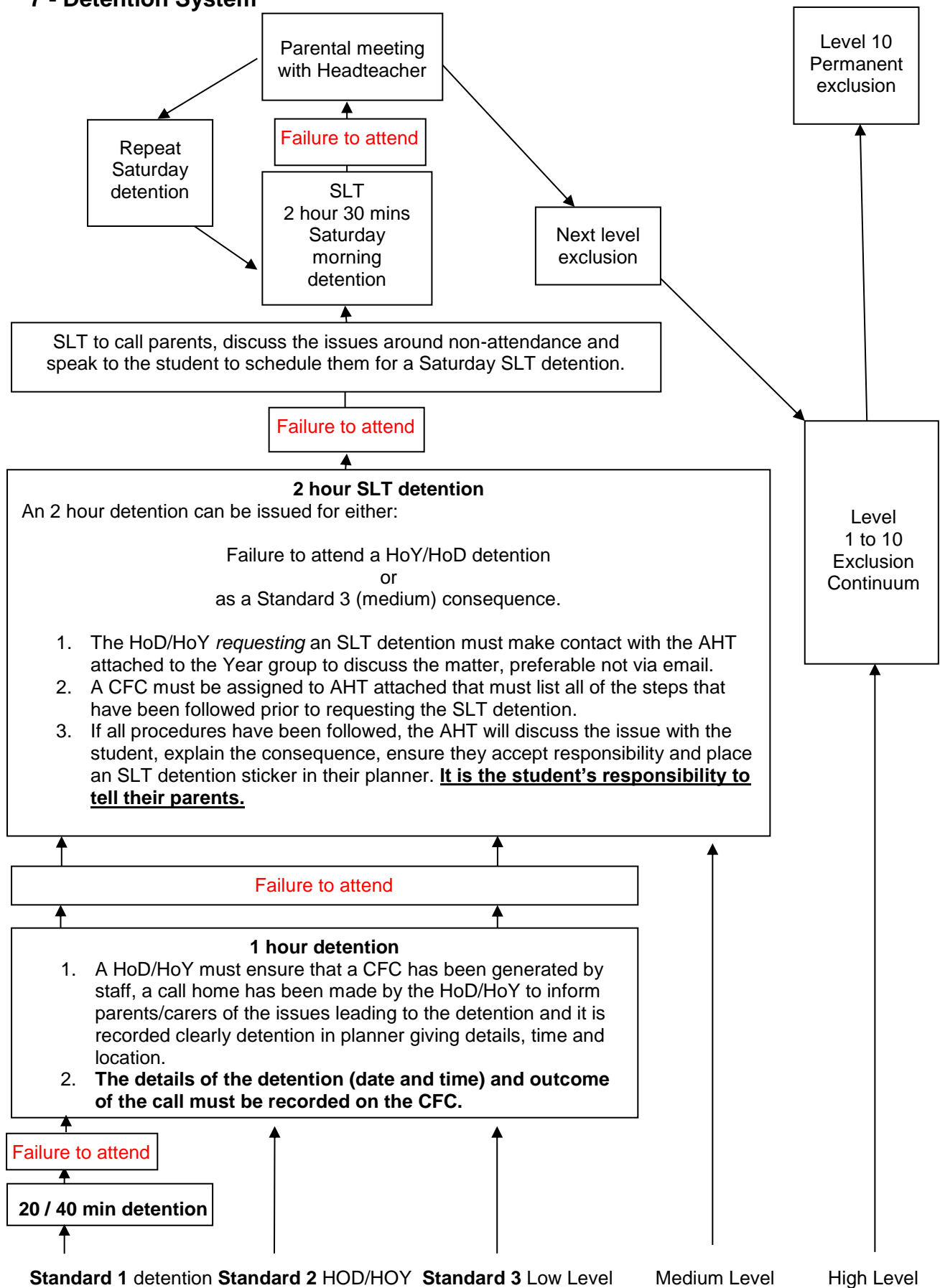
6 - On report system

In common with most schools, JRCS uses a weekly report to monitor student mindset/behaviour/work. Students causing particular concern can be placed on this report.

- It has a colour coded design for each of the five levels of Weekly Report has been agreed in order to develop consistency and to give a clearer message to students and parents in terms of what we are trying to achieve when a student is placed on report. By including targets on the report, all staff will be monitoring and commenting on the agreed areas
- it is essential that the supervising teacher agrees a maximum of three targets which the student will aim to achieve. The targets should be achievable and specific
- each student should then be set an appropriate numerical target for each day. If this target is not met, they should usually go up to the next report level
- The report system has levels built in, which support the overall pastoral/SDD monitoring of students
- Failure to reach targets whilst on Level 5 report will result in exclusion

Level	Type	Colour
1	Student self-monitoring	Pale blue
2	Tutor	Green
3	Head of Year	Yellow
4	Assistant Head for year group	Pink
5	Key Stage Deputy Head	Red

7 - Detention System



All detentions, regardless of duration, **must** be recorded in the Student Planner. Those lasting for longer than 20 minutes must have a minimum of 24 hours' notice, or longer if a parent has requested this on the permissions page of the Planner. Once completed, all detentions must be clearly signed off in the Planner.

Parents who wish for 48 hours' notice of any detentions that their son/daughter is given must write directly with their request to the Headteacher. If this permission is granted, it will be recorded on the Permissions page of the Planner.

Standard 1 behaviour: classroom teacher

Subject teacher sets a 20/40 minute detention for the same or following day. Detentions of over 20 minutes must be set for the following day at the soonest. All staff must record detentions in the calendar section of the student's Planner and include the following details:

- their staff code
- reason for detention
- duration of detention
- location of detention
- start time of detention

When the detention has been completed, the member of staff should sign across the note of the detention. Tutors and other staff should **not** be asked to record detentions, only to reinforce them. Whenever possible, students should be seen on the same day, for a short period, particularly for a 'first offence'. The short detention serves two purposes:

- it recognises that staff are already giving up a considerable amount of time in detaining students
- students need to see that it is in their interest to complete the subject detention, so that their behaviour can be discussed, rather than have the time increased or have the matter referred to more senior staff

The aim of initial detention is to provide an opportunity to resolve the situation.

Standard 2 behaviour: HoD/HoY

If a student fails to attend an initial 20/40 minute detention and does not provide evidence of an appropriate reason for their non-attendance, the subject teacher/tutor will refer the detention to the appropriate HoD/HoY who will then set a one hour HoD/HoY detention, giving 24 hours' notice.

A phone call to the student's parents should be made by HoD/HoY at this stage and the outcome recorded on the CFC. The date of detention and a record of it being written in planner by HoD/HoY should be added to the CFC, eg, "detention set for DD/MM/YY – in planner."

Standard 3 behaviour: (SLT)

If a student does not attend HoD/HoY detention, the CFC should be forwarded to the SLT for the year group and the HoD/HoY must make contact with the AHT attached to the Year group to discuss the matter and request an SLT detention, preferable not via email – **strategies to deescalate the SLT detention will be discussed.**

If appropriate, the AHT will then speak to the student and issue the detention via the planner. **Parents will not be called about this detention.** It is the student's responsibility to explain the situation to their parent once they have accepted responsibility

SLT detentions run from 3.15pm – 5.15pm every Friday (where possible). All students with an SLT detention are expected to report to the allocated room by 3.15pm at the latest. A member of SLT will then take a register and supervise the two hour detention.

Should a student fail to attend the detention, a member of SLT will contact the parent/carer to discuss the issues around non-attendance and speak to the student to schedule them for a Saturday SLT detention. Additionally, if a student is set three Friday SLT detentions in a half term, they will be subsequently set a Saturday SLT detention. In all cases, parents/carers will be invited to the school to discuss the matter and further support implemented.

SLT Saturday morning detentions:

- SLT Saturday detentions can only be generated by SLT
- the member of SLT attached to the student's year group must call home to inform parents and will place a sticker in the student's planner

- SLT Saturday morning detentions will be calendared weekly with one member of SLT. The SLT Saturday morning detention will run from 8.30 – 11.00am
- students will be required to wear full school uniform and will be met in the Castle Green entrance by a member of SLT at 8.30am
- if a student attends later than 8:45am, is not in full school uniform, once the context has been established, they may be sent home and the SLT member will contact parents and arrange for them to attend a meeting between 8:15 - 8:45am on the following Monday with the SLT attached to the student's year group. After reinforcing expectations, it will then be re-set as 2h 30m Saturday morning SLT detention for the following Saturday. Any subsequent issue will lead to a formal meeting with the Headteacher.
- if a student has failed to attend and/or the parents have been unable to be contacted, a formal meeting with the Headteacher will be arranged before the student is allowed to return to school and the next level of exclusion will normally be actioned and the student will be required to repeat the Saturday morning SLT detention

8 - Standard 3 behaviour: exclusions

The school uses a range of escalating exclusions. During a period of exclusion, students will not be permitted in lessons; instead, they will work in isolation in a specially designed and supervised area. Whenever a student commits a Standard 3 High Level 'offence', reference will be made to previous records to check that any interventions that are in place have had time to work (all interventions are fully explained in the inclusion catalogue of provision which can be obtained from the Office Manager).

All students move through the following stages, each time they are excluded.

Level	Details	Staff responsible
1	Internal 4 periods	Pastoral Assistant makes call and organises the intervention. The action is recorded on the CFC
2	Internal 1 day (8.30am - 4.30pm)	Pastoral Assistant makes call to explain the exclusion and the next level of intervention. The action is recorded on the CFC
3	Internal 2 days (8.30am – 4.30pm)	The LSU make the holding call followed by a HoY call to arrange a meeting Key workers and LSU are invited to attend
4	Internal 3 days (8.30am – 4.30pm)	The LSU make the holding call followed by a HoY call to arrange a meeting Keyworkers and LSU are invited to attend.
5	Internal 4 days (8.30am – 4.30pm) PSP put in place. Student discussed at SSP.	The LSU makes the holding call followed by a call from the Inclusion Manager. Meeting with Inclusion Manager and LSU and keyworker Inclusion Manager takes responsibility for ensuring the appropriate interventions happen. They monitor this student and take responsibility for them to try to avoid a L6 exclusion.
6	Sent home on day of incident Internal 4 days (8.30am – 4.30pm) Student discussed at SSP	Meeting with AHT attached + Inclusion Manager Keyworkers and LSU are invited to attend.

7	Sent home on day of incident Internal 5 days (8.30am – 4.30pm) Student discussed at SSP	Key Stage Deputy + AHT Key workers and LSU are invited to attend.
8	Sent home on day of incident + 1 day external. 20 days exclusion following an individual plan	Key Stage Deputy Keyworkers and LSU are invited to attend.
9	External 5 days KS3 PRU placement 6 weeks KS4 10 day exclusion to include 5 days in PRU Gradual reintegration via the LSU	Headteacher
10	Permanent Exclusion	Headteacher and Governing body

For every **five school weeks** students have without a major incident they move back one stage.

The following behaviour will usually lead to permanent exclusion:

- serious actual or threatened violence
- sexual abuse or assault against a member of staff
- sexual abuse or serious assault against another student
- supplying an illegal drug
- carrying an offensive weapon
- serious and intentional damage to school property

Urgent situations will continue to be dealt with by all SLT who will provide a 'holding' response until appropriate action is carried out by the attached Assistant Head.

For **students with EHCPs** on a Level 6 -10 exclusion, there needs to be discussion between the relevant Key Stage Deputy Head and the Head of SDD about the nature/length of any punishment. Following any Level 9 exclusion, should a student **commit an excludable offence within five school weeks of their return to school** it will be up to the Head of Student Development in discussion with the Inclusion Manager and Headteacher to either:

- punish within SDD or
- organise respite in PRU
- organise alternative provision with LA
- recommend that permanent exclusion is the only course of action left to the school

Regardless of the level of exclusion, the person managing the exclusion should take the following steps:

Step 1

- consult with the Assistant Head or Key Stage Deputy Head allocated to the year group and/or HoY
- check the next exclusion level and ensure all interventions have had time to embed
- inform the student of the decision
- inform the parents by phone on the day of the incident, if possible
- ensure a copy of the CFC is completed and assigned to the Office Manager as soon as possible

Step 2

- in some cases on the day of the incident, the student will be sent home at the earliest opportunity following parental contact. Parents must collect students from the school premises. The member of SLT dealing with the exclusion will make the decision as to whether the child remains in school.
- The Office Manager emails all staff to inform them of the exclusion

Step 3

- letter sent to parents for fixed term external exclusions

- for Level 8 - 10 exclusions, the Office Manager will send a letter and initial work home automatically within 24 hours, and HoYs should follow up if this work is completed and returned to school

Step 4

- exclusion meeting (or phone call in case of Level 1-2 exclusions) takes place
- keep a record using the appropriate pro-forma, then pass to the Office Manager (this must not be passed on until the contact has been made)

Step 5

- all paperwork is then collated by the Office Manager as soon as possible
- all interventions will be recorded using the code system

Meeting format

- speak to the parents first and ask the child to wait outside your office
- after discussion with the parents, call the student in and explain the outcome in a matter of fact way
- the Record of Exclusion Meeting form should then be signed by all parties
- any interventions must be discussed and documented on the exclusion paperwork

Internal exclusions

- all internal exclusions will be based in the LSU
- students on exclusion will complete independent work from work-packs and appropriate school/ coursework provided by their teachers
- SDD will take a lead role in providing work for excluded students who are on School Action Plus/SEN Support or who have a Statement of SEN/EHCP
- the Office Manager is responsible for ensuring that CFC information is passed on to the LSU staff
- any student who does not abide by the exclusion rules will complete further exclusion time. Students' behaviour whilst on exclusion will be monitored by LSU staff
- students will be escorted to lunch by the LSU staff
- students can only go into the LSU if they are excluded or being given a documented period of respite
- students will not be admitted into the LSU unless they have a ticket from the Office
- students should not be presented to the LSU until they accept the situation and they are clear about the current exclusion level

9 – Behaviour contracts

There may be occasions when the school will draw up a behaviour contract which must be agreed and signed by both parent and student prior to return after exclusions. If the terms of this contract are broken, this will lead to the student's further, and possibly permanent, exclusion.

Key requirements and legal duties

This policy responds to the requirements of the Education Act, 2011 and the Education and Inspections Act, 2006. This includes that all schools must have a behaviour policy which must be available to all parents and prospective parents. JRCS acknowledges its legal duty under the Equalities Act 2010 and in respect of students with SEND.