



<b>Title and Description</b>	<b>Behaviour Management Policy (including Exclusions)</b> (Culture for Learning)
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<b>Date of last review</b>	October 2017
<b>Approved by</b>	Local Governing Board
<b>To be reviewed by</b>	Personal Development, behaviour and welfare Working Group
<b>Responsibility</b>	Deputy Head Teacher
<b>Review period</b>	Annually
<b>Date of next review</b>	October 2018

## **Behaviour Management Policy (including Exclusions)**

(Culture for Learning)

### **1. Introduction**

- 1.1 The stated vision and values of the school shape its culture for learning. This is reflected in relationships, high standards, aspirations and positive attitudes to learning. Such a culture is evident in the celebration of success and a respect for self, others and the environment. Students are expected to 'give respect and take responsibility'.
- 1.2 This Policy outlines how the school promotes its ethos and instils positive attitudes to learning in its students. This Policy links with other policies such as our Anti-Bullying Policy.
- 1.3 Expectations outlined in this Policy apply to all staff and students whilst on the school campus and when representing the school (for example on educational visits). They also apply to students' journeys to and from school and may cover aspects of their behaviour outside of school (e.g. abuse of staff or students on social media sites).

### **2. Aims**

- 2.1 It is our aim to create responsible, self-disciplined learners who make positive choices about their behaviour and learning. Staff are expected to act fairly and consistently to foster a positive ethos of learning, care, commitment and responsibility.
- 2.2 The Policy aims to:
  - Clarify what is meant by a positive culture for learning
  - Clarify the responsibilities of students, staff, parents/carers, and governors
  - Outline a clear system of rewards and sanctions
  - Promote respect for other people irrespective of sex, race, religion, ability, socio-economic group, age, sexual orientation or disability

### **3. Principles**

- 3.1 This Policy is underpinned by the principles noted below:
  - All students will have the opportunities to achieve their potential and will be helped to appreciate the importance of learning for their future wellbeing.
  - Behaviour that disrupts the learning of others will be challenged and responded to.
  - The Policy reflects whole school priorities.
  - The school recognises the value of learning through celebration and rewards.
  - The ethos outlined in this Policy will be reflected in other school policies such as special educational needs and disabilities, uniform, punctuality and attendance, equality, diversity and community cohesion, and student leadership.
  - This Policy applies to all members of the school community.

### **4. Implementation**

- 4.1 Details about the implementation of the Policy, including roles and responsibilities as well as rewards and sanctions, can be found in the implementation document. This includes procedures for considering and issuing fixed term and permanent exclusions from the school.

- 4.2 Framwellgate School Durham is organised to promote a situation in which all learners in the community are safe, secure and confident. In linking closely with learning and defining acceptable standards of behaviour we will highlight the following key areas of respect, right attitude and responsibility.
- Respect – Demonstrating consideration for all members of the school and the local community through high standards of behaviour and cooperation.
  - Right Attitude – Demonstrating high aspirations and positive commitment in all learning experiences.
  - Responsibility – Demonstrating an understanding and acceptance of the rules of the school in relation to issues such as punctuality and attendance, uniform and personal organisation.
- 4.3 Framwellgate School Durham will promote a positive culture for learning through the total 'student experience' which will include the following (not in order of priority):
- Induction of new staff and students
  - Reinforcement during curriculum time
  - Tutor support and mentoring in STEP time
  - Expectations displayed in learning spaces
  - Assemblies
  - Adult role models
  - Student leadership
  - Celebrations and rewards
  - The school virtual learning network
  - Opportunities for informal learning
  - The school environment
  - School promotion and publicity
- 4.4 The school will support students through things such as:
- Intervention strategies / behaviour management procedures
  - Packages of support including referrals to external groups
  - Dealing with any incidents of bullying behaviour or allegations of prejudice-related incidents

## **5. Monitoring & Evaluation**

- 5.1 This Policy will be reviewed each year in line with the annual cycle of whole school improvement planning. The review will be led by the appropriate member of the School Leadership Team. Monitoring of the impact of this Policy will be linked to established processes of self-evaluation and quality assurance.
- 5.2 This will be an ongoing process. As appropriate, the Policy and procedures will be reviewed in consultation with parents/carers, staff, sample of students and any amendments to the Policy will be made in consultation with the Governors.

## **Behaviour Management Implementation and Exclusion Procedures**

These procedures provide detail on how the Behaviour Management (Culture for Learning) Policy is implemented. A review of procedures was begun with the appointment of a new Headteacher (September 2017) and is ongoing. Other relevant documentation includes the current statutory guidance from the Department for Education as well as school documentation relating to anti-bullying, illegal drugs on campus and equality.

The Staff Handbook provides detailed guidance to colleagues about the general procedures for promoting good behaviour and responding to unacceptable behaviour. This includes guidance on sanctions as well as rewards for students. The Staff Handbook includes sections on staff roles and responsibilities, the use of isolation, Pastoral Support Plans, Behaviour Contracts and the escalation of responses to unacceptable behaviour.

Framwellgate School Durham is an inclusive school. However, we recognise that in order to promote a positive culture for learning and to ensure the safety of people at the school it may, on occasion, be necessary to exclude a student. Fixed Term and Permanent Exclusions represent the highest tier of sanctions issued by the school. They will be used in response to serious and/or persistent breaches of the school's Behaviour Management Policy.

Only the Headteacher can exclude a student. Fixed term exclusions can be issued for up to a maximum of 45 days in a single academic year. From day 6 of a fixed term exclusion the school is required to make provision for the education of the student.

Governors must meet to consider the reinstatement of a students if an exclusion is:

- permanent
- for a fixed term that would bring the total number of school days of exclusion to more than 15 days in a term, or
- going to result in a student missing a public examination.

If requested to do so by the parent/carer the Governors must consider the reinstatement of an excluded student within 50 days of receiving notice of the exclusion if a student would be excluded from school for more than five school days, but not more than 15, in a single term.

In the case of a fixed term exclusion which does not bring the total number of days of exclusion to more than five in a term the Governors must consider any representations made by parents but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Any decision to issue a Fixed Term or Permanent Exclusion will be based on the relevant statutory guidance from the Department for Education and will be in line with the school's Policy on Behaviour. The decision will be taken following a clear procedure which is outlined below.

### **Procedures for considering a fixed term or permanent exclusion of a student**

1. A full investigation will be undertaken, including witness statements being taken. Witness statements will normally be attributed because the accused student should know the substance and source of the evidence. However, if the school has concerns for the health and safety of a witness or some other 'duty of care' grounds the Headteacher may have statements anonymised. The original witness statements will be made available to Governors at the subsequent meeting to review the exclusion.
2. Other relevant information will be gathered. This will include documentation such as the SIMs behaviour/achievement log, the most recent Progress Reports, any communication with

parents/carers, any reports from external agencies, copies of any social media communications that the school is in possession of as well as any mobile phone or CCTV footage. As appropriate, the Headteacher (or their representative) will communicate / meet with the student and his/her parent/carer.

3. The Headteacher will hold a strategy meeting to review the evidence gathered. The Headteacher will be mindful of the relevant guidance from the Department for Education. The Headteacher will consider any mitigating circumstances as well as aggravating factors.

Examples of possible mitigating factors are:

- A first offence
- Recent bereavement
- Co-operation with the investigation
- Provocation (e.g. as a result of prejudice-related abuse)
- The student's medical and emotional needs
- Coercion or being encouraged by others
- A relatively minor role in the incident compared to others
- An impulsive act or one committed in the heat of the moment
- Previous behaviour and character of the student suggesting that repetition is unlikely
- Showing remorse and willingness to assume responsibility

Examples of possible aggravating factors are:

- Premeditated offence
  - Failing to respond to interventions to support changes in behaviour or heed warnings about the consequences of similar behaviour in the past
  - Previous warnings about the risk of exclusion
  - A history of similar incidents (breach of Pastoral Support Plan and / or Contract of Behaviour)
  - The victim (if relevant) being particularly vulnerable (e.g., a younger or weaker student)
  - Significant support from the school in the past to modify his/her behaviour
  - Encouraging others to behave inappropriately
  - Showing no contrition or no willingness to accept responsibility
  - Not co-operating with the investigation or, worse, actively seeking to frustrate it, for example through the intimidation of witnesses.
4. The standard of proof applied in the decision to exclude a student is the 'balance of probabilities'. This does not amount to the standard of proof required in criminal proceedings which is 'beyond reasonable doubt'.
  5. The Headteacher will consider permanent exclusion as a last resort in response to:
    - (i) A first or 'one off' offence that is a serious breach of the school's discipline policy
    - (ii) Persistent breaches of the school's discipline policy
    - (iii) The Headteacher's judgement that allowing the student to remain at the school would seriously harm the education or welfare of the student or others at the school.
  6. The decision to permanently exclude will only be taken if the Headteacher is convinced that such a decision is proportionate, reasonable, fair and lawful. For example, no student will be discriminated against on the basis of a 'protected characteristic' such as race (as defined by the Equality Act 2010). No decision will be made before a full investigation has been conducted and without due regard for the serious nature of such a decision. Due regard will be given to any significant risk that a permanent exclusion might pose for a vulnerable student. For example, being placed at heightened risk of Child Sexual Exploitation and / or radicalisation and being drawn into extremist behaviour. This is a safeguarding issue.

7. If a student is at risk of permanent exclusion the student is likely to be referred to the Central Durham Inclusion Panel of local schools, Local Authority personnel and external agencies in an attempt to find a solution that does not involve a permanent exclusion (such as a Managed Move or Alternative Provision).
8. In certain circumstances the Headteacher can impose a fixed-term exclusion which may lead to a permanent exclusion, depending on the outcome of an on-going investigation and/or further consideration of the case. If this is a possibility, it must be mentioned in the letter to parents notifying them of the fixed-term exclusion. If a permanent exclusion is subsequently imposed, this is a separate exclusion event. Thus, if a permanent exclusion immediately follows a five day fixed term exclusion, the responsibility of the school for the first five days of the permanent exclusion would be to set and mark work and not to find suitable alternative provision. Whilst excluded, the school should set work appropriate to the student's age and ability until appropriate alternative provision has been made.
9. On the same day that a decision is made to permanently exclude a student the school will make all reasonable efforts to contact the parent/carer by phone to notify them of the situation. A letter will be posted home and a copy given to the student (if they are on the school campus) at this time.
10. On the same day that a decision is made to permanently exclude a student the school will also follow the relevant procedures of the Local Authority (LA). This involves contact with Pupil Case Work, completing a Pupil Proforma and a Risk Assessment. A copy of the permanent exclusion letter will be sent by e-mail to the LA personnel listed in the LA documentation and to the Education Welfare Service.
11. The school will complete the EX1 report including evidence relating to the permanent exclusion and circulate it to all relevant parties within 3 working days of the permanent exclusion. It is possible that fresh evidence emerges after the EX1 has been completed and circulated. It is also possible that the parent/carer or an external agency may send documentation to the Clerk after the EX1 has been circulated. In such circumstances further information may be circulated prior to the meeting (if time permits) or 'tabled' at the meeting (if time does not permit). Such additional information will only be admissible if:
  - (a) It is relevant to the case being considered.
  - (b) It has been obtained legally. For example, a recording made on a mobile phone without the consent of the person(s) recorded is likely to be inadmissible under the Tele-communications Interception Act (1992).
  - (c) It has not been obtained under duress.
12. The Clerk to the Governing Board will convene a meeting (consisting of at least three Governors) to consider the exclusion (and possible reinstatement of the student) within 15 working days of the permanent exclusion. This meeting will follow the formal procedures recommended by the Local Authority. Likewise, where legally required to consider an exclusion, the Local Authority procedures for notifying the Headteacher, the parent/carer and relevant Local Authority personnel will be followed.
13. If at the meeting the Governing Board upholds the permanent exclusion the parent/carer has 15 school days to lodge an appeal with the Independent Review Panel.

After this time the student will be removed from the school register (or earlier if the parent/carer states in writing that they will not be applying for an Independent Review Panel).

Where an application for an Independent Review Panel has been made, the Headteacher must wait until the review has been determined, or abandoned, before removing the name of the student from the school roll.

October 2017

# Consideration of Exclusion



Name: \_\_\_\_\_ Year: \_\_\_\_\_ T.G. \_\_\_\_\_ Tutor: \_\_\_\_\_

A. Behaviour/Pastoral Record Tier:  Key Worker:

Previous Exclusion / Isolation	Date	Duration	Reason(s)

**Attached:**

Provision Map

BSP

PSP

Behaviour Contract

SIMs Log

Report

Last Progress Report

PSP in place  Date  Last Reviewed

LAC:  PP:

SEN Issues?: (eg EHCP)

Agency Involvement:

Previous Strategies Employed

B. Reasons for considering exclusion:

**Attached:**

Overview of Incident(s)

Statement(s)

Incident Form(s)

**C. Context – Mitigating or Aggravating Factors**

**D. Actions short of exclusion considered**

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

**E. Strategy Meeting**

Present:

Date:

Outcome:

If exclusion proceeds:

	By	Date
1. Telephone parent/carer		
2. Letter		
3. Confirmation to relevant staff		
4. Work set		
5. +5 days placement		

Meeting arranged for reintegration

Date:

Led by :

Other Comments: