

Behaviour Management Policy

April 2019



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 systems 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. Our ethos is further supported through the work we do to develop an individual's character.

A summary of this policy is published in student planners and it will be regularly discussed in assemblies and parent's meetings. It is a key part of the home – school agreement and it will also feature as a part of the induction for new staff. Our students know what is expected of them and the consequences of failing to reach this expectation.

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 underpins this role. It is carried out every morning and it assesses students' readiness for learning
- subject staff/HoDs are responsible for appropriate punitive action as well as the "repair and rebuild" process to help students return to 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.

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 / around school.

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 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)
 - carefully consider if parents need to be informed about the incident. If this is the case, please tick 'letter home' on the CFC. All Standard 3 behaviours will trigger parental contact.

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 SLT. 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
- 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. This is also the case when meeting Year 7 and Year 8 students on the lines
- 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 Student Services 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.

If students do use a mobile phone during the school day it will be treated as a banned item.

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 LOCs in all seven categories 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 (PSA) 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 can concentrate upon their academic studies and the development of their character.

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 four very distinct facilities:

The Space

This is a specialist facility manned by SLT and PSAs. 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 PSA 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 Space is not a long term provision. The anticipated turnaround period from call to action is one hour.

The LSU

Students complete their internal exclusion in the LSU with a dedicated team of behaviour specialists. This is a self-contained provision on the first floor. The room itself is well equipped and there is an opportunity for group work and reflection. At the back of the provision is an office, a keyworking room and a mentoring room. Each of these provisions add value to the work that occurs in the LSU. The intention of this facility is to rectify behaviour through reflection. Our motto is “twice should be enough”. By that we hope to develop a situation where students realise the error of their ways before they have lost too much learning time.

IEU

Unfortunately, and despite our best efforts, sometimes twice isn't enough. Students continue to work their way up the exclusion ladder. We will continue to work with students in the LSU to a level 5 exclusion. Once they exceed this, they will spend their time in our internal exclusion unit (IEU). At this stage we will have done the following:

- provided students with a keyworker
- met with parents three times
- applied the measures in the catalogue of provision
- carried out a SNAP B / Boxhall profile
- raised and discussed students at our multi-disciplinary meeting – SSP

The above means that we have a good insight into the student and the catalysts for the behaviour. We seek first to understand before demanding to be understood. At level 6, students need some time to come to their own conclusions because our interventions have failed to have the desired impact. We also have the option of students completing their IEU time in another school. This reciprocal arrangement has been put in place to reduce the number of external fixed term exclusions.

The Hub

This is a facility for students who have reached level 8 exclusion. It is an intensive 20 day programme which is the final step before a PRU placement. Students follow a bespoke timetable and they are supported in the lessons that they do attend.

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:

| Standard One: Teacher | Standard Two: HoD/HoY | Standard Three: HoY/SLT |
|---|---|--|
| <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 | <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>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 |

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) |
|--------|--|---|

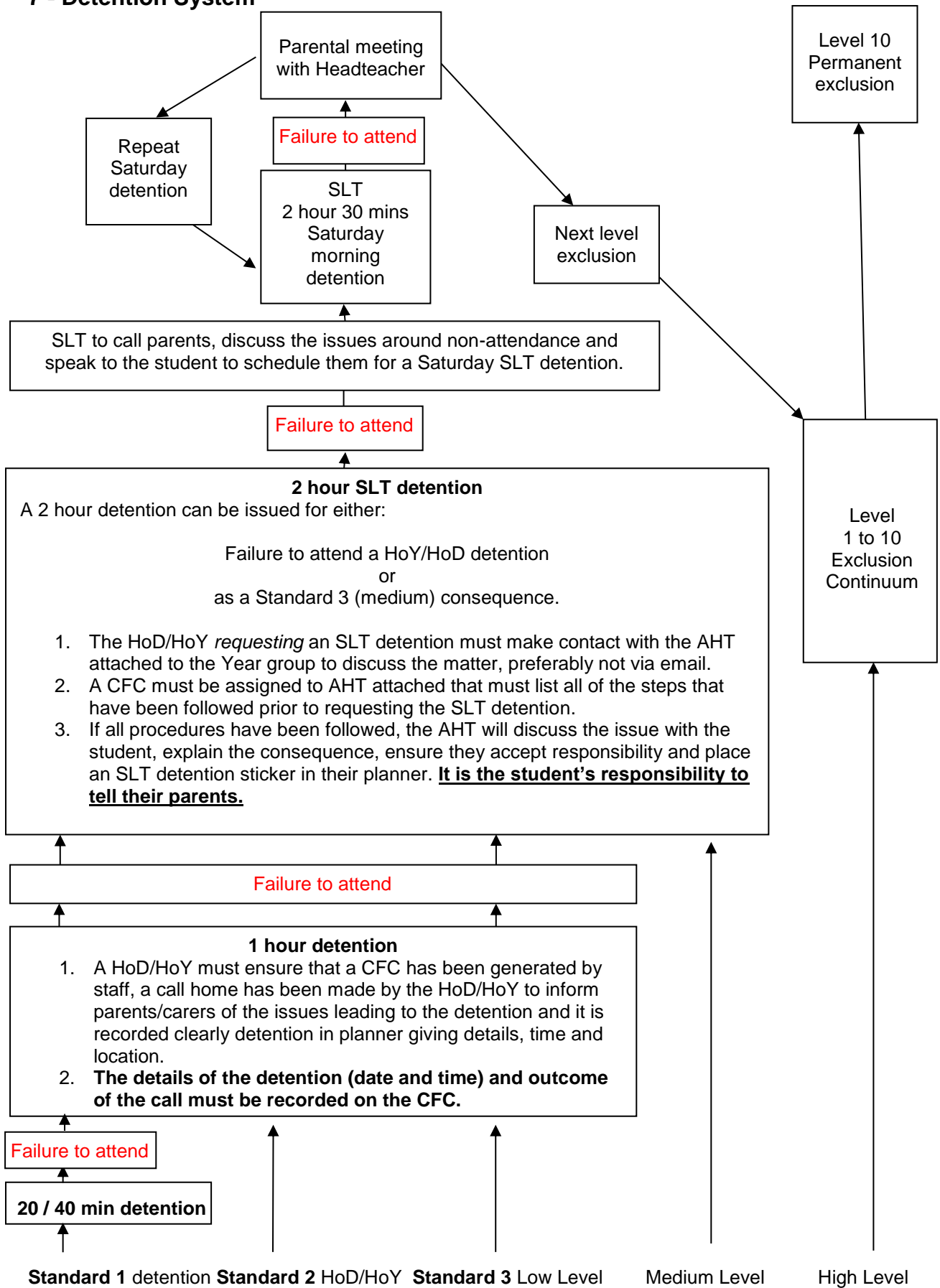
6 - On report system

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.

- 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 | Pastoral 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, preferably 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 or 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 2 hour 30 minute 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. 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 | PSA makes call and organises the intervention. The action is recorded on the CFC |
| 2 | Internal 1 day (8.30am - 4.30pm) | PSA 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 Keyworkers 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 in the IEU (8.30am – 4.30pm) Student discussed at SSP | Meeting with AHT attached + Inclusion Manager Keyworker and LSU are invited to attend |

| | | |
|----|--|---|
| 7 | Sent home on day of incident Internal 5 days in the IEU (8.30am – 4.30pm) Student discussed at SSP | Meeting with Pastoral Deputy + AHT Keyworker and LSU are invited to attend |
| 8 | Sent home on day of incident + 1 day external 20 days exclusion in the Hub following an individual plan | Meeting with Pastoral Deputy Keyworker 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 | Meeting with Pastoral Deputy and Headteacher |
| 10 | Permanent Exclusion | Meeting with Headteacher and Governing Body |

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

The above is a guide. However, students may be fixed term excluded at any stage on the ladder. The Headteacher will make this decision.

JRCS follows the DfE Guidance on Exclusions (updated September 2017). A full copy of this guidance is available on the DfE website. We will only fixed term exclude when absolutely necessary. However, we will never shirk from taking appropriate action. We recognise that fixed term exclusions cause disruption to students' learning which might negatively influence their future behaviour and will therefore only ever fixed term exclude for serious incidents. In rare cases, we may have to consider permanent exclusion. Sometimes this will be for an isolated incident.

Behaviour likely to result in fixed term exclusion:

- persistent and seriously disruptive behaviour
- confrontational behaviour/obscene language towards students or staff
- offensive, racist, sexist or homophobic language
- behaviour causing a health and safety risk
- direct defiance of a member of staff
- serious vandalism
- disruption in the local community
- theft
- fighting/assault
- carrying a potentially dangerous weapon/implement on the journey to or from school
- bringing a potentially dangerous weapon/implement onto the school site
- behaviour likely to bring the school into disrepute

Behaviour likely to result in permanent exclusion:

- physical assault upon a member of staff
- serious physical assault upon another student
- use of or possession of illegal substances (including so called 'legal highs') either on site or whilst in school uniform or on a school trip or visit
- possession of knives, or other weapons including BB guns and other instruments that can be used as weapons, either on site or whilst in school uniform or on a school trip or visit
- actual, intended or threatened use of a potentially dangerous weapon/implement on school site, to or from the school, or anywhere when wearing school uniform or representing the school
- posing a serious and/or repeated health and safety risk
- repeated incidents of serious misbehaviour or repeated disruption to the learning of others
- serious sexual misconduct including distribution and production of inappropriate images
- criminal offences committed on the school site, whilst representing the school or whilst on the way to or from the school
- other serious reasons at the Headteacher's discretion.

“Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school” (DfE July 2017)

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 / Pastoral Deputy.

For **students with EHCPs** on a Level 6 -10 exclusion, there needs to be discussion between the Pastoral Deputy and the Head of SDD about the nature/length of any punishment.

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

Step 1

- consult with the Assistant Head or Pastoral Deputy 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 (only relevant for fixed term exclusions)

- 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.
- when a student is sent home for a fixed period of time it is the Head of Years responsibility to send work home.

Step 3 (only relevant for fixed term exclusions)

- all fixed term exclusions are recorded, and the local authority is informed
- a letter is sent to the parents explaining the reason for the fixed term exclusion

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
- student profiles must be updated

Meeting format

- speak to the parents first and ask the child to wait outside the meeting room
- 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 either the LSU, IEU or Hub
- 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

Fixed term exclusions (up to 45 days per academic year)

- the Headteacher makes the decision
- students are excluded by the Headteacher for serious breaches of the Code of Conduct (as explained above)
- telephone contact is made with the parents immediately
- a letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Local Authority
- teaching staff must provide work for the student. This is co-ordinated by the Head of Year
- following the exclusion, the parents and student must attend a formal reintegration meeting
- JRCS will follow at all times the guidance issued by the Secretary of State
- the Local Authority will provide an alternative placement from day six of the exclusion

Permanent exclusion

- the Headteacher makes the decision
- a letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Body and the Local Authority
- teaching staff must provide work for the excluded student for the first five days of exclusion. From day six the Local Authority will provide an alternative placement until any appeals have been heard and a final decision is reached
- a Governing Body hearing will be convened to deliberate upon the exclusion; the parents, student and the school will be expected to attend. A Local Authority representative will chair the meeting
- the Headteacher, supported by relevant staff will present the case for a permanent exclusion. The parents and student will be able to make representations to the school and Governing Body
- the Governors can either uphold the permanent exclusion or reinstate the student
- if the Governors uphold the decision to permanently exclude, the parents do have the right to appeal to an Independent Review Panel. The panel can:
 - uphold the permanent exclusion
 - recommend that the Governing Body reconsiders their decision
 - quash the decision and direct that the Governing Body considers the exclusion again
- if a student is reinstated, the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of reintegration will be agreed to ensure that all involved do their best to achieve a successful return to school

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.