Redborne Upper School

Behaviour Management and Suspension/Exclusion Policy

This policy will be evaluated and reviewed every year by the Assistant Headteacher responsible for Pastoral: Respect & Responsibility (James Trapp)

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head teacher.

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School acknowledgement

The governing body wishes to have an atmosphere that combines well-ordered routines of work and movement with friendly and sympathetic attitudes. They believe that such routines require a consistent approach by staff, reasonable rules and codes of behaviour which are supported by reasonable and effective sanctions combined with the use of praise.

The aims of the school's behaviour management policy are to:

- contribute to the positive ethos of the school;
- foster self-discipline within students;
- ensure that behaviour in class, around the school and when representing the school in the community is such that all students can work and contribute to the school effectively;

Behaviour Management and Suspension/Expulsion Policy

1. Creating a Positive Environment

The aim for each teacher should be to build positive working relationships with students so that constructive learning can take place.

1.1 Teaching staff should consider the way the classroom is organised and its general appearance including:

- the most appropriate layout of furniture
- maintenance and provision of informative displays
- monitoring the general condition of their classroom and arranging for the removal of graffiti, broken furniture etc.

1.2 Students respond better to teachers who:

- are consistently fair and treat students as individuals
- have a sense of humour
- provide a sense of belonging
- encourage students to do well and give regular praise

1.3 Lessons should be carefully planned so that all students are suitably engaged with relevant learning activities, using the principles of Quality First Teaching.

1.4 Teaching staff should follow procedures to encourage positive behaviour, such as:

- high standards of speech, manner and dress
- prompt arrival and start of lessons
- greeting students warmly on arrival
- setting of expected standards of behaviour e.g. when teacher speaks, students listen
- addressing students positively and taking an interest in students as individuals
- dismissing students in an orderly manner

1.5 Should intervention be required it is essential that student behaviour is dealt with properly and in a fair way. Staff are recommended to follow the guidelines below:

- model the behaviour you want to see more of

- maintain a calm, rational and professional approach wherever possible avoid situations where exchanges develop into open confrontation
- do not punish whole groups for the misbehaviour of a few individuals
- if excuses are made that cannot be immediately checked give students the benefit of the doubt in the first instance and then check later if possible
- deal with poor behaviour immediately where possible and appropriate; there is sometimes a case for tactically ignoring some minor misbehaviour
- use the three stage system of Warning – Detention – Removal To BASE (Behaviour and Support for Education unit) to manage poor behaviour
- make sure any issuing of the above are proportionate to the offence committed
- warnings, detentions and removals must be logged on Edulink
- more serious incidents could result in an immediate removal to BASE
- Teachers should use a range of behaviour management techniques to manage their classroom before resorting to official warnings
- keep relevant staff aware of any significant incidents
- in the event of continued misbehaviour and refusal to go to BASE, call on a subject leader, head of faculty, BASE team or a senior member of staff for assistance
- any physical contact with students should only be for the purpose of protecting that student or others from coming to harm – never as part of a sanction.

2. Praise and Reward

2.1 Acknowledging success in academic work, effort or personal development is highly important for students across the ability range.

2.2 The school promotes the use of praise and reward as the most important factor in:

- developing a culture of achievement
- cultivating an ethos of success
- developing self-esteem
- managing and guiding student behaviour, motivation and performance.

2.3 Praise and reward should be used more extensively than reprimand and sanctions. The criteria for using praise and reward might include:

- effort in all aspects of school work

- improved behaviour
- achieving targets
- contribution to school life
- voluntary work in the community

2.4 Please praise, in public or privately, as appropriate, when achievement, academic or otherwise, is shown. Praise will in most cases be verbal or written in books etc but may also include:

- emails or postcards home
- Phone calls home
- recognition via form tutor or year team

2.5 The Redborne Award is a scheme to encourage students to develop their whole self. It requires students to achieve targets in four areas: Attendance and Punctuality; Achievement Points; School Contribution; Community Contribution.

There are three levels to achieve: Bronze; Silver and Gold.

The Award runs from September to May half term with a presentation to successful students in the summer term of a commemorative badge and a certificate.

Further information is available on the school website.

2.6 Achievement points are awarded when a student has made a special effort or produced an excellent piece of work. Achievement points are recorded in SIMS or Edulink by staff and these can then be celebrated with the student concerned. Effort grades from progress checks are converted to achievement points to recognise the hard work of all students. Presentations may be made to students individually or as part of celebration assemblies to recognise high levels of effort. Students with high or strongly improving levels of effort may also be given the reward of discount vouchers for use in the school canteen or shop. The total achievement points of students is used to calculate the Achievement Point strand of the Redborne Award.

2.7 Invitations to celebration events are awarded by subject staff, based on teacher nominations. These are not driven by academic performance.

2.8 Year staff, together with form tutors of the year group, will recommend the allocation of year prizes based on student contribution to school life and the wider community.

3. Sanctions and Consequences

3.1 With an emphasis on positive discipline sanctions should be reduced to a minimum. They are however necessary and could include:

Warning

3.2 The warning should be used as the first step in the three tier strategy outlined above. It is an official warning and should be logged on Edulink and issued using agreed language so there is no ambiguity. If a student does not heed the warning, they risk the situation escalating. Use of cumulative Warning data could be used to identify trends in poor behaviour of certain students. Warnings carry no behaviour point penalty.

Detentions

3.3 While there is no legal obligation on schools to inform parents about detentions, the school will always endeavour to do so via text message or an email. Detentions will be completed on the day of the offence where possible. Parents are not required to give permission for their child to attend a detention. Where a student who uses school transport is issued with an after school detention, members of the BASE team or senior staff will escort them home.

3.4 Detentions will run every day from 3.15-4.00pm. All detentions will be recorded on Edulink and parents and students are encouraged to keep track of their detention record.

3.5 If a student fails to attend a detention without prior arrangement, they will spend the following day at school in BASE and serve their detention at the end of that day.

3.6 Students may be allowed to work independently e.g. revision for exams. Occasionally for some students and for some offences the time might be spent cleaning walls, picking up litter, sweeping pavements, etc.

3.7 During all detentions issued by subject staff, including CSAs, students will be visited by the teacher for a restorative conversation to reinforce expectations and give students a fresh start next lesson. Students are encouraged to think carefully about ensuring these conversations go well to avoid escalation of issues.

3.8 Detentions carry a penalty of 5 behaviour points.

Removal to BASE

3.9 The third stage of the three tier system is removal to BASE. Once a teacher deems it necessary for a student to be removed, either by first issuing a warning and a detention but the behaviour continuing or for the student exhibiting behaviours that a teacher considers extreme, the student will not return during that specific lesson and will instead go to BASE. Depending on the severity of the incident and the attitude of the student, they may rejoin their classes at the end of that lesson, or be asked to remain in BASE for a complete day. There will be on the day detention for all removals.

3.10 As with detentions, staff should always have a restorative conversation to explain the reason for the removal of a student from a lesson. If staff are concerned that the removal has not been effective, they should discuss strategies for future lessons with the Head of Faculty/Subject Leader or the Pastoral Team.

3.11 Removal from a lesson carries a penalty of 10 behaviour points

Temporary or permanent removal from the teaching group

3.12 If deemed necessary a student may be required to work outside of their normal classroom under the supervision of another member of staff. This may well be within a different class of a different year group. Suitable work will always be provided.

Withdrawal of Privileges

3.13 Used carefully, this may be an appropriate and effective sanction e.g. a student is not allowed to attend a sporting fixture for continued poor behaviour in another subject area or around the school.

4. The Report System

4.1 Students may be placed on a Faculty Report for misbehaviour in a specific department.

Students are usually on report for two weeks, if there is no significant improvement in a student's behaviour further sanctions may follow.

4.2 The school's 'On Report' sanction is used for persistent misbehaviour, truancy, lateness or poor work. When a student is given a report each member of staff is required to comment on the student using the appropriate space. In addition, students are required to show their report to their parents to obtain their signature for each day they are on report. Students are expected to achieve set targets to be taken off report.

5. Pastoral Support Programme (PSP)

5.1 This can be activated at any stage of a student's Redborne career if the Pastoral team thinks there is serious risk of disaffection, suspension, Expulsion or criminal activity. PSPs are live documents but contain many short term (normally fortnightly) targets and review points. They can also be used to support poor attendance or anxiety that is impacting lesson attendance.

5.2 All students returning from a fixed term suspension are placed on a PSP as a matter of course, but they could be introduced and used to support a student at any time as pastoral staff deem necessary.

6. Isolation in BASE

6.1 Where appropriate, a student may be withdrawn from lessons and registration periods, and will be supervised by a member of staff working in isolation for the day or part of a day. Work is provided for students to complete whilst in BASE. Parents will be informed by phone call or if this is not possible, via email.

6.2 Isolation within BASE for one day carries a penalty of 20 behaviour points.

7. Contacting parents

7.1 If a student persistently misbehaves or works below the standard possible, parents should be informed and may be asked to come into school to meet with the Head of Year and/or a member of the SLT. In some cases the Form Tutor or a member of the BASE team may also be present.

8. Pupil behaviour risk assessments

8.1 In extreme circumstances, where a student's conduct poses a demonstrable and ongoing risk to the health and safety of other members of the school community, and where implementation of the school's behaviour policy has had little or no remedial effect, then a pupil behaviour risk assessment may be considered.

9. Requesting backup in an emergency

9.1 If a member of staff is faced with a very difficult situation - considerable disorder or outright defiance – staff should not hesitate to request help from a more senior

colleague. This might be a Subject Leader or Head of Faculty, Head of Year, BASE team or a member of SLT. It may be appropriate to send a trusted student to reception for backup, or to send an e-mail, or to press the 'help' button on the internal phones which will ring a number of different phones simultaneously.

9.2 In these situations, the aim should be to ensure compliant behaviour from the student, rather than to escalate the sanctions. If an initially defiant reaction can be resolved through the assistance of another colleague, this may be sufficient to avoid a more serious sanction being applied.

10. Suspension

10.1 A decision to suspend a student for a fixed period will be taken when one or more of the following points apply:

- when there has been a serious breach of the school's behaviour policy
- if after alternative sanctions have been used (e.g. isolation) there is continued defiance of the school rules and failure on the student's part to follow them.

10.2 Fixed-term suspensions might be typically used for offences such as:

- fighting or physical aggression;
- extreme abusive language to staff;
- theft;
- bringing a prohibited item onto the school site*
- being under the influence of alcohol on the school premises;
- defiance of senior staff;
- failure to comply with the terms of a report following a previous suspension.
- Creating and sharing digital slanderous content about a member of staff.

***For a list of prohibited items, please refer to appendix* 1**

This list is intended to be illustrative rather than exhaustive. Each case will be considered on its merits and other offences of similar severity may be subject to the sanction of fixed-term suspension.

10.3 The behaviour of a student outside school can also be considered grounds for suspension.

10.4 The Headteacher may exclude a student for one or more fixed periods but the total should not exceed 45 days in any one school year.

10.5 A fixed period suspension will be proportionate to the offence committed, taking into account the student's previous disciplinary record.

10.6 During the first five days of the suspension the school will make arrangements for work to be set and marked. Where the fixed period suspension exceeds 5 days the school will arrange suitable full-time education from the sixth day of the suspension.

10.7 Following a fixed term suspension, parent(s)/carers and the student will attend a readmission interview with a member of SLT, the year team or the head of BASE. During this meeting a pastoral support plan (PSP) will be discussed which will include relevant targets.

10.8 Students who return after a fixed-term suspension may be placed on report and should report daily to a member of SLT/year team or BASE.

10.9 Fixed term suspensions of any length carry a penalty of 40 behaviour points.

10.10 Students whose behaviour at lunchtime is disruptive may be excluded from school premises for the duration of the lunchtime.

11. Expulsions

11.1 A decision to exclude a student permanently will only be taken when **both** of the following points apply:

- when there has been a serious breach or persistent breaches of the school's behaviour policy; **and**
- if allowing the student to remain in school would seriously harm the education or welfare of the student or other students in the school.

11.2 Expulsion will normally be used as a last resort, and when a number of other strategies have been applied. However, there are exceptional circumstances when it would be appropriate for the school to permanently exclude a student for a single offence.

11.3 These might include:

- serious violence, threatened or actual, against another student or member of staff;
- sexual abuse or assault;

- supplying an illegal drug;
- the taking of an illegal drug on the school premises or on the way to or from school;
- carrying an offensive weapon.

This list is intended to be illustrative rather than exhaustive. Each case will be considered on its merits and other offences of similar severity may be subject to the sanction of Expulsion.

11.4 When the decision has been made to permanently exclude a student, parents will be notified immediately, if possible by telephone. This will then be followed by a letter of confirmation. The governing body and the LA will also be informed.

12. Procedures following an Expulsion

12.1 A student who has been permanently excluded remains on the school's roll until any review against the exclusion has been determined or it is confirmed that no appeal is to be lodged either because the time limit to do so has expired (15 school days from the day of the Expulsion) or the parents have informed the LA that they do not intend to appeal.

12.2 The LA is responsible for the student's education from the sixth day of the exclusion. Following two Expulsions in the past two years admissions authorities are not obliged to admit a young person.

13. Appealing suspensions and expulsions and the role of the governing body

13.1 The governing body has a duty to consider parents' representations about a suspension or permanent exclusion.

13.2 The governing body delegates its functions with respect to the consideration of a suspension or permanent exclusion to a designated sub-committee consisting of at least three governors.

13.3 The governing board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;

• it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or

• it would result in the pupil missing a public examination or national curriculum test.

13.4 Where a pupil would be suspended for more than five but less than 16 school days in a term, if the parents make representations, the governing board will consider and decide whether the suspended pupil should be reinstated within 50 school days of receiving the notice of suspension. In the absence of any representations from the parents, the governing board will not meet and cannot direct the reinstatement of the pupil.

13.5 Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, so far as is reasonably practicable, the governing body will consider and decide on the suspension or permanent exclusion before the date of the examination or test. If it is not practical for sufficient governors to consider the reinstatement before the examination or test, the chair of governors may consider the suspension or permanent exclusion alone and decide whether or not to reinstate the pupil.

13.7 The following parties must be invited to a meeting of the governing body and allowed to make representations or share information:

• parents (and, where requested, a representative or friend);

• the pupil if they are 18 years or over;

• the headteacher;

• a representative of the local authority (in the case of a maintained school or PRU);

• the child’s social worker if the pupil has one; and

• the VSH if the child is LAC.

13.8 The governing board must make reasonable endeavours to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits. In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

13.9 Taking into account the pupil's age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in governing body meetings and the pupil should be enabled to make a representation on their own behalf if they wish to do so.

Managing Sixth form behaviour

The Behaviour Management and Suspension/Exclusion Policy is applicable to the sixth form. However, there are some subtle differences which need to be considered in a sixth form specific context.

14. Behaviour in lessons

14.1 Poor behaviour in sixth form lessons is rare. With an emphasis on positive discipline sanctions should be reduced to a minimum. They are however still necessary and could include:

14.2 **Warning:** The warning should be used as the first step in the three tier strategy as per the lower school. It is an official warning and should be logged on Edulink and issued using agreed language so there is no ambiguity. If a student does not heed the warning, they risk the situation escalating.

14.3 **Detentions:** For the sixth form a detention will constitute the loss of a study period(s) and will take place during the normal school day

14.4 While there is no legal obligation on schools to inform parents about detentions, the **subject teacher** will always endeavour to do so via telephone call or an email at the earliest opportunity. Detentions will be completed during a study period by the end of the following school day. Parents are not required to give permission for their child to attend a detention.

14.5 Students will complete their detention in BASE and will need to report there during a study period. BASE staff reserve the right to reschedule based on capacity at the time.

14.6 If a student fails to report for their detention in the required time frame without prior arrangement, they will spend the following day at school in BASE.

14.7 Students will be expected to bring sufficient self study for the duration of the detention. Students may have access to a computer where some subject sites can be accessed and 10th lesson tasks can be completed

14.8 Following all detentions issued by subject staff, students will be spoken to by the teacher for a restorative conversation at a mutually convenient time, preferably before the next lesson, to reinforce expectations and give students a fresh start next lesson. Students are encouraged to think carefully about ensuring these conversations go well to avoid escalation of issues.

14.9 **Removal:** The third stage of the three tier system is removal to BASE. Where a student's poor behaviour persists, they will be asked to leave the lesson and report to BASE immediately. Once a teacher deems it necessary for a student to be removed, either by first issuing a warning and a detention but the behaviour continues or for the student exhibiting behaviours that a teacher considers extreme, the student will not return during that specific

lesson. Depending on the severity of the incident and the attitude of the student, they may rejoin their classes at the end of that lesson, or be asked to remain in BASE for a complete day. The subject teacher will follow up this removal with contact home.

14.10 A student who has been removed from a lesson will spend the remainder of the lesson in BASE and will need to complete an additional hour of detention. This detention should be completed as detailed in 14.4 above.

14.11 As with detentions, staff should always have a restorative conversation to explain the reason for the removal of a student from a lesson. If staff are concerned that the removal has not been effective, they should discuss strategies for future lessons with the Head of Faculty/Subject Leader or the Pastoral Team.

14.12 Failure to complete the required detention time is treated as defiance and sanctioned with a full day in BASE. Where repeated defiance persists, it may end up in suspension of the student.

14.13 **Temporary or permanent removal from the teaching group:** If deemed necessary a student may be required to work outside of their normal classroom under the supervision of another member of staff. This may well be within a different class of a different year group. Suitable work will always be provided.

14.14 **Withdrawal of Privileges:** Used carefully, this may be an appropriate and effective sanction e.g. a student is not allowed to attend a sporting fixture for continued poor behaviour in another subject area or around the school.

15. Mobile phones

15.1 Sixth form students are allowed to have mobile phones but the usage must be managed within the expectations of the class teacher during lesson time.

15.2 There may be occasions within a lesson where the teacher explicitly allows the use of a mobile phone, for example to conduct research, take a photo or complete a survey/questionnaire.

15.3 If a student abuses this privilege and their mobile phone usage is deemed inappropriate by the class teacher, they will be dealt with in accordance with section 14 above.

16. Car parking

16.1 Students are allowed to bring their car onto the school site if they have registered for a parking permit with the Pastoral Team. It is necessary for safeguarding purposes that we know the owners of cars on site. Permits must be visible when the car is on the school site.

16.2 Students are required to park in the caged area in South School or behind the sports in North. Frequent reminders will be given to students as to where they are allowed to park and the importance of driving safely on the school site.

16.3 Where a student fails to park appropriately, they will be given a verbal warning in the first instance and their name recorded by the Pastoral Team.

16.4 The second occasion a student parks inappropriately, the student will receive a written warning and contact will be made with home to inform them of the situation.

16.5 On the third occasion a student parks inappropriately they will serve a detention in BASE as outlined in the detention section above.

16.6 Should a student continue to park inappropriately, it will be treated as defiance and sanctioned with a full day in BASE. Where repeated defiance persists, it may result in suspension of the student.

Appendix 1 - LIst of prohibited items

The following items are not allowed on school site:

- Alcohol
- Bluetooth speakers
- Knives/blades/weapons
- Chewing gum
- Laser pens
- Screwdrivers and other tools
- Illegal drugs
- Corrosive chemicals
- Smoking/vaping materials including matches, lighters, electronic, herbal and all other types of cigarettes
- Mobile Phones (if not in the Yondr Pouch)
- Energy Drinks and supplements (including creatine)