

Title and Description	Behaviour Management and Exclusions Policy
Date of last review	October 2018
Approved by	Local Governing Board
To be reviewed by	Local Governing Board
Responsibility	Headteacher
Review period	Annually
Date of next review	October 2019

BEHAVIOUR MANAGEMENT & EXCLUSIONS POLICY

1. Introduction

It is our aim to develop responsible, self-disciplined learners who make positive choices about their behaviour and their learning, and who embrace the shared values of the school encapsulated in our ethos and values statement below:

2. Aims of the policy

This policy aims to:

- i. Promote our ethos and values, including fundamental British Values
- ii. Promote respect for other people irrespective of sex, race, religion, ability, disability, sexual orientation, socio-economic group, or age
- iii. Outline a clear system of rewards and sanctions
- iv. Promote positive attitudes in students towards behaviour and learning and explain how we celebrate the success and achievement of students
- v. Define what is acceptable and unacceptable behaviour and outline the consequences of poor behaviour
- vi. Raise awareness of the statutory rights of schools in promoting good behaviour

Framwellgate School Durham: Ethos and Values Statement

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, build friendships for life, and have pride in our school. Above all, we want our students to be happy.

British Values

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

3. Relevant policies and publications

This policy should be read in conjunction with the school's Child protection and Safeguarding Policy, Anti-bullying Policy, Equality, Diversity and Community Cohesion Policy and our Home School Partnership Agreement. It should also be read in conjunction with the relevant parents' publications including the Rewards and Sanctions handbook. Relevant DfE publications include:

- i. "Behaviour and Discipline in Schools: Advice for Headteachers and School Staff": Jan 2016
- ii. "Exclusion from maintained schools, academies and PRUs in England": Sept 2017

4. Promoting positive attitudes and good behaviour

We have high expectations of all of our students and promote positive attitudes and behaviour in a number of ways:

- i. Having high expectations of behaviour in EVERY lesson, EVERY day
- ii. Having high expectations of behaviour on the campus and in the community
- iii. Through staff training and having positive adult role models
- iv. By sharing our expectations in classrooms, assemblies and STEP time
- v. By rewarding good behaviour, positive attitudes and progress
- vi. Through positively enforcing policies on behaviour, punctuality, attendance, uniform and homework
- vii. By dealing quickly and effectively with all incidents of poor behaviour, including bullying or prejudice related behaviour
- viii. By using preventative measures with students of concern so that they receive appropriate support before their behaviour becomes unacceptable
- ix. By accessing support from external agencies
- x. By applying appropriate sanctions consistently and fairly when behaviour is not acceptable and applying restorative justice techniques when appropriate so that students learn from their actions

5. Adherence to Government guidelines & statutory powers

In managing student behaviour, we will adhere to the guidance set out in "Behaviour and Discipline in Schools: Advice for Headteachers and School Staff": January 2016, and other relevant legislation. In particular the following points from this guidance/legislation should be noted:

Teachers' Powers

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property.

Detention

- Teachers have a power to issue detention to students (aged under 18).
- The school should make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.

- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - any school day where the student does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break; and
 - non-teaching days—usually referred to as 'training days'
- The Headteacher can decide which members of staff can put pupils in detention.
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the student at risk.
 - Whether the student has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
 - Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

Use of Seclusion/Isolation Rooms (our isolation room is known as B4)

- Schools can adopt a policy which allows disruptive students to be placed in an area away from other students for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy (see below). As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of students and any requirements in relation to safeguarding and pupil welfare.
- It is for individual schools to decide how long a student should be kept in seclusion or isolation, and for the staff member in charge to determine what students may and may not do during the time they are there. Schools should ensure that students are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow students time to eat or use the toilet.

Confiscation of Property

There are two sets of legal provisions which enable school staff to confiscate items from students, and the school reserves the right to exercise these provisions. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. School staff also have the power to search without consent for prohibited items, which include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item banned by the school rules which has been identified in the rule as an item which may be searched for.

If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or
- a search of personal property (e.g. bag or pencil case within a locker) Searches will be conducted in such a manner as to minimise embarrassment or distress.

Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will usually be the same gender as the student. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance "Screening, Searching and Confiscation". When items are confiscated by school staff the following will be the result:

- Mobile phones or other personal devices will be handed in to Student Reception. They will usually be returned at the end of the day.
- Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.
- Cigarettes, cigarette papers, lighters and e-cigarettes will be disposed of.
- Other confiscated items may be returned to the student at an appropriate time at the discretion of the member of staff.

Power to Use Reasonable Force

In line with Government guidance members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline in the classroom. They may also use reasonable force when conducting a search without consent of knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or to cause harm. Force is never used as a form of punishment.

Those exercising the power to use reasonable force will take into account any SEN or disabilities a student may have. Force will be used only as a last resort and the school will take steps to ensure that those exercising this responsibility have been trained in positive handling techniques.

Any complaints about the use of force will be dealt with in accordance with the school's complaints procedure.

6. Rewards

We firmly believe that rewarding students for their positive behaviour, hard work, and contribution to the school is important. Students bring their planner to every lesson and afternoon STEP session, and teachers put a personalised stamp in a planner to reward students when they demonstrate different Personal Learning and Thinking Skills (PLTs). Each student can receive up to three stamps per lesson. The first will be for self-management (having their planner, equipment and homework; being punctual and ready to learn). Two further stamps can be awarded for any of the following PLTs:

Independent Enquiry

Achievements may be recognised when a student demonstrates a particular strength in:

- i. Planning and carrying out research
- ii. Exploring issues or problem solving
- iii. Drawing clear conclusions or making effective evaluations
- iv. Seeking out new information or working independently

Effective Participation

Achievements may be recognised when a student demonstrates a particular strength in:

- i. Representing the views of others
- ii. Acting as a role model
- iii. Being involved

Reflection on Learning

Achievements may be recognised when a student demonstrates a particular strength in:

- i. Evaluating their own performance
- ii. Setting effective goals
- iii. Seeking feedback on how to improve
- iv. Responding well to feedback

Team worker

Achievements may be recognised when a student demonstrates a particular strength in:

- i. Takes responsibility in a team
- ii. Working well with others
- iii. Listening to others
- iv. Adapting to a range of different roles in a team
- v. Is confident in his/her own abilities within a team
- vi. Can provide constructive feedback to others

Self-Management

Achievements may be recognised when a student demonstrates a particular strength in:

- i. Takes responsibility
- ii. Shows initiative
- iii. Organises their own time and work
- iv. Embraces change and opportunity
- v. Seeks advice when needed

Creative Thinking

Achievements may be recognised when a student demonstrates a particular strength in:

- i. Offers positive and/or original ideas
- ii. Encourages creativity in others
- iii. Takes risks with their learning
- iv. Shows imagination in their work

Additional Points

Additional stamps will be awarded by senior leaders, teachers or STEP tutors for the following:

- Star of the week per subject per year group (5 points)
- Tutee of the week per year group (5 points)
- Star of the half-term per year group (10 points)
- 100% attendance each half term (10 points)
- Half-termly leadership awards (15 points)

Recognition

At the end of each week, on Friday afternoon in STEP time, students will count their stamps for that week. Points (stamps) are recorded and accumulated during the year and lead to recognition as follows:

	Stamps
Bronze Certificate	250
Silver Certificate	500
Gold Certificate	750
Platinum Certificate	1000
Badge 1 (for blazer)	1500
Badge 2 (for blazer)	2000
Badge 3 (for blazer)	2500
Badge 4 (for blazer)	3000

In addition to certificates and blazer badges, achievements will also be recognised through assemblies, rewards events and trips, and our annual celebration evenings.

7. Managing behaviour

In seeking to promote our values and to protect individual rights, we regard the following behaviour as unacceptable:

- i. Bullying, either physical or verbal
- ii. Deliberate damage to school or personal property, or theft
- iii. Deliberate disruption (including low level disruption) to teaching or the learning of others
- iv. Smoking on the school premises or the approaches to school or being in the presence of smokers
- v. The use, possession, or supply of alcohol or any illegal substance OR an offensive weapon (or weapon of offence – note legal definition)
- vi. Defiance of staff
- vii. Any prejudice related incident

Behaviour will be managed through a staged process involving:

- i. A classroom based staged process for low level-disruption
- ii. 6 Phases of escalating sanctions for more serious instances of poor behaviour

This process is documented in a rewards and sanctions booklet for students and parents/carers to read at the start of each year, is promoted in assemblies by the Headteacher at the start of each year, and is documented below.

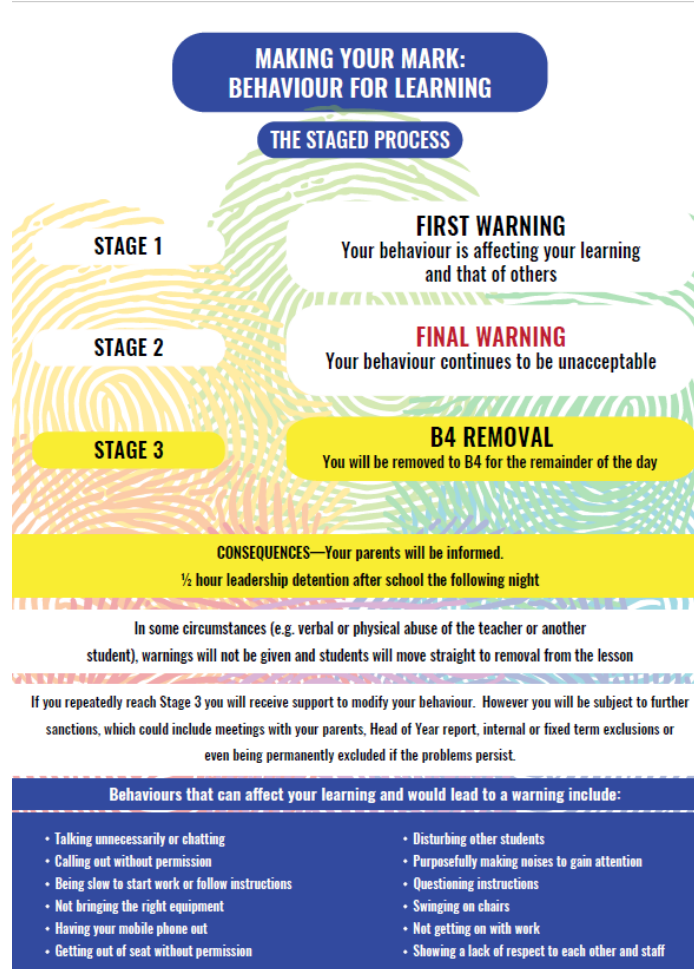
8. Sanctions

We have high expectations of all of our students and behaviour in school is very good. Those rare incidents of poor behaviour will be managed using the system outlined below. This is not a rigid set of rules, and each individual set of circumstances will be taken into account, but it is a guide for students, staff and parents or carers, to ensure that incidents of poor behaviour are dealt with consistently and transparently.

The vast majority of our students never progress onto, let alone beyond, Phase 1 because they follow instructions and behave exceptionally well every day.

Phase 1 – The Staged Process & Half-Hour Leadership Detention

- Teachers follow a staged process when dealing with low-level disruption. Stage 2 warnings will be recorded in planners. Stage 3 results in a removal from a lesson or tutor group to B4 for the remainder of the day, and an automatic half-hour leadership detention in B4 the following night
- All incidents which result in a Stage 3 removal in a lesson will be logged and all reasonable efforts will be made to ensure parents/carers are informed about any detention
- Having a mobile phone out on the school site will normally result in confiscation and an automatic half-hour detention (if this is a persistent problem, parents will need to collect the phone at the end of the day).
- Being out of bounds on the school site at break or lunchtime
- Lateness to school (3 incidents in a term). Further persistent lateness will ALSO result in detentions at break in A23
- Minor incidents of poor behaviour identified by duty staff before or after school, or at lunchtime, can result in a Stage 3 half-hour leadership detention
- Truancy (the after school detention is accompanied by one or more lunchtime detentions and parental involvement)



Phase 2 – One Hour Leadership Detention

The following actions will lead to a one-hour leadership detention:

- Failure to attend a half-hour leadership detention
- Being caught smoking (or using e-cigarettes) on the school site, in the vicinity of the school site in uniform, or being in the company of smokers (parents will also be informed)

Phase 3 – Isolation

The following actions will normally lead to isolation of one day:

- Failure to attend a one-hour leadership detention
- Having 3 detentions (isolation follows the third detention)
- Not in full uniform (without a valid reason or persistently)
- Poor behaviour on detention in B4 (or any other room used)
- Refusal to follow instructions to move to B4
- Pending investigation of an incident
- Rudeness to a member of staff
- Refusal to hand-over mobile phone

Phase 4a – Internal Fixed-Term Exclusion (on-site)

The following actions will normally lead to a period of Internal Fixed-Term Exclusion in B4 (length to be determined by Headteacher, Deputy Head or Assistant Head; usually one or two days):

- Having 3 periods of isolation (the third will be an IFTE)
- Having previously had a FTE
- Fighting (equal blame)
- Poor behaviour in isolation room
- Verbal abuse of staff
- Dangerous behaviour
- Bringing the school into disrepute
- Persistent truancy
- Poor behaviour in an exam or school trip
- Bullying
- Minor damage to property (accompanied by payment for damage done)

Phase 4b – Internal Fixed-Term Exclusion (off-site)

The following actions will normally lead to a period of Internal Fixed-Term Exclusion at another local school (school and length to be determined by Headteacher, Deputy Head or Assistant Head; usually one or two days):

- Having 3 periods of IFTE (the third will be an off-site IFTE)
- Severe defiance of staff
- Serious verbal abuse of staff
- Bringing onto site or being under the influence of alcohol or controlled drugs on first occasion (5-day IFTE)
- Repeated incidents of poor behaviour having previously had two on-site IFTEs
- Serious or repeated disruption of an exam
- Repeated serious disruptive or threatening behaviour
- Breaking the rules of internal fixed-term exclusions
- Minor theft

An Internal Fixed-Term Exclusion will always be followed by a formal re-integration meeting involving parents/carers. Once Phase 4b is reached:

- the first time, a Pastoral Support Plan will be drawn up (if it hasn't been already)
- the second time (and the student is deemed at risk of a Fixed Term exclusion), a Governor Panel will be convened; see below.

Governor Panel

If a student has had more than one IFTE and is at risk of a FTE or permanent exclusion, the Headteacher, Deputy Headteacher, Assistant Headteacher or Director of Safeguarding may deem it appropriate to convene a Governor panel at which the student and parent/carer meet with one or more governors to discuss the student's behaviour and next steps.

Phase 5 – Fixed-Term Exclusion

The Headteacher may issue a fixed-term exclusion for the following:

- Repeated incidents of poor behaviour having previously had two off-site IFTEs
- Serious theft (could be permanent exclusion)
- Threat of assault on staff (could be permanent exclusion)
- Assault on another student (could be permanent exclusion depending on severity) or incitement of such an assault
- Racial or sexual harassment or other prejudice related incident
- Repeated bullying
- Malicious allegation against staff (may be permanent, depending on the allegation)
- Setting off the fire alarm (could be permanent)
- Other serious incidents determined by the Headteacher

Phase 6 – Permanent Exclusion

Permanent exclusions are extremely rare and will always be a last resort but would normally be considered for the following:

- Having received 45 days of fixed-term exclusion in a year or for repeated incidents of poor behaviour which have resulted in a number of fixed term exclusions or internal fixed term exclusions
- Supplying banned substances, being under the influence repeatedly, or bringing substances on site for a second time
- Serious assault of a student
- Serious threat of assault or assault on a member of staff
- Carrying an offensive weapon or a weapon of offence (see legal definition)
- Repeated racial or sexual harassment or other prejudice related incident
- Persistent instances of severe bullying
- Serious malicious allegation against staff
- Defiance of the Headteacher

Use of B4 (Isolation Room)

Removals, detentions and isolation will take place in B4; Internal Fixed-Term Exclusions **may** take place in another room to be determined by the Assistant Headteacher (Student Development).

There are clear expectations for behaviour of students who are removed, detained, isolated or internally excluded in B4:

- i. Students must take any work they are doing from their bag and hand over their bag. If they have a mobile phone it must be switched off in their bag
- ii. If a student arrives during the lesson, the member of staff on duty in B4 must log the incident and inform the Pastoral Managers
- iii. Students must be given an incident sheet to complete on which they reflect on the reason for the removal, detention or period of isolation and the actions they will take to ensure there is no repeat. The member of staff on duty at the time will check this sheet and ask the student to redo it if it is not of a satisfactory standard.
- iv. Students must work in silence
- v. Students need to complete work set which is provided by the Pastoral Manager or available in B4.
- vi. Staff should check at the beginning and end of each session areas surrounding students (desk, chair, wall, screens).
- vii. If students fail to meet expectations of behaviour, supervising staff must contact SLT or Pastoral Managers (see consequences above of poor behaviour)

The Pastoral Steering Group

The Pastoral Steering group consists of the Assistant Headteacher (Student Development), Director of Safeguarding, and the Director of the Achievement Centre. This group meets weekly to discuss escalations of behavioural concerns through the six phases identified earlier. They may recommend:

- i. The creation of a Pastoral Support Plan which includes support from staff in school
- ii. Report to the Assistant Headteacher
- iii. Achievement Centre report
- iv. The creation of behaviour contracts
- v. An alternative timetable
- vi. Referral for support through the Central Durham Inclusion Panel
- vii. Support from other agencies
- viii. Referral to off-site provision or a managed move to another school
- ix. recommendation to the Headteacher of a fixed-term or permanent exclusion

Exclusions

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion will 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 student to remain in school would seriously harm the education or welfare of the student or others in the school.

The Decision to Exclude

Only the Headteacher can exclude a student. Schools have a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race. The Headteacher will also give careful consideration to the fair treatment of students from groups who are vulnerable to exclusion. The Headteacher should, as far as possible, avoid permanently excluding any student with an EHC plan or a looked after child.

Any decision to issue an exclusion will:

- i. Follow the relevant statutory guidance from the Department for Education and:
- ii. Be taken with reference to this policy and the incidents identified as being likely to result in a Fixed Term or Permanent Exclusion (Phase 5 and 6 above).
- iii. Be taken when no other alternative is deemed appropriate (see below re: students at risk of exclusion)
- iv. Follow a full investigation of an incident if likely to lead to a consideration of exclusion*
- v. For repeated incidents of poor behaviour, follow a recommendation from the Pastoral Steering Group on the basis that other alternatives to exclusion have been exhausted

*When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

Whilst an exclusion may still be an appropriate sanction, the Headteacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, has mental health issues or has been subject to bullying.

Length of Exclusion

Fixed term exclusions can be issued for up to a maximum of 45 days in a single academic year. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period. As far as possible the school will keep the length of a Fixed Term Exclusion to a minimum

Under government regulations for fixed-term exclusions of five days or fewer, it is the parents' or carers' responsibility to supervise the student who must stay away from school at all times. From day 6 of a fixed term exclusion the school is required to make provision for the education of the student. On the sixth day and subsequent days of any fixed-term exclusion the student will be accommodated at a site away from the main part of the school or at another site. Students cannot remain at home when excluded from the sixth day onwards. For Looked After Children, this arrangement begins on the first day of an exclusion.

Informing Parents about an exclusion

The Headteacher will, without delay, notify parents about an exclusion, the period of the exclusion and the reason(s) for it. This will normally be done with in a phone call from a member of the pastoral staff but parents will always be provided with the following information in writing:

- i. the reason(s) for the exclusion;
- ii. the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- iii. parents' right to make representations about the exclusion to the local governing board
- iv. how any representations should be made; and
- v. where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Informing the Local Governing Body about an Exclusion

The Headteacher will notify the Chair of Governors and Local Authority of:

- i. any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the student);
- ii. any exclusion which would result in the pupil being excluded for a total of more than five school days in a term; and
- iii. any exclusion which would result in the student missing a public examination (the school will make alternative arrangements for the student to sit examinations)

The Local Governing Body's duty to consider an Exclusion

The governing board has a duty to consider parents' representations about an exclusion. The governing board must consider the reinstatement of an excluded student within 15 school days of receiving notice of the exclusion if:

- i. the exclusion is permanent;
- ii. it is a fixed-period exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term;
- iii. or it would result in a student missing a public examination

For other exclusions, the local Governing Body may consider parent representations but does not have the power to overturn the decision of the Headteacher.

Returning to School following a Fixed-Term Exclusion

When a student is excluded, parents will be given an appointment time when they will meet with a senior member of staff; usually the Assistant Head (Student Development) or Headteacher. The purpose of this meeting will be to reflect on the reasons for the original decision to exclude, the student's behaviour and to discuss the steps which will be taken to ensure that there is no repeat of the poor behaviour. Students will also be placed on daily report to monitor their behaviour.

Exclusion	Follow-Up
Internal 1-2 days	Daily Report: 1 or 2 weeks (to be determined by Head of Year)
Fixed-Term 1-4 days	Parental Interview + Daily Report to Head of Year (2 weeks)
Fixed-Term 5+	Parental Interview + Daily Report to Assistant Head (2 weeks)

Students at risk of Exclusion

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).

The decision to refer a student to the Inclusion Panel will be taken by the Pastoral Steering Group. The Director of Safeguarding will normally represent the School at Inclusion Panel meetings.