



## **Discipline (Personal Development, Behaviour and Welfare) Policy**

<b>Date Passed to Governors:</b>	<b>April 2018</b>
<b>Approved / Adopted by Governing Body:</b>	<b>May 2018</b>
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<b>Date of Next Review:</b>	<b>October 2022</b>

## School Policies on Related Issues

(To be read and followed alongside this document)

- Safeguarding Policy and Strategy
- Physical Intervention policy
- Anti-Bullying policy
- Assessment Reporting and Recording Policy
- Citizenship Policy
- Confidentiality Policy
- Drugs education and incident management policy
- Single Equality Scheme (and policies)
- British Values and Collective Worship Statement
- Health and Safety policy
- Medication in school policy
- Off Site visits policy
- PHSCE (SRE) - WeAreLongfield Policy
- Physical activity policy
- Physical Intervention Policy
- Safety in the sun policy SEN Policy
- Sex and relationships policy
- Transport policy
- Acceptable User Policy and E Safety policy
- Self-Injury and Related Issues policy
- Bereavement Policy
- Young Carers Policy
- Looked After Children Policy

**The Latest DfE guidelines for behaviour and discipline in school is: Behaviour and Discipline in Schools (January 2016)**

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

**The Latest DfE guidelines for suspensions / exclusion are found in *Exclusion from maintained schools, Academies and pupil referral units in England (July 2017)***

This can be accessed from the link below: <https://www.gov.uk/government/publications/school-exclusion>

**The latest DfE guidance is Mental Health & Behaviour in Schools November 2018**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

## Ethos

Longfield Academy seeks to achieve excellence with care. Positive behaviour will maximise learning in all areas and enable pupils to reach their full potential and give them the best opportunity to fulfil a meaningful role in society once they have left school. The Board of Directors fully endorse these principles and works closely with the Head of School to ensure this occurs. If

pupils are to achieve and enjoy their education, they need to feel safe and secure at school. Good behaviour, welfare support and discipline are fundamental to achieving these aims.

To this end, a set of rights and responsibilities of pupils, together with the school's expectations are set out below. A clearly defined system of rewards and sanctions reinforces those expectations.

This policy will set out the measures that the school and the Head Teacher will go to in the pursuit of excellence. These areas will include:

- The promotion of good behaviour, self – discipline, welfare support and respect throughout school
- How we seek to prevent issues affecting pupils and their families' welfare
- Ensuring that pupil's complete work assigned to them
- How we will regulate the conduct of all of our pupils
- How we set out to care for the welfare of all pupils

## **Jurisdiction**

The school's jurisdiction for taking disciplinary action extends to offences which take place on the school site during the school day, during breaktimes and lunchtimes, when pupils are journeying to and from school, whilst pupils are in school uniform or wearing the school dress code and while pupils are at an official school activity, or on an official school journey, visit or activity off the school site. This jurisdiction can also extend to situations where the event or actions could cause the school to be held in disrepute, pose a threat to another pupil or a member of the public or could affect the orderly running of the school. See also Anti-Bullying section.

## **Rights and Responsibilities**

### **Discipline – Pupil Rights**

- Pupils have the right to be respected, but this carries with it responsibilities to respect others and treat all members of the school community fairly, courteously and to listen to their points of view. In all their dealings with staff, pupils must always be polite and must not be disobedient or defiant. Pupils must follow all reasonable instructions from members of staff. Pupils must not bully, intimidate, harass, harm or assault any other pupil. Pupils must not discriminate against other members of the school community on the grounds of race, religion, gender, sexuality or disability. See SWIFT Academies - Equality Policy

<https://swiftacademies.org.uk/download/12/policies/1872/equality-policy.pdf>

- Pupils have a right to learn but this carries with it responsibility to work without disturbing others. Disruptive behaviour prevents the individual and others from learning. Pupils must, therefore, always allow the teacher to teach and others to learn. They must always attend school regularly, remain on the premises during the school day (apart from certain exceptions authorised by the Head of School), arrive punctually for school and for lessons and follow the school rules on dress and appearance
- Pupils have a right to be safe and secure at all times, but this carries with it responsibilities to always act in a safe, responsible and sensible manner towards others
- Pupils have a right to work in a clean and tidy environment, but this carries with it the responsibility for all pupils to care for the school environment, buildings and equipment and other people's property
- Pupils and their Families have the right to welfare support where applicable

## **Discipline - Teachers Powers**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as the Welfare Team
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property.

## **Confiscation of Inappropriate Items**

The latest DfE guidance is 'Searching, Screening and Confiscation.' January 2018

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

### **What the Law Allows:**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- 2) Power to search without consent for "prohibited items" including:
  - 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
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Teachers have a legal power to place pupils (aged under 18) in detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) Any school day where the pupil does not have permission to be absent
- b) Weekends – except the weekend preceding or following the half term break; and
- c) Non-teaching days – usually referred to as 'training days', 'INSET days' or non-contact days

At Longfield Academy we choose only to operate b. and c. in exceptional circumstances.

Staff have the legal power to use reasonable force to stop a pupil from hurting themselves or others, damaging property, committing an offence or causing serious disruption. See Physical Intervention Policy.

<https://longfield.swiftacademies.org.uk/download/8/policies/2467/physical-intervention-policy.pdf>

Staff may also use such force as is reasonable given the circumstances when conducting a search without consent for 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 cause harm. Force cannot be used to search for items banned under the school rules.

The Head of School may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers, for example to parents / carers who have volunteered to help on a school trip. This is at his discretion.

Pupils with a known disability will be subject to the discipline procedures outlined in this document. It is the duty of the parents / carers to make school aware of their Child's disability and provision / reasonable adjustments will be made.

## **The Promotion of Good Behaviour, Self-Discipline and Respect Throughout School**

### **Statement from the Local Governing Body (LGB)**

We believe that positive behaviour, self-discipline and respect are essential in the daily organisation and administration of a successful educational setting. An ordered institution with clear well - defined rules and expectations of its staff and pupils is one that will, in our opinion, give all pupils the opportunity to maximise their potential in all areas of school life and support our goal of helping pupils fulfil a meaningful role in society once they leave us.

To this end the Head of School, with our full support, has developed systems within school that promote the above. There are effective methods of communication, support and guidance for all stakeholders. Sanctions are applied fairly, consistently, and with due respect to the individual, their need and the context of the event.

We believe that children choose the behaviour they display. All behaviour choices have either a negative or positive consequence and in all classrooms, we aim for praise to outweigh negative consequences.

This is outlined in our Choices – Policy into Practice. The detail of which is in appendix 1.

The purpose of the Choices system is:

- To place the focus on the learning
- To place the emphasis on the positive
- To provide a consistent whole Academy approach to behaviour
- To implement a system where negative behaviour choices, have consequences, and positive behaviour results in praise
- Pupils First – responsibility for behaviour lies with them ... it is their choice

It is a solution to low level disruption in lessons and places the responsibility of behaviour choices with the child.

The purpose of the Choices system is not:

- a focus of daily discussions - learning and achievement
- a 'get out of jail free card' for poor classroom management, weak planning or poor delivery;
- to be used to deal with serious incidents

### **Pupil Code of Conduct**

The school has a simple code of conduct that was developed with contribution from pupil voice in 2018. The message is clear and present in school publications and in every pupil planner and areas of the school.

This has been refined over time and we now have the Longfield Academy values charter which will be updated regularly. This is central for our policy to uphold British Values within school.

### **Staff Code of Conduct**

At Longfield all staff also adhere to a code of conduct. This policy is held on the school policy document website <https://swiftacademies.org.uk/policies/> and is explained to all staff during induction.

It is important to acknowledge that members of staff are vital role models within our school community. We therefore feel it necessary and right to publish a conduct policy and expect the highest standards of professionalism at all times.

### **Home School Agreement**

The home school agreement is issued to every pupil and their parents / carer when they begin their career at Longfield. We place a great deal of emphasis on this document and refer to it many times during each child's time here. It is also equally important to staff as we have an obligation to provide the very best education possible to each and every child. The home school documents also refer to 'after' school classes and lunchtime sessions that are an integral part of the school's mentoring system. (See Appendix 2)

### **Assembly**

The primary function of assemblies at Longfield Academy is to promote messages and themes endorsing community messages, from local to national and to encourage important We are Longfield themes. They are organised in a rota system.

Assemblies are used to transmit important messages and themes to pupils on a variety of subjects. They are also used to reinforce expectations, standards of behaviour and conduct in school and to highlight positive examples of pupil conduct. At no point does the message about rules, standards and code of conduct differ from that which is printed in this document and other publications. We are clear, concise and consistent in our message and application of rules and subsequent rewards and discipline procedures. In addition, assemblies are also used to allow external agencies to promote messages and information concerned with promoting good behaviour, personal development, self-discipline and respect.

See British Values and Collective Worship Statement

**Personal, Social, Health, Citizenship Education (PSHCE)** this is delivered through the We Are Longfield Curriculum.

This is an essential part of school life. Please see:

- PHSCE (RSE) Policy

### **Annual Personal Safety Week**

This event coincides with the National Anti-Bullying week initiative and constitutes a week of activities during afternoon registrations tailored to reinforce the messages of positive community cohesion, equality and diversity, challenging prejudice e.g. homophobia, E-safety and Anti-Bullying as well as following bespoke activities designed after the school receives its feedback from the annual 'Health Lifestyles' survey conducted annually. We also run various topical 'drop down' weeks for example Summer Railway and Water Safety week. Further information is available from the Welfare Team.

## Rewards

We believe strongly in rewarding good progress and excellent levels of citizenship. To this end we have developed a reward system in conjunction with the pupil body that is fair, consistently applied and effective.

### Years 7 to 9 School Reward System

Pupils are awarded achievement points

Achievement points are recorded on the Class Charts system and can be awarded for a wide variety of reasons including:

- Excellent academic work
- Excellent independent learning
- Extracurricular participation
- Any other reasonable academic or lesson-based action which deserves recognition

A clear 3 band approach (gold, silver, bronze) of rewards for two end of term rewards days. Every pupil is entitled to participate in some for with those who have the highest band of reward points being enabled to participate in a larger number of activities than those in the lower band

### Years 10 and 11 School Reward System

- Pupils in Year 11 use the Class Charts Rewards System in the same way as the rest of the school, for effort and behaviour in lessons, for homework and any extracurricular participation. In addition, Year 11 receive reward points for each intervention and for handing in their completed Mentoring Form weekly/monthly
- Pupils must have a Class Charts score of 92% or above in order to secure an invite to Year 11 Leavers Day and Prom. These percentages are updated weekly and Form Tutors tell the pupils their percentages during Monday form time. These are communicated with parents / carers each half term
- To be eligible to purchase a Leavers Hoodie, pupils must have an attendance of 95% or above across the year
- Year 11 pupils also have McDonalds Rewards fortnightly, where the 6 pupils who have achieved the highest Class Charts points, or who have done something particularly well over the fortnight, get to order a McDonalds meal of their choice on a Friday
- Year 11 have the opportunity to be rewarded with the Longfield Learning Station train ticket for the work they have completed within lesson through the four key areas, Connection, Activation, Demonstration and Consolidation. They will bring the train ticket to the hall at break time to exchange for a prize

The image demonstrates all the ways pupil can achieve rewards:



## Active Citizenship

We also recognise the many acts of kindness and/or helpfulness which are carried out by many pupils during the school day. Any staff member can award **Citizenship points** for helpful actions and any acts of good citizenship which add to the positive atmosphere of the school.

These can be awarded at any point during the school day and by any member of staff including Support staff, Office staff and Canteen staff.

## Other Rewards and Achievements

Departments often reward pupils in other ways such as:

- Contact made to parents / carers know how well pupils are doing
- Awarding departmental certificates
- Sending letters home to parents / carers telling parents / carers how well pupils are doing

There are also many brilliant things going on in departments where pupils participate in extra-curricular activities. These could include activities such as:

- Departmental trips
- Extra-curricular clubs e.g. Choir
- Membership of a team e.g. Netball, Football etc.

Members of staff with whole school responsibilities should also seek to reward pupils for their active participation in ventures such as:

- Membership of the School Council
- Work in the Library
- Student Leader
- Any other whole school venture

## Inter-house and End of Term Celebrations

Collaboration and community are central to the ethos of the school and can be evidenced by a thriving Inter-House System which runs throughout the year. Celebration and rewards activities are co-ordinated at the end of each term by members of the Senior Leadership Team.

**All rewards transfer into Achievement Points which are calculated in order to award Gold, Silver and Bronze wristbands which allow access into End of Term Celebrations ensuring that all achievements are celebrated, and the most deserving pupils receive the most reward.**

### Whole School Rewards

Pupils who behave consistently well will be rewarded by being invited to take part in a number of extra-curricular activities, including:

- Rewards trips
- Educational Visits
- Inter-House Competitions
- School Concerts
- Reward assemblies
- The School Prom

## Evenings to Celebrate Achievement

Each academic year, Longfield holds two celebration evening to celebrate pupil success. The annual Academic Presentation evening is held in the Autumn term and includes invites to



outgoing Year 11 pupils deserving recognition for their GCSE successes. The annual Sports Presentation evening is held in the Summer term and includes invites to all pupils deserving of recognition for their contributions to school sports teams or individual sporting achievements.

## **Student Leaders**

Upper School pupils have the opportunity to apply for Student Leader status in the Spring of their Year 10 studies. This is a highly coveted and prestigious responsibility which builds upon the traditions of excellence within the school. Student Leaders apply by letter to the Assistant Head teacher (Inclusion and Progress) and successful applicants sign the Student Leaders Agreement:

As a Student Leader in Longfield Academy I understand that I have a responsibility to uphold standards and be a role model for my peers and younger pupils within school. I will demonstrate this by:

- Always having a positive attitude and good manners
- Being a positive example of constructive behaviour
- Always attempting to achieve academic potential
- Always accepting the authority of adults within school
- Being a port of call for pupils who may require being accompanied to the Main Office
- Upholding the Classroom, Break and Lunch Charter
- Ensuring that they are a positive influence within the school community

## **How We Seek to Prevent Bullying**

DfE advice on this subject is expressed within ***Preventing and tackling bullying October 2014*** – this link will take you to this guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/368340/preventing\\_and\\_tackling\\_bullying\\_october14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf)

Furthermore, separate documents are available for staff:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/368135/supporting\\_bullied\\_children\\_factsheet\\_october2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368135/supporting_bullied_children_factsheet_october2014.pdf)

and parents / carers:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

**Full documentation regarding this area is contained within the School Anti-Bullying Policy available on the school website <https://longfield.swiftacademies.org.uk/policies/>**

**Please see also SWIFT Academies - Equality Policy**

## **Ensuring Pupil's Complete Work Assigned to Them**

**Statement from the Local Governing Body (LGB)**

The completion of tasks set is essential to the pupil's progress and to the school in reaching its goal of enabling every child to reach their potential in all areas. We have always supported the school in all their efforts to ensure that pupils complete work. Failure to complete work set without good reason is a discipline issue and as such will be tackled following the procedures outlined in this document.

At Key Stage 3 and 4 all pupils are expected to complete work commensurate with their ability and their expected rate of progress towards their agreed end of Key Stage target.

Our philosophy is underpinned by the principles of sanction, reprimand and restore – and the Inclusion area is used extensively for this purpose. Further information can be obtained from the Support Team.

### **Whole School**

All pupils will be subject to the following procedures and sanctions to ensure that they complete all work set. The Classroom Standards Charter sets out clearly the expectations of every pupil in every lesson.

### **During Lessons**

If a pupil is not completing work during a lesson the member of staff/s will follow the school systems outlined further in this section.

### **Detentions in School**

A detention can be issued for a variety of reasons. However more common and appropriate is for a detention to be issued in order that pupils complete work assigned to them that they have not completed or not completed to a standard commensurate with their ability. The procedures for detention are as follows:

- Parental consent is not required for detentions
- Any pupil who is absent from school will serve their detention on return
- The school operates a policy of detentions afterschool which can be served up to 4.00pm for pupils. Parents / carers will be notified by ClassCharts
- A pupil may also be held at the end of the school day by the Senior Leadership Team or the Head of School if it is deemed unsafe for them or other users to return home by their usual means of transport. In these instances, parents / carers will be notified immediately

As detailed above, failure to attend a detention without a valid reason will result in further sanctions being applied. The severity of the sanction will as ever be dependent on the context of the case and the individuals involved.

## **Target Setting, Tracking and Monitoring of Pupil Progress**

**This process is led by Nick Willan Assistant Head Teacher – please see Tracking and Mentoring Policy.**

### **Agreement for Examination Success**

In all cases we strive to communicate our intentions to pupils and parents / carers. To this end we ask all stakeholders to read and sign an agreement for examination success. This is posted in the school handbook for parents / carers and issued at the start of Year 7 or on pupil intake whichever is first.

## See Appendix 3 - Agreement for Examination Success

### How We Seek to Look After the Welfare of All Pupils and Their Families

Please see also **Safeguarding Strategy and Policy, Self-Injury and related Issues Policy, PHSCE (RSE) Policy, Single Equality Scheme, Sex and Relationships Policy, British Values and Collective worship and all associated policies.**

Pupils welfare and personal development are central to the core beliefs of Longfield Academy and are signposted by all departments using a specific audit tool as well as throughout schemes of work and in lesson planning.

The Welfare Team leads our welfare strategy within school and follows closely the key ideas laid out by latest DfE guidance. Our Safeguarding Policy outlines our multi agency approach adhering fully to local LSCB guidelines underpinned by an active team around the school.

Within school our RAG system, provides the overview from which a number of specific interventions are put in place to support pupils. **All interventions are individually organised and must be bespoke relating to individual need and circumstance.**

These include:

- Individual welfare sessions and daily drop ins with Claire Howlett
- Personalised behaviour and/or welfare support sessions including emotional; literacy session with Claire Howlett
- Interventions led by Educational Psychology Service
- SEN sessions in the ORB
- Mental Health Strategy
- Extensive use of multi-agency approach and Early Help SEN support plans and Careers support plans.
- Referral to CAHMS and collective work with this service.
- Specific clubs and after school activities
- Membership of various LA advisory and strategy groups

The school is keen to ensure it can do everything possible to support the mental health and well-being of all pupils. In light of this we are embarking on further support sessions and training whilst seeking to build on an already strong partnership with CAMHS and our Educational Psychologist services.

This includes:

- Engagement in training for staff in terms of 'Mental Health First Aid' and 'Mindfulness'

### Communication Within School

To maintain an effective learning environment, communication at all levels is paramount. To this end we communicate to all stakeholders in the following ways:

#### To the School Populous

Instant messages are displayed during the school day via our 'pop up' system which allows instant messages to be displayed on all school desktops including interactive whiteboards.

## **To Staff**

All staff receive the Daily Digest for each year group from the Support Team. Often more urgent information is also disseminated by further e-mails throughout the school day. Any additional information that needs to be shared during the week, is in addition to the Daily Digest and is collated by the Support Team. This is then transferred electronically via encrypted email.

## **To Parents / Carers**

We provide information through ClassCharts, Parentmail, SIMS InTouch, letter, telephone, school website and E-mail. ClassCharts is the method of communication for behaviour and rewards. Parents / Carers should contact the school admin team if they do not have a password.

## **To Pupils**

Information is shared through assemblies, Form Tutor message, school council, registration and form time and letter.

## **Use of Reasonable Force – Please see Physical Intervention Policy**

## **Daily Management of Pupil Behaviour**

In determining the way in which adults in school interact with pupils and other adults and deal with incidents of negative behaviour we have developed systems that:

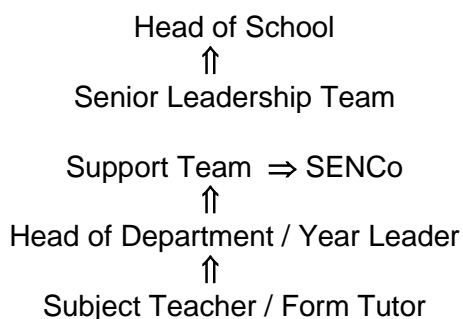
- Provide a fluid system of in-house and external support that reacts to pupil needs
- Maintain a climate for learning throughout the school day
- Have adequate systems for the maintaining and raising of achievement in all areas of school life

**We adhere to the principles of assertive discipline. These are that for every action there is a positive or negative consequence.**

**We also further adhere to the cognitive principles of Sanction, Reprimand and Restore.**

For staff there is a clear framework for the referral of pupils and the support network that exists for them, in addition pupils are aware of the network that exists and their role within it.

## **Framework for Referral and Support**



**Any referral / support needed goes through this system except in very serious situations where a member of Leadership Team (LT) can be called in immediately via a Duty Manager call**

## Choices Behavioural Referral System

To assist in the management of pupil behaviour we have a framework of referral that all staff must follow. This is outlined in detail in addendum A.

In summary:

The responsibility for a choice of behaviour lies with the pupil. If a pupil does something which impacts on the learning of others, a teacher will issue a C1, C2 and C3 on the Choices Board in the classroom. This serves as a reminder to the pupil that they have made the wrong behaviour choice and provides a child with three chances to make the right behaviour choice before a sanction is given. This is fair.

When a fourth negative behaviour choice is issued, the child will be told to go to the Choices Room to complete the lesson and will be issued a detention. The detention is the sanction for disrupting the learning of others four times over the course of the lesson. They are told to leave the lesson on a C4, as four chances to make the right choice is more than reasonable and it is not fair on other pupils to accept further disruption.



The image above illustrates the negative consequences of a poor behaviour choice.

As the C4 Removal is logged on ClassCharts, all Duty Staff will be aware that the pupil is due to arrive in the Choices Room and will check for Classchart updates to confirm their arrival. The C4 Removal carries the sanction of a 30-minute departmental detention along with the removal from the lesson.

The Choices Room attempts to match the learning to the lesson, but the pupil will work in silence.

A pupil who receives more than one C4 Removal in a day, will be picked up by the Choices Team who will triage an appropriate further sanction and/or intervention. As they have now disrupted more than one lesson, it is likely that the pupil will also lose the privilege of spending lunch and/or break time with their friends.

This system should be applied consistently and appropriately by all staff, which ensures it is extremely fair and equitable to all. Reasonable adjustments will always be explored for pupils who have specific identified issues.

There is no reason for any child to fall foul of this system if they are focussing on their learning and not disrupting the learning of others.

Failure to comply to a reasonable request from any member of staff is likely to lead to a full day in the Choices Room and/or a suspension. This is an outcome we want to avoid. However, disrespect, rudeness and acts of aggression will not be tolerated. This ensures that children can learn confidently in a safe, calm and purposeful environment.

A full day in Choices will be recorded as a C5b. Truancy will be recorded by the truancy button and will carry the sanction of a 45-minute detention.

Poor behaviour choices outside of the classroom will be recorded as a C4 Other and will carry the sanction of a 45-minute detention.

C4 H&S is used to record an incident that warrants an immediate C4 removal – this would be a health and safety issue. The sanction is a 45-minute detention.

### **In the case of First Aid or Medical**

Staff will alert the Duty Team using the 'Serious Emergency' button on ClassCharts or contact reception immediately.

### **Use of Class Charts Data**

This system has an extensive '**Analytics**' section which the Support team will use. As the data loads, we view patterns and trends giving us yet further understanding of pupils and allowing us to inform discussion with Departments and work together on how best to serve all pupils. This feeds all other communications with pupils, parents / carers and staff.

**The core values and principles of the school are underpinned by our Classroom Charter and code of conduct which is published on the school website**

### **Pupil Uniform, Hair, Jewellery and Equipment**

See separate Uniform policy on the school website

### **P.E and Games Kit**

See separate Uniform policy on the school website

### **Protocols for Dealing with Pupils Who Are Not in the Correct Uniform**

Upon arrival in school the pupils will be asked for the reason why they are not in correct uniform or correctly presented for school. Every effort will then be made to help that child get in correct uniform or change the aspect not meeting the necessary requirements for the school day. Failing that the child will Work in the Choices Room until the correct uniform is worn.

### **Use of Mobile Phones / Smartphone / Smartwatch and Associated Devices in School**

We do not allow pupils to have or use any smartphone related device during school time. This includes any device with call/text/social media/internet/app/email facility e.g. Apple I Watch. They have the potential to disrupt teaching and learning and they increase the potential for theft in school.

Any parent /carer wishing to contact their child during school hours needs to ring the school numbers and any message will be passed to the child via our administrative staff. Any child wishing to contact a parent / carer needs to contact their HOY and when given permission go to the Pastoral Office and request to use the telephone. The request will be granted unless the reason for contacting home is deemed trivial or unnecessary. There will be no charge to the pupil for the use of the telephone.

It is acceptable for pupils to use any smartphone related device when travelling to and from school. In these cases, pupils must hand their device into the school via HOY on arrival where the member of staff will label the device, and keep it in a safe place until the end of school when the phone is signed out back into the possession of the child. This must also be the case on arrival to school ahead of any examination.

Any child caught in possession of / or using any smartphone device will have the device confiscated for the remainder of the day and returned to the pupil at the end of that day. A sanction will only be issued if the pupil refused to hand the phone or device over.

## **Role of the Tutor**

Within the management of pupil behaviour framework, the Form Tutor is vital. They have the following responsibilities: -

- Take and maintain an accurate attendance register
- Uphold the Classroom charter including all classroom expectations
- Discuss Longfield expectations with their tutor groups at least weekly and in line with PSHCE (We are Longfield) expectations
- Monitor behaviour of their tutees weekly and discuss specific concerns with the relevant pupils and year leader when appropriate
- Ensure that all concerns about pupils are logged on CPOMS under the appropriate category
- Read the Daily Digest and use this to inform discussions about behaviour with specific pupils
- Administer attendance duties as directed
- Communicate any welfare issues to the Welfare Team
- Conduct daily uniform and equipment checks for the pupils in their tutor groups and to inform the relevant year leader of breaches during form time
- Use the SEND information given to ensure the needs of individual pupils are met

## **Role of the Classroom Teacher**

The classroom teacher is responsible for the teaching and learning in their classroom in conjunction with the management of the Choices behaviour system which is designed to develop an environment where each member of staff can strive to ensure that each pupil optimises his/her potential. In order for this to occur each teacher must be fully aware of the support and guidance available from all of their peers, managers and senior leaders set out in this policy. Classroom teachers must therefore:

- Uphold the Classroom charter including all classroom expectations
- Use appropriate classroom strategies and professional judgement to effectively manage all classes and, wherever possible, deescalate situations within their own classrooms
- To implement a seating plan, using ClassCharts analytics if appropriate, which promotes good relationships and effective working
- Use the Choices Policy into Practice consistently
- Reward pupils appropriately and fairly using the ClassCharts system
- Read the Daily Digest and use this to inform delivery of lessons and management of specific pupils
- Use the SEND information given to ensure the needs of individual pupils are met

## **Role of Head of Department**

The Head of Department will be in the majority of cases a point of call alongside the Welfare Team for a teacher referring a pupil or requiring support or guidance on further intervention strategies for use with a pupil. Heads of Department must therefore:

- Conduct regular reviews of ClassCharts data and identify patterns of behaviour for specific pupils, classes and teachers, including optimum clicks spreadsheet
- Support teachers in their subject areas by offering guidance on management of pupil behaviour in line with school policy and as outlined in the national teacher standards
- Liaise with the Support Team with regard to specific pupil issues and work with them to ensure that all pupils achieve to the best of their individual abilities
- Implement agreed behaviour interventions within their subject for specific pupils where there are identified behaviour issues
- Ensure that the reward policy is effectively implemented by all teachers in their department

## **Role of Welfare Team**

The role of the Welfare Team is vast and is involved with:

- Incident Management and Anti- Bullying
- Progress Reward and Sanction
- PHSCE (We are Longfield) Themes and Assemblies
- Monitoring and Analysis
- Strategic planning for success
- Equality and Diversity
- Ensuring positive outcomes
- Contact with staff, pupils and parents / carers
- Transition between Key Stages
- Daily, Weekly and Termly Updates and Analysis
- Celebrating success
- Liaison with internal and external agencies
- Lead all reward packages within the school for pupils and families
- They also constitute the schools Safeguarding and Child Protection team

Within the Support Team, the specific roles are as follow:

### **Role of the Year Leader**

- Update daily digest every day with the most relevant information from and for all staff. Furthermore, to highlight new and updated information in yellow \* existing but still relevant information.
- Contribute to the weekly Vulnerable Pupil meeting with all members of the (HOYs, SENCo, Attendance manager, DSL, EHWBO, Leadership Team)
- Monitor daily ClassCharts information and contact parents / carers of pupils to inform of issues and sanctioning as appropriate.
- To conduct HOY detentions
- To monitor late attendance marks and sanction as appropriate
- Monitor ClassCharts information weekly to identify the pupil's patterns of behaviour. Liaise with other members of the Support Team to develop appropriate interventions for each pupil – issuing reports for monitoring, positive, and punctuality as necessary
- Conduct and support the investigation process into behaviour events as appropriate
- Attend any reintegration meetings for pupils in their year groups
- To implement family support as agreed
- To inform DSL and/or deputy DSLs of safeguarding concerns immediately
- Attend the implementation and review meetings of Acceptable Behaviour Contracts and Behaviour support plans as agreed in Vulnerable Pupil meeting
- Participate in daily briefings, live screen reviews, all Support Team CPD, meetings, Vulnerable Pupil and or DSL meetings as required.

### **Role of the SENCo**

- To be the primary 'port of call' for SEN pupils identified in the weekly Vulnerable Pupil meeting as needing specific additional support



- Liaison with the Support Team in reference to intervention and support programmes where there is an overlap with SEN pupils and behavioural issues. Further liaison and close working in regard to One Plan formulation and monitoring
- To make necessary arrangements for screening test, access arrangements, one plans and ECHPs
- To add relevant information to the daily digest each day for specific pupils
- To provide updates to staff about specific needs and responses to situations of vulnerable SEN pupils through the medium of the daily digest and staff briefings where appropriate
- To provide CPD relating to meeting pupil need

### **Role of the Head of Behaviour and Wellbeing**

- To oversee support strategies to ensure that the most appropriate interventions are in place
- To add relevant information to the Daily Digest each day
- To oversee the implementation and monitoring of ABCs, BSPs, EHAs and to organise meetings with parents / carers to both implement and review. To ensure that records of these meetings are up to date on CPOMS
- To monitor overall patterns of behaviour providing interim reports and chair the daily briefing, live screen review and Vulnerable Pupil meeting each week
- To deputise for the DSL
- To work with other members of the Support Team in developing appropriate interventions for the most in need pupils
- To develop bespoke programmes of therapeutic activity with a focus on reducing poor behaviour and reengaging disaffected learners.

### **Role of the Senior Leadership Team within Support Team**

- Strategic overview of all factors affecting Personal Development, Behaviour and Welfare
- To support the duty manager and investigation system
- Taking into consideration the wide range of factors affecting specific pupils and in consultation with the HOS, support sanction decisions
- To be the arbiter in disputes about behaviour sanctions
- To provide regular updates to all staff about behaviour trends through the medium of staff briefing and to give guidance to all staff about specific areas to focus on in their dealings with pupils

### **Role of the Duty Manager Team**

- Rewards, systems and support duty managers to be available for every allocated period
- To ensure that radios are collected at the beginning of each allocated period and returned at the end of each allocated period- that these are charged and in working order when individuals have their own allocated device
- To inform organisation manager, SLT and Support Team if meetings are pre booked that may mean DM period cannot be conducted
- To inform the Organisation Manager as soon as possible of any duty manager slots which cannot be fulfilled due to unanticipated events

- To walk through all assigned areas and classrooms at least once during each duty manager period and ensure a high profile. To manage any concerns which arise during a walk through in a calm and professional manner
- To attend radio calls for serious emergency and truancy promptly
- To use professional judgement in allocating sanctions in accordance with policy
- To log the description of a safeguarding incident on CPOMS as soon as is practically possible after an event but certainly within 24 hours
- To log the description of an incident on the pupil individual log as soon as is practically possible after an event but certainly within 24 hours

### **Role of the Vulnerable Pupil Panel for Darlington**

From September 2011 Longfield Academy has been a member of the Darlington Behaviour and Attendance Partnership. This group exists to support schools in managing pupil behaviour, reduce the number of fixed term and permanent exclusions in Darlington and improve attendance rates.

Pupils who fail to respond positively to the large array of intervention strategies at our disposal will be referred to the partnership. From this referral (see appendix 5) additional support and advice will be given to meet the needs of the pupil and allow them to remain in education and thrive.

### **Sanctions**

#### **Recommended Sanctions Available to Staff**

The following lists are suggested sanctions for use in school to deal with a number of incidents. It must be noted that these are suggestions, and this is not a definitive list. All sanctions are at the teacher's discretion and we expect members of staff to use their initiative, skill and knowledge of the pupil and context of the event when deciding upon a sanction. The decision to exclude, however, must come from the Head of School, or Deputy Headteacher.

Verbal warning

Phone call / letter home

Department detention (C4 Other) These detentions are 30-minutes

Leadership detention (C4 Other / C4 H&S / C4 late) These detentions are 45-minutes

HOY monitoring report

HOY punctuality report

HOY positive report

Seating plan change

Acceptable behaviour policy

Behaviour support plan

Removal from departmental room to another classroom in the department or Choices Room

Time in the Choices Room

Suspension - At the Head of School's discretion

Permanent Exclusion - At the Head of School's discretion

### **School Suspensions**

Longfield operates its sanctioning system using civil standard of proof for all suspension / permanent exclusion incidents.

At times, it is necessary to suspend pupils from school for a fixed period of time or to permanently exclude, although the latter are rare and used as a last resort. When deciding upon suspensions / permanent exclusions or the length of suspension, no precedents are set, and each offence will

carry its own sanction that will be determined by the Head of School in light of all information available at the time.

In absence of the Head of School, and the Deputy Head has responsibility for suspensions.

You will receive notification by telephone and letter if any of these events occur.

## **System**

**All information about Choices will be communicated via ClassCharts.**

## **Permanent Exclusion of Pupils**

### **Overview**

The current system of appeal is for independent review panels.

Where requested by a parent / carer, a SEN expert will need to be appointed by the local authority or academy trust to advise the independent review panel.

The independent review panel will be able to uphold the decision to permanently exclude a pupil; recommend that the Local Governing Body reconsider its decision; or direct the Local Governing Body to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Where a Local Governing Body decides not to reinstate a pupil following a direction from a panel to reconsider its decision, the panel will be expected to require an adjustment to a school's budget / payment towards the cost of alternative provision.

Where a parent / carer alleges discrimination (under the Equality Act 2010) in relation to a suspension or permanent exclusion, they will also be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination)

## **Key Responsibilities**

### **Head Teachers**

- Head Teacher's powers to suspend / permanently exclude remain unchanged but there will be new statutory guidance on the use of these powers.

### **Local Governing Body (LGB)**

Local Governing Body will perform the key role of determining whether a permanently excluded pupil should be reinstated. This will involve reviewing the decision of the Head of school and considering the outcome of any independent review panel hearing

### **Local Authorities' / Academy Trusts**

- Where requested by a parent / carer, local authorities or academy trusts will need to arrange an independent review panel to consider the decision of a Board of Directors to uphold a permanent exclusion
- Panel members will need to be trained in how to perform their role
- Local authorities or academy trusts will also need to appoint a special educational needs expert to advise the panel, where requested by a parent / carer

## Local Authorities

Local authorities will need to oversee adjustments to a school's budget or payments by a school, where a school does not offer reinstatement following a direction by a panel to reconsider its decision to permanently exclude a pupil.

In most cases, suspension / permanent exclusion is a last resort and is a reaction to one or more of the following: -

- Serious breach of behaviour policy
- Persistent breach of behaviour policy
- The pupil by being in school is seriously harming the education of others.
- The pupil is threatening the welfare of others in school
- Other circumstances deemed appropriate by the Head Teacher / Head of School

Prior to the decision being taken to suspend a pupil, the school will consider the following alternatives to suspension where possible and appropriate. These could be:

- Restorative justice. Mediation / counselling
- Removal of privileges
- School detentions
- Day or days in the Choices Room
- Acceptable Behaviour Contract
- Behaviour support plan
- A managed move to another school or time at an alternative educational establishment
- Referral to Behaviour and Attendance Partnership or other appropriate agencies such as Early Help

If it is still necessary to suspend a pupil, then thought must be given to the successful reintegration of the pupil upon their return. Suspension is a powerful punishment in its own right, but what can be done when the pupil returns to prevent another similar incident occurring? Once a pupil has been punished then unless it is a one - off offence they will require support after their suspension to modify their behaviour. We suspend as a punishment but, it also gives us as staff, time to affect any measures of support or supervision for that pupil when they return.

*Parents / carers are responsible for the supervision of their children if they are suspended from school, on any single occasion, for between 1–5 days. The school will always provide work in such circumstances to be completed at home. Parents / carers must contact the school to arrange for the work to be collected and returned for marking. **Permanent Exclusions for longer than 5 days may result in the pupil/s receiving their education at a partner school from day 6 onwards. Longfield Academy's exclusion partner is Rise Carr College or other recognised providers through school affiliation and the Darlington Vulnerable Pupil Panel.** For LAC pupils this arrangement is made through liaison with the appointed Local Authority Body for that pupil. This is LAC Virtual Head Calvin Kipling. It is the parent / carers' responsibility to ensure that the child attends their post 5-day exclusion provision.*

## Strategies that can be used in school to support pupils returning from suspension

- Mandatory return from suspension integration meeting
- Various reports - the most appropriate to individual circumstance will be issued by the Support Team
- Lunch and break - time supervision
- Acceptable Behaviour contract
- Behaviour support plan
- Time in the ORB

- Access to school counsellor
- Alternate Educational provision
- Welfare Team therapeutic offer
- Referral to in-house behaviour support
- Referral to Child and Adult Mental Health Service CAMHS
- Referral to Local Authority Behaviour and Attendance partnership
- Referral to early intervention team

## **Suspension Procedure**

Once the decision to suspend a pupil has been made by the Head of School the following will happen:

- Every effort will be made to contact parents / carers about the incident, length of suspension and return procedures
- If parents / carers cannot be contacted and spoken with a voicemail or InTouch text message must be sent stating brief details including duration and reintegration dates and times, a letter must also be sent via the Royal Mail
- Parents / carers will be contacted to collect the pupil from school or permission will be provided by the parent / carer to send the child home. In this instance, a sign out slip will be issued to the pupil at the time of departure and the responsibility for safeguarding will be with the parent / carer.
- Before leaving the site, the pupil will be issued with work (paper based or online) or parents / carers will be informed of when and how work is to be delivered home
- A formal letter detailing the suspension, its duration and reason will be sent in the post to parents / carers. This letter will also include a date and time for a reintegration meeting for the pupil. This date and time can be altered through dialogue with both parties. See Appendix 5. For permanent exclusions lasting longer than 5 days, our exclusion partner school will be named in the formal letter
- Longfield operates a civil standard of proof approach when gathering information pertaining to the decision to sanction

See Appendix 5

## **Permanent Exclusion**

The decision to permanently exclude a pupil is a serious one. This decision will only be taken in light of **SERIOUS AND/OR PERSISTENT** breaches of the school discipline policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. There will however be exceptional circumstances where, in the Head of School's judgement, it is appropriate to permanently exclude for a first or one - off offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault
- Use or threatened use of an offensive weapon
- Supplying or attempting to supply illegal drugs to others
- Malicious accusations against school staff

It is important to note that any pupil deemed to be at risk of permanent exclusion will be referred through the Darlington Behaviour and Attendance Panel with associated protocols designed to avoid permanent exclusion where at all possible. Latest agreed protocols are available from Emma Hickerson

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect discipline and the well-being of the school community.

## Permanent Exclusion Procedure

**There is an agreement within Darlington to have a commitment to zero Permanent Exclusions where at all possible.**

- 1) School incident
- 2) Full investigation - All parties need to be interviewed and statements taken
- 3) Decision to potentially permanently exclude
- 4) **Immediate referral to Darlington behaviour and attendance partnership for pupil 'at risk of permanent exclusion' through 'Rapid Response' system**

Only if all procedures and protocols of 4) have been exhausted and in exceptional circumstances would the following steps be taken:

- 5) Contact parents / carers this must **BE DONE ON THE SAME DAY OF THE DECISION TO EXCLUDE**
- 6) School letter sent to parent / carers and LA and arrangements for work made with parents / carers. (School must make work available to parents / carers, but they are not obliged to send work home. It is the responsibility of parents / carers to collect work and return it for marking, **however school must set a date for the return of the work. THIS MUST BE DONE BY DAY 1 POST EXCLUSION DECISION**
- 7) Permanent Exclusion response must be completed and emailed with a copy to the Local Authority Inclusion Officer within 24 hours of the decision to permanently exclude
- 8) Pupil files placed into chronological order and up to date event log included where appropriate
- 9) Exclusion papers completed
- 10) Pupil passport referral form for post 6-day education into partner school. **THIS MUST BE DONE BY DAY 3 POST EXCLUSION**
- 11) School to arrange pupil discipline committee meeting. Prior to this meeting official exclusion papers must be circulated to all attending parties. **THIS MUST BE DONE BY DAY 8 POST EXCLUSION DECISION**
- 12) Discipline committee meeting held. **THIS MUST BE DONE BY DAY 15 POST EXCLUSION DECISION**
- 13) A letter detailing the decision of the pupil discipline committee will be forwarded to parents / carers within 24 hours of the meeting
- 14) Following a decision by the Local Governing Body to uphold a permanent exclusion the parents / carers have the right to lodge an appeal against the decision. This must be done within 15 school days of the decision. The appeal will be heard by an independent appeals panel (see below)

## Excluding Pupils with Special Educational Needs

Just because a child has special educational needs does not mean they cannot be suspended or permanently excluded from school.

Longfield Academy recognises its duty not to discriminate against a pupil because of their disability. Prior to deciding upon exclusion, the Head of School will ensure that all appropriate reasonable adjustments have been made and that the suspension / exclusion is justified in accordance with our Single Equality Scheme and discipline policy.

## Appeals Against Exclusion Decisions

Following the decision to permanently exclude a pupil and the Local Governing Body decision to uphold the exclusion, parents / carers have the right to appeal against the decision to an Independent Appeal Panel.

- Independent Appeal Panels have either 3 or 5 members and 1 (or 2) member/s must be, or have been within the previous five years a Head Teacher of a maintained school

- 1 (or 2) members must be, or have been, a governor of a maintained school, provided that they have served as a governor for at least twelve consecutive months within the last six years, and they have not been teachers or Head Teachers in the last five years
- 1 member must be a lay person, that is, someone without personal experience in the management of any school or the provision of education in any school (disregarding any such experience as a school governor or in any other voluntary capacity)

An appeal panel must meet to consider an appeal no later than the 15<sup>th</sup> school day after the day on which the appeal was lodged.

The following are entitled to make written representations, appear and make oral representations, and be represented (including legally)

- The parents / carers (or, if aged over 18, the pupil)
- The Head Teacher
- The Local Governing Body; and the Local Authority (LA)

The appeal panel will decide how to conduct the proceedings which should be reasonably informal.

The chair of the panel will open the appeal hearing and outline the procedure to be followed and explain that the panel is independent of the school and the LA. The chair will explain that the panel needs to have regard to legislation and DFE guidance in its conduct and in reaching its decision.

The appeal panel may uphold the decision to exclude; direct immediate reinstatement or reinstatement at a future date; or it may decide that because of exceptional circumstances or other reasons it is not practical to give a direction requiring reinstatement, but that it would otherwise have been appropriate to give such a direction.

The panel is independent; its decision is binding on the parent / carer, the Board of Directors, the Head Teacher and the LA. The panel cannot revisit its decision once made.

The panel must let all parties know its decision by the end of the second working day after the hearing.

### **Looked After Children**

“The most common reason for children becoming looked after is as a result of abuse and/or neglect” *Keeping Children Safe in Education (2015)*

**Our full LAC policy can be accessed via the link below:**

<https://longfield.swiftacademies.org.uk/download/8/policies/2469/looked-after-previously-looked-after-children-policy.pdf>

### **Missing Children – please see Appendix 5**

A child missing from education is a potential indicator of abuse or neglect *Keeping Children Safe in Education (2016)*

Jane Brown, Attendance Manager, co-ordinates attendance monitoring and weekly trends are identified allowing a first response approach including visits from school staff, PSCO and through referrals to Team Around the School and Darlington Borough Council Area 1 Family Intervention Team. Within school, attendance information is statistically shared through the RAG system and **may** be passed on to staff through the Daily Digest if contextually relevant; always with confidentiality ensured. This is via the Single Referral Form.

## **Staff Development and Support**

All new staff at Longfield receive a comprehensive in-depth induction programme. One area of the programme is dedicated to developing knowledge and awareness of the school discipline policy and procedures and the whole school pastoral system and more importantly where the member of staff fits into that system and can contribute to it. In addition, teaching staff and teaching assistants receive awareness training on the systems and procedures annually.

The Leadership Team also provide support and guidance to all staff within this area through their daily interactions. This area is of paramount importance to the success of the school and its pupils. If a teacher or group of teachers require further support, guidance and development in this area the coordinator of Continued Professional Development will instigate a supportive plan for this individual or group.

## **Monitoring, Review and Consultation Around the Discipline Policy**

The Discipline Policy was developed with the assistance of directors, staff and pupils. If any other stakeholder would like to comment on the policy, this can be done by contacting the school [enquiries@longfield.swiftacademies.org.uk](mailto:enquiries@longfield.swiftacademies.org.uk).

The Discipline (Personal development, behaviour and welfare) Policy will be reviewed at least annually although is often updated due to DfE guidance updates etc. It is at this time when any contributions made by stakeholders will be analysed and implemented if deemed appropriate to do so.

## **Further sources of information associated to this policy:**

Code of Conduct for School Staff  
Safeguarding Children Policy  
Assessment Reporting and Recording  
Tracking and Mentoring Policy  
Self-Injury and Related Issues Policy  
Safeguarding Policy  
Physical Intervention Policy  
ICT Policy for Staff and Pupils  
Homework and Study Support Policy – updated to reflect Independent Learning Policy from September 2014.  
Drug Education and Incident Management Policy  
Single Equality Scheme  
Anti-Bullying Policy  
ClassCharts – Longfield School Staff User Guide  
Pastoral Support Officer Handbook  
Year Leader Handbooks  
British Values and Collective Worship Statement



## Appendix 1 – Choices System

### CHOICES – a practical guide for supporting positive attitudes to learning in and outside the classroom

Praise should always outweigh consequences. We need to concentrate on **positive aspects of behaviour choices**.

***‘When pupils behave inappropriately give them what they don’t want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when pupils behave appropriately’.***

**NON- NEGOTIABLE EXPECTATIONS - Setting the scene for positive behaviour is key.**

- **Always be a positive role model**
- **Be consistent with your routines** - use this and only this approach with **all** pupils as they must perceive this as a **predictable, reliable and consistent** pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, **“It was your choice to continue talking when I asked for attention, C1”**.
- Ensure that pupils know it is your priority to maintain the pace of your lesson for the benefit of all pupils. Use reminders based on a common language/script framed around PROUD and this guidance.
- Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the ‘big picture’ with pupils allows them to think outside the box.

**What does consistency look like?**

- **MEET your class** at the door, **smile**, be enthusiastic about working with the pupils and about the content/context of the lesson. **Have a starter activity /Get Thinking task** ready and expect pupils to be active as they enter. **Take the register** as they work. **Set out the learning outcomes** and expectations of the lesson. Have high expectations. **Follow this guidance to the letter!**



- **Giving Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a pupil has received the achievement or praise as some pupils may feel that individuals are given acknowledgements unjustly. Encourage opportunities to celebrate success such as applause moment. **Encourage pupils to accept praise. Log all merits on the Star board and ClassCharts.**



- **Start each day with a clean slate** – making sure that incidents have been dealt with from prior lessons. Speak to the pupil when you issue a detention - ensuring you **build**

**bridges** and discuss why they did not comply with your expectations. **(Please clean your CHOICES boards at the end of every lesson).**

The CHOICES system does not mean that effective behaviour management strategies are not used. **Effective and efficient behaviour management should mean that the choices system is rarely used because pace, challenge and positive reinforcement should sustain pupils and enthuse them.**

**Key questions for staff:**

- Have I planned my lesson appropriately and shared my learning outcomes with pupils?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage pupils in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?
- Have I 'read' my pupils – body language, facial expression, mannerisms – is there anything unusual or different? Do I need to take them to one side to have a quiet conversation?

Choices of attitude for Learning	Behaviour Management Script	Behaviour Management Strategies
Pupils are given a general reminder about expected behaviour every lesson. If a pupil chooses to disrupt learning despite this reminder then the following sequences of sanctions begins:		
<b>Warning</b> <b>Reminder of basic classroom expectations</b>		
<b>C1</b> <b>First negative behaviour choice</b> The pupil's name <b>must</b> be written on the board and a cross put beside it.	State what is happening. Structure your responses, have a standard script, think about your own body language. “... you have chosen to continue to talk across the classroom” “... you have a C1”	Try and identify behaviour within the class that is proactive/positive. Deflect attention to the positive behaviour. <ul style="list-style-type: none"> <li>• Mark the moment of poor behaviour choice, but then <b>redirect behaviour with teaching and learning reminders.</b></li> <li>• Raise expectations and defuse the situation by praising those who are working well.</li> </ul>
<b>C2</b> <b>Second negative behaviour choice</b> A second cross is recorded by the child's name. The child is asked to move seats.	“... you have again continued to talk you have now moved to a C2”	<ul style="list-style-type: none"> <li>• When you have given the verbal comment try speaking privately to the pupil. Getting down to the pupil's eye level being more personal can help diffuse whole class communication, this will keep the class calm.</li> <li>• additional signals or nonverbal refocusing is useful.</li> </ul>
<b>C3</b> <b>Third negative behaviour choice</b>		Offer them solutions on how they can alter their behaviour: <ul style="list-style-type: none"> <li>• Set time markers for completing work, “You are</li> </ul>

<p><b>Reminder about the sanction for continued non-compliance with expectations. A third cross is recorded</b></p>	<p><b>“... you are on the verge of leaving the lesson because you have chosen to behave unreasonably.”</b></p>	<p>here now and when I come back you should be here”, mark with the time.</p> <ul style="list-style-type: none"> <li>• Moving seats – if this is possible</li> <li>• Offer different activities</li> <li>• Ask them to take a minute to think about their behaviour.</li> </ul>
<p><b>C4</b> <b>Fourth negative behaviour choice or immediate C4 for Health &amp; Safety</b></p> <p>A cross should be entered by the child's name. You <b>MUST</b> explain that the pupil should leave and go to the Choices Room.</p>	<p><b>“Michael you have now moved to a C4 because you have disrupted the learning four times” “You need to go to the Choices Room - this is ...”</b></p> <p>At this point the pupil must leave the room and is sent to the Choices Room for the remainder of the lesson.</p> <p>If a pupil is absent on the day of the detention it must be completed the first day back.</p>	<p>Log the <b>C4 Removal</b> on the ClassCharts button. At the time, but no later than the end of the school day, the full C1-4 reasons must be recorded on the child's ClassCharts log. (NOT CPOMS)</p> <p>This is to ensure the system is used consistently and fairly</p> <p>A 30 min detention is used by the teacher.</p> <p>Detention should be used to discuss their behaviour choices <b>and the strategies that will be put in place to support them next time.</b> This needs to be explained before next lesson so they can start with a clean slate.</p>
<p><b>C5 incidents are then co-ordinated by the Choices Team from the Choices Room</b></p>		
<p><b>C5</b> <b>Fifth negative behaviour choice during attendance in the Choices Room.</b></p> <p><b>Parent/carers need to be invited to Parents' Evening.</b></p>	<p>If the pupil misbehaves / disrupts the learning of others in the Choices Room, staff in the Choices Room should ring home and ask parents to encourage compliance and avoid escalation to a suspension.</p>	<p><b>A full day in the Choices Room will be issued for the following:</b></p> <ul style="list-style-type: none"> <li>• If a pupil has refused to go into the Choice Room,</li> <li>• has failed to attend the Choices Room within 5 minutes of leaving the classroom</li> <li>• Has disrupted the Choices Room</li> <li>• Has received more than one C4 throughout the day. In this instance, the pupil may also be held longer than for the initial one lesson</li> </ul> <p>A full day will also be issued if the incident has escalated to a</p>

		suspension. When a pupil has deliberately tried to circumnavigate the Choices Room, they will receive a full day on return.
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<p><b>The Choices Room Full day C5b.</b></p> <p>A C5 day should have the aim of reintegrating a pupil back in to learning with a positive attitude and the skill set to make positive choices.</p>	<p>The SLT lead will establish the nature of the full day in C5. Dependent on the incident and pupil this may include counselling, 121 support, ORB support in groups or a combination of all.</p> <p>Pupils cannot sleep or put their heads on the desk. They must sit up.</p> <p>Pupils complete the work provided. Staff may set work if they wish.</p>	<p>Staff on duty in the Choices Room must follow the direction of the A Cleasby / E Hickerson / R Wheatley.</p> <p>A full day in Choices will be from 9.15am after form until the end of the detention time 3.30pm or 3.45pm whichever was issued at C4 stage</p>
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<p><b>The ORB</b></p> <p>It is hoped that the full day in choices will act as a deterrent for future poor choices of behaviour.</p> <p>If there are repeated incidents of C5 full days being issued, A Cleasby and J Walker will triage the necessary support to enable a pupil to successfully access learning. Examples of support could be time out of the Choices room to:</p> <ul style="list-style-type: none"> <li>• Do group work on resilience / making the right choice</li> <li>• Access to the Counsellor</li> <li>• Access additional literacy / numeracy support</li> <li>• Complete screening or assessment to support identification of barriers to learning</li> <li>• Accelerated Reading</li> <li>• 121 support from the Year Manager team</li> </ul>		
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<b>Suspension referral</b>	A Suspension referral should be made when a pupil has worked their way through CHOICES. If there is a one-off situation that warrants suspension, then a suspension referral can also to be made verbally to the headteacher or deputy <b>immediately, so intervention is swift.</b>
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### Managing behaviour outside of lesson time

**It should be a basic expectation that all pupils feel safe and happy during periods where they are not being taught. Children should feel safe to express themselves and engage with their peers positively.**

**It is everyone's responsibility to address incidents of inappropriate behaviour choices.** Pupils failing to behave appropriately outside of taught lessons (**E.g. break, lunchtime, travelling between lessons**) may receive a **C4 Other** detention (45 mins). This will be held by SLT. A C5 Choices Room session or suspension may also be issued as appropriate. Senior Leaders have full discretion over the amount of time the pupil receives in Choices, but this will typically be either the remainder of the session, remainder of the day or a full day depending on the nature and severity of the incident.

## Buttons on ClassCharts:



<p><b>C4 OTHER (SLT detention) 45 minutes</b> C4 OTHER detentions are to be given by anyone.</p> <p><b>**Pupils do not leave the lesson if they are given a C4 OTHER,</b></p>	<p><b>Reasons for a C4 OTHER:</b></p> <ul style="list-style-type: none"> <li>• C4 Late to lesson (log on ClassCharts button C4 late to lesson)</li> <li>• C4 Late to academy</li> <li>• C4 Smoking / vaping by association (being in the company of someone who has been caught smoking on site)</li> </ul>
<p><b>C5b – Full day in Choices Room for other reasons such as:</b></p> <ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Violence or threatening behaviour towards others</li> <li>• Refusal of a reasonable request</li> <li>• Refusing to hand over items which are not allowed in the Academy</li> <li>• Swearing</li> <li>• Smoking</li> <li>• Not attending a C4/C4 OTHER detention</li> </ul>	<p>This can be issued by any member of staff on duty. This should be logged on ClassCharts with the reason clearly stated.</p> <p>SLT should also be alerted asap to ensure that the sanction is fair and equitable</p>
<p><b>C5 Truancy - Choices Room</b> This can be given for a full day or partial depending on the point of truancy. Every effort should be made by the class teacher and Support Team to establish why truancy has occurred with the aim of the day in Choices being to reintegrate back to the lesson. <b>They should then return on a Head of Year report.</b></p>	<p>This is given for a pupil not attending your lesson even though they are in the Academy.</p> <p>If a child is more than 5 minutes late to your lesson the Truancy Button should be pressed on ClassCharts. This alerts the duty team to check the pupil's whereabouts.</p> <p><b>If the child arrives at your lesson after the 5-minute deadline, you MUST add a comment to ClassCharts to state they have now arrived and no longer truanting and change your register to L.</b></p> <p>A detention is logged for 45 mins</p> <p>Please check your registers carefully so that these are allocated correctly. They can also be issued if a pupil leaves your lesson without permission, or you see a pupil around the Academy anywhere they should not be.</p> <p>If you see pupils walking around the Academy, please check ClassCharts or check the toilet pass</p>

<b>Suspension referral</b>	<p>A suspension referral is given when a pupil behaves in a wholly inappropriate fashion. This needs to be logged in as much detail as possible on the suspension form and discussed immediately with ASW, SRA or another member of SLT if ASW/SRA are absent.</p> <p><b>Heads of Year:</b> For suspension you need to set work. This can either be e-mailed directly to the pupil or parent/carer and the box on the suspension form completed. It is important that work is set and logged on the form otherwise a permanent exclusion could be over-turned.</p>
<b>Re-integration meeting</b>	<p>Reintegration meetings are held between a member of SLT, the Head of Year, the pupil and the parent/carer when a pupil returns from a suspension. During this meeting, the pupil's behaviour will be discussed, and an Individual Behaviour Support Plan will be created. Reintegration minutes should be passed to admin to be added to link documents in SIMS.</p> <p>An email should then be sent from Admin to the relevant staff who have action points.</p>

The Choices Manager will coordinate any repeat offenders and sanction accordingly.

**First Aid** - Ring 200 (reception) so that first aider can be coordinated or click the **serious emergency** button

**When do I call for further assistance?** If there is a **serious incident**, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through the class charts/ radio. Serious Emergency – instant removal from classroom / situation (sanction will be issued based on the circumstances of the incident)

**During tutor time** is a prime opportunity to help pupils reflect on their behaviour. Class charts helps you see the events and comments both positive and negative given to pupils in your charge. These need to be reviewed weekly. If you have any concerns with low level disruption tutors can place pupils on tutor report with targets linked to issues on class charts. If you are using this intervention Year Managers need to be made aware and there needs to be a discussion with parents/carers.

**Smoking off site/general behaviour off site** – If pupils are in uniform and on their way to and from the school, they are our responsibility. A consequence can be issued, and pupils should be tackled. If you see them smoking within site of the please report this to SLT.

## C4 Dept – (30 mins)

### C4 Other Centralised (SLT) (45-minute detention)

#### **C4 - Log on ClassCharts using **C4 Removal button**.**

This alerts the Choices Room that the pupil will arrive within 5 mins. The teacher logs the C1,2,3,4 incidents and the departmental detention

**C4 Other** - the pupil DOES NOT leave the classroom. Teacher issuing, logs the detention on ClassCharts as an SLT detention.

#### C4 Departmental Detention

##### **The Head of Department must:**

Updates ClassCharts with attendance at detention.  
Discusses the poor behaviour choice calmly and strategies to avoid a repetition.

The conversation  
is the most  
important part!

**Fails to  
attend  
detention?**

Head of  
Department to  
log a C5 on  
class charts.

If the pupil does not  
attend the Choices  
Room it will be deemed  
internal truancy and will  
incur a further sanction.  
This will be picked up by  
the support team

# Choices Room – A Cleasby

Yes within  
5 mins

- **Has the pupil arrived within 5 minutes of the time indicated on ClassCharts?**
- A Cleasby (& Choices Team) update ClassCharts to say pupil has arrived. Ensures child completes work
- Rings home if a child disrupts for parents to support compliance of child to make the right choice

No

- If the pupil has not arrived within 5 minutes, alert the Duty team.
- A Cleasby (& Choices Team) will determine the length of time the pupil will spend in the room:
- If a pupil has refused to go into the Choice Room, this may result in a suspension for refusal
- has failed to attend the Choices Room within 5 minutes of leaving the classroom
- Has disrupted the Choices Room, this may result in a suspension
- Has received more than one C4 throughout the day. In this instance, the pupil may also be held longer than for the initial one lesson
- Failure to turn up at all? After 20 minutes the On Call team should ring home and explain the pupil cannot be located. Encourage the parent to ring the child to secure their location.
- Refer to SLT for a decision on suspension and inform parent that their child will be in for a full day - the next or subsequent day.

## Choices Room Lead – A Cleasby (SLT support)

- Coordinated the triage of C4 removal, C5 full days and ORB / tutoring time
- Update ClassCharts and analyse patterns and trends
- Discuss cases of repeat offenders and SEND need to produce bespoke plans to enable pupils to address poor choices and learn effectively
- Liaise with all Heads of Year and ensure that all incidents are communicate with parents in a timely and effective manner
- Collate multiple C4 incidents and triage appropriate action. Refer to SLT for suspension if appropriate
- Coordinates the detentions in Choices and organises the duty rota.

The following is a **guide**. In most cases this will be followed to ensure consistency and equity. However, there may be instances when appropriate intervention and reasonable adjustments are made at different stages.



## Tarif of Sanctions

Number of Incidents	Actions
Truancy – 5 minutes and not turned up for class.	<ul style="list-style-type: none"> <li>Duty Manager alerted. If return to class pupil continues with lesson and teacher issues 30 min detention</li> <li>If fails to return to lesson this becomes a safeguarding situation and pupil will spend time in Choices – length determined by the team. The detention will already be issued.</li> <li>Year Manager report</li> </ul>
1 C4 (Removal from lesson) in a day	<ul style="list-style-type: none"> <li>Placed in CHOICES room for at least the remainder of the lesson.</li> <li>Decision made by choices manager when it is suitable for pupil to return to lesson.</li> <li>Automatic next day after-school department detention issued by the teacher (30 minutes)</li> <li>teacher clicks 'create detention'. Do not change the date unless unable to set a detention (this indicates a child already has a detention on the original date set)</li> </ul>
2 C4s (Removal from lesson) in a day	<ul style="list-style-type: none"> <li>Pupil to remain in CHOICES room for the remainder of the day.</li> <li>Automatic next day after-school department detention issued by the teacher (30 minutes) Already issued by class teacher</li> </ul>
1 C4 (other) in a day	<ul style="list-style-type: none"> <li>Automatic next day after-school leadership detention issued (45 minutes)</li> <li>SLT detention is issued, teacher clicks 'create detention'. Do not change the date unless unable to set a detention (this indicates a child already has a detention on the original date set)</li> </ul>
1 C4 (H&S) Instant C4 issued due to a health and safety issue	<ul style="list-style-type: none"> <li>Pupil goes to Choices for remainder of the lesson.</li> <li>Automatic next day after-school leadership detention issued (45 minutes)</li> <li>Issued by class teacher</li> <li>If the incident is significantly worse than warrants a detention, another sanction will be issued by the Choices Team</li> </ul>
2 or more C4s/incidents (of any type) in a day  More than one may be collated to form one day in Choices day of which a 45 min detention is served at the end.	<ul style="list-style-type: none"> <li>Pupil to spend the following full day in CHOICES room detention is served at the end of the Choices day</li> <li>Automatic next day after-school department detention already issued by the teacher (45 minutes)</li> <li>Choices Team to remove and amend detentions issued when collating C4s to a full C5 day on ClassCharts with an explanation.</li> </ul>
3 or more incidents (C4/5/Serious emergency/Truancy) in the <b>same week</b>	<ul style="list-style-type: none"> <li>All appropriate sanctions as per the reason for C4/5</li> <li>Pupil to be placed on behaviour report to Year leader and phone call home</li> <li>Raised at Inclusion meeting</li> </ul>
6 or more incidents (C4/5/Serious emergency/Truancy) in the same half-term OR 10 or more incidents in the same term	<p>All appropriate sanctions and interventions logged with impact, as above</p> <ul style="list-style-type: none"> <li>Letter to parents regarding conduct</li> <li>Pupil to be placed on behaviour report to Head of Behaviour and Welfare or other SLT.</li> </ul>

At this point, **or before**, the pupil must be discussed at the Inclusion meeting to unpick the barrier to making positive choices.

**Intervention must be put in place such as:**

Level 1	Level 2
Year Leader Meeting	LEVEL 1 INCLUSIVE
Parental Telephone/email contact	Meeting with SLT
Choices Report 1 (Generic)	Meeting with SENCo
Choices Report 2 (Specific)	CAMHS Referral
Round Robin	External Provision Support
SEN Referral (Pastoral)	Behaviour Panel Referral
Pastoral Referral (SEN)	Early Help Assessment
IDL Testing – literacy and numeracy	Parental Meeting with Head
School Counsellor	
Emotional L S A	
Anger Gremlins / other programmes	
Uniform Support	
ORB small group work	
Classroom Support	
Subject Report	
HARBOUR (DV)	
Benevolent Fund	
Accelerated reader	
Pupil Passport	
Timetable RAG	
SEN Support Plan	
Zones of Regulation	
Future Steps	
Timetable Change (Beh. Support)	
Risk Assessment & Positive Handling Plan	
School Nurse Referral	
Bespoke Timetable (years 7-9)	

## **Appendix 2 Home School Agreement**

### **The Parents / Guardian – I / we shall:**

- See that my child goes to school regularly, on - time and properly dressed and equipped
- Notify the school if I know about any concerns or problems that might affect my child's work or behaviour
- Support the school's policies and guidelines for behaviour
- Support my child in homework and other opportunities for home-learning
- Attend parents' evenings and discussions about my child's progress
- Find out about my child's life at school
- Ensure my child adheres to the classroom expectations, break and lunch time and transport guidelines in the Longfield Academy Values Charter

### **Longfield Academy will:**

- Care for your child's safety and happiness
- Provide a comfortable, safe environment in which to work
- Ensure that your child achieves his/her full potential as a valued member of the school community
- Provide a balanced curriculum and meet the individual needs of your child
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- Keep you informed about general school matters and about your child's progress in particular
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school
- Provide a high standard of education for the pupil in all subjects, thus enabling him/her to achieve his/her optimum potential
- Provide support for the pupil in the completion of all necessary classwork, coursework and Independent Learning tasks. This may include support from the SEN department
- Liaise regularly with the pupil and their parents / carers regarding progress, and put into place strategies to improve the pupil's chances of academic success
- Provide a series of additional after school and revision classes deemed necessary by the school to ensure each pupil achieves the highest possible performance in public examinations
- The school will provide pupils with Academic Mentors in Year 11 to support them in optimising their potential

### **The Pupil - I shall:**

- Attend school regularly and on time
- Adhere to the classroom expectations, break and lunch time and transport guidelines in the Longfield Academy Values Charter
- Attend all additional after school and revision classes deemed necessary by the school
- Complete all necessary classwork, coursework and Independent Learning tasks by the given deadlines and to the prescribed standard

## **Longfield Academy Home/School Agreement**

I/We have read the home/school agreement and undertake to support the arrangements set out.

**Signed (parent / carer)** \_\_\_\_\_

**Date** \_\_\_\_\_

**Signed (pupil)** \_\_\_\_\_

**Date** \_\_\_\_\_

### Appendix 3 - Agreement for Examination Success

Name of Mentor .....

#### The School hereby promises to:

- Provide a high standard of education for the pupil in all core subjects, thus enabling pupils to achieve their optimum GCSE grades
- Provide support for the pupil in the completion of all necessary classwork, coursework and Independent Learning as appropriate. This may include the support of the SEN department
- Provide a comfortable, safe environment in which to work
- Liaise regularly with the pupil and their parents / carers regarding progress, and put into place strategies to improve the pupil's chances of success
- Provide a series of additional afterschool / revision classes **deemed necessary by the school** to assist the pupil in the improvement of grades. NB "Afterschool" is defined as outside normal school hours and during school holidays.

#### The Parent(s) / carer(s) hereby promise to:

- Support your child through their crucial last year of compulsory education, assisting where possible with study and providing a quiet place for the pupil to work at home where possible
- Ensure the pupil's attendance at those additional after-school / revision classes deemed necessary by the school
- Liaise regularly with the pupil's mentor about progress and assist the pupil and the school with remedial work should there be a need.

#### The Pupil hereby promises to:

- Attend all additional after-school and revision classes deemed necessary by the school
- Complete all necessary classwork, coursework and Independent Learning by the given deadlines
- Adhere to the classroom expectations, break and lunchtime, and transport guidelines of Longfield Academy
- Meet regularly with their mentor to discuss progress and undertake to make improvements where necessary

For General Data Protection Regulation (GDPR) information, please visit the policy section of the SWIFT Academies website <http://www.swiftacademies.org.uk/policies/>

Alternatively, please contact Mr S Rawle, Deputy Headteacher on (01325) 380815 or by emailing: [srawle@longfield.swiftacademies.org.uk](mailto:srawle@longfield.swiftacademies.org.uk)

If you are concerned that any information held about you or your family is incorrect or out-of-date, you are able to request that the data is amended. To do so, please contact Mrs Yates, Data Manager on (01325) 380815 or email: [lyates@longfield.swiftacademies.org.uk](mailto:lyates@longfield.swiftacademies.org.uk)

I/We have read the home/school agreement and undertake to support the arrangements set out.

Signed (parent / carer) \_\_\_\_\_ Date \_\_\_\_\_

Signed (pupil) \_\_\_\_\_ Date \_\_\_\_\_

## Afterschool Classes

The parents / carers, directors and staff of Longfield are rightly proud of our school and our children. The focus of our pride, as our school motto says clearly, is in delivering '**excellence with care**' and our Values Charter. In this regard, the school's Agreement for Examination Success has just one purpose, to ensure that each child achieves his/her maximum potential in **ALL** aspects of his/her education.

To work most effectively, it requires a commitment from all parties. And that is the purpose of this contract. It should be noted that the commitment includes support for our approach to attendance at "**additional**" classes.

### When Do These Occur?

The school runs "additional" classes after school each week and on a few days during the February and May half terms and Easter holiday period.

### Why Run Holiday Classes and Who Attends?

These are for intervention or revision purposes and are voluntary. We inform parents / carers in advance of those pupils whose work is, in the judgement of the school, not of the required standard. For those pupils, the expectation is that parents / carers will ensure their attendance.

### What are the After-school Classes? Who are they for?

**ALL Year 11 pupils make themselves available** to attend a one hour after school class as deemed necessary by their teachers. They are **required to attend** if, in the judgement of the school, their work has fallen below their potential, even on a single occasion. Other pupils are invited to attend to further improve their work.

Clearly, our approach provides pupils with the incentive they need to get their work up to their optimum level of performance at the first time of asking.

### What Happens When a Pupil Fails to Attend an Extra Class When Required?

This is treated in the same way as a pupil refusing to attend a school detention i.e. a breach of school discipline. In such instances, sanctions are imposed, including removing access to some or all of our extra-curricular activities.

- Detentions
- Removal of privileges at lunch and break time

## Appendix 4 – Longfield Values Charter

The Values Charter is the key values and aims that we work to everyday, it provides guidance on everything we should do in the school day. It can be found on the school website.

<https://longfield.swiftacademies.org.uk/policies/>

## EXCLUSION GUIDANCE FOR ALL SCHOOLS IN DARLINGTON

JULY 2015

**This Guidance is supplementary to and should be read in conjunction with the DFE Guidance “Exclusion from Maintained Schools, Academies and Pupil Referral Units in England”**

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## **The Guidance**

1. The guidance is intended to be of assistance to Head Teachers of maintained schools, Academy schools (including Free schools), Alternative Provision and PRU's. It has been approved by Darlington's Behaviour and Attendance Partnership and the processes have been recommended to be adopted by all Darlington schools.
2. This Guidance is supplementary to and should be read in conjunction with the DfE Guidance "[Exclusion from Maintained Schools, Academies and Pupil Referral Units in England](#)" (September 2017).
3. Head teachers should also refer to:
  - [DfE School Attendance Guidance –August 2020](#)
  - [DfE Alternative Provision Guidance – January 2013](#)
  - [DfE Ensuring a good education for children who cannot attend school because of health needs – January 2013](#)
  - [DfE Supporting Pupils at School with Medical Conditions – December 2015](#)
  - [www.gov.uk/government/publications/behaviour-and-discipline-in-schools](http://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
  - [DfE Keeping children safe in education – September 2020](#)
4. All decisions about exclusions must be made with reference to DfE guidance, which outlines statutory responsibilities.
5. The head teacher should also have regard, where appropriate, to the:
  - School's Behaviour Policy
  - School's Drug Policy
  - Schools Equal Opportunities Policy
  - Human Rights Act 1998
  - Equality Act 2010
  - Special Educational Needs Code of Practice
  - Race Relations Act 1976 as amended by Race Relations (Amendment) Act 2000
6. Schools must ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

## **Exclusions**

7. Exclusions from school should only be used as a last resort in response to serious or persistent breaches of a schools' behaviour policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Other than in the case of a serious one-off offence, exclusion should only be used when all other approaches have been unsuccessful.

8. Exclusion can either be a **FIXED** term exclusion, for a set number of sessions or days, or a **PERMANENT** exclusion. Fixed term exclusions cannot exceed 45 school days in any one academic year. Lunchtime exclusions may be imposed and are counted as half a school day.

9. The local authority is required to arrange educational provision for suspended pupils of all institutions from the sixth day of a permanent exclusion.

10. Any decision to exclude a pupil must be: -

- Lawful
- Reasonable
- Fair
- Proportionate

**The decision to exclude should only be taken: -**

11. By the head teacher (or acting head teacher) and should be:

- In response to serious breaches, or persistent breaches, of the school's behaviour policy

**and**

- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

12. All decisions to exclude a pupil should only be taken as a last resort in the process for dealing with disciplinary offences.

## **Behaviour Outside of School**

- Bad behaviour outside school, but on school related activities, should be dealt with as if it has taken place in school
- For other behaviour outside school, exclusion may take place if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole



## **Unofficial or Informal Exclusions**

13. If the head teacher is satisfied that a pupil has committed a disciplinary offence and the pupil is being removed from the school site for that reason, formal exclusion is the only legal method of removal. This also applies to lunchtimes; if a pupil is asked by the school to go home at lunchtimes this must also be treated as a half-day exclusion for each lunchtime.

14. The procedures described in this guidance and the DfE Guidance must always be applied when a pupil is suspended.

15. Parents / carers to take a pupil home to avoid an exclusion or advising parents / carers that if a pupil returns after a fixed period of exclusion, they will be permanently excluded are all illegal acts regardless of whether they are done with the agreement of the parents / carers. Any exclusion of a pupil, even for a short period of time, must be formally recorded.

16. At no time should a school encourage a parent / carer to take their child off-roll and electively home educate in order to avoid a permanent exclusion.

## **Parental Co-operation**

17. If the parent / carer does not comply with exclusion, the school must have due regard for the pupil's safety in deciding what action to take. Exclusion should not be enforced if doing so may put the safety of the pupil at risk. The school should make efforts to resolve the issue with the parent / carer.

## **Part-time / Reduced Timetables**

18. All pupils should receive full time education consistent with their key stage:

- 21 hours at Key Stage 1
- 23.5 hours at Key Stage 2
- 24 hours at Key Stage 4 (year 10)
- 25 hours at Key Stage 4 (year 11)

19. It is illegal for a school to impose a reduced or "part-time" timetable.

20. In very exceptional cases, if a pupil has been out of school, unwell or suspended, a part-time timetable may be used as a short-term measure towards achieving full reintegration, building back up to full time hours as long as the parents / carers are in agreement and a written agreement, signed by all parties with stated review dates where appropriate, put in place. The time period for accessing reduced hours in education should be for a time limited period and should not be encouraged to exceed more than six weeks.

21. Schools must undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the pupil. It is

essential that the pupil's welfare during any absence from school is considered. Risk assessments should follow the five steps identified by the Health and Safety Executive:

- Step 1: Identify possible hazards
- Step 2: Decide who may be harmed and how
- Step 3: Evaluate the risks and decide on precaution
- Step 4: Record your findings and implement them
- Step 5: Regularly review your assessment and update if necessary

22. The risk assessment should include the safety and wellbeing of the pupil as well as the risk of the pupil engaging in criminal activity or substance misuse whilst not in receipt of education during the school day.

23. Once a reduced timetable has been agreed, the pupil should be marked as an authorized absence for the part of the day they are not in school (using registration code C). However, schools retain the duty of care for all pupils who are on their school roll.

### **Behaviour and Attendance Panels**

24. All children placed on a reduced timetable must be raised at the appropriate secondary or primary behaviour and attendance panel. The Secondary Behaviour Attendance Partnership Panel (SBAPP) meets every two weeks and the Local Area Primary Panels (LAPP) meet every four weeks.

25. During these meetings the local authority will collate information about the date the child was placed on the reduced timetable and discussion should be undertaken about the detailed action plan to ensure it demonstrates a clear path of planned reintegration from part time to full time provision over the agreed period.

26. If the pupil is still on a reduced timetable as the time limit approaches, a multi professional review must be held to review progress towards full time education. The details of the plan should be reviewed at each SBAPP or LAPP meeting until the child returns to full time education. Schools must ensure that the plans are available to local authority inspection upon request.

27. Where a pupil is being considered for a part-time timetable and has an Education, Health and Care Plan or a statement of special educational needs, the local authority must be involved at the earliest stage to ensure the plan or statement is reviewed and amended where appropriate. An annual review should be convened to make the proposal known. The local authority must agree to the intervention and a reduced timetable must not interfere with additional support given to a pupil due to his/her educational needs.

### **Education Off-Site**

28. Schools have the right to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a managed move where this occurs with the consent of the parties involved, including the parents / carers.

29. If a pupil is accessing a flexible learning programme, put in place by the school through an alternative provider, this would not be considered as a reduced timetable. However, the school must have a mechanism in place for ensuring that the pupil is attending the alternative provision and the pupil's total education programme is full time. Schools are also responsible for ensuring the provision is of a good quality.

30. Schools must ensure that any institution that provides full-time education for five or more pupils of compulsory school age or one or more such pupils with an Education, Health and Care Plan or a statement of special educational needs or who is in public care (looked after child) is registered as an independent school.

31. All pupils accessing education off-site must be raised at the appropriate secondary or primary behaviour and attendance panel.

### **When Exclusion is not Appropriate**

32. Exclusion should **NOT** be used for:

- Minor incidents, such as failing to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of rules on uniform and/or appearance except where breaches are so persistent, they constitute open defiance of school rules
- Punishing pupils for the behaviour of parents / carers
- Pupils with additional needs or a disability, simply because the school feels it is unable to meet their needs

33. Even if there is parental agreement for exclusion, exclusion for these reasons remains unlawful.

34. Guidance stresses the importance of early, proactive intervention to analyse and alleviate any underlying causes of poor behaviour in school, particularly in relation to pupils with SEN and looked after children.

35. Head teachers should as far as possible avoid permanently excluding any pupil with an Education, Health and Care Plan or statement of SEN, or looked after child.

## **Pupil with Special Educational Needs**

36. Schools should engage proactively with parents / carers in supporting the behaviour of pupils with additional needs. Schools should consider the benefits of engaging the child, parents / carers and other professionals in the development of a One Plan to ensure that needs are identified and being met appropriately.

## **Disabled Pupils**

37. Schools have a legal duty under the Disability Discrimination Act 1995 (as amended) not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. The definition of disability under the Act covers pupils with physical, sensory, intellectual or mental impairments.

38. Discrimination means treating disabled pupils less favourably than other pupils without justification. It also means failing to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

39. An appropriate comparator should be used to decide whether less favourable treatment has occurred. Case law suggests that a child who presents challenging behaviour for a reason related closely to a disability should be compared with a non-disabled pupil who has not displayed challenging behaviour and not with a non-disabled pupil who has displayed challenging behaviour.

## **Race Relations**

40. Schools are required by the legislation to take steps to ensure that they will not discriminate against pupils on racial grounds when making a decision about whether or not to exclude a pupil.

## **Looked After Children**

41. Schools should be especially sensitive to exclusion issues where children in public care are concerned and should try every practicable means to maintain the child in school. Social Services, and the relevant virtual school head, should in all cases be involved at the earliest opportunity in working with the school to avoid the need to exclude the pupil. Schools should co-operate proactively with foster carers or children's home workers and the local authority that looks after the child.

## **Medical Conditions**

42. The law does not define full-time education but children with health needs should have provision that is equivalent to the education they would receive in school. If they receive one-to-one tuition, for example, the hours of face-to-face provision can be fewer as the provision is more concentrated. Where full time education would not be in the interest of a particular child because of reasons relating to their physical or mental health, local authorities should

provide part-time education on a basis they consider to be in the best interests of the child.

### **Other circumstances when a pupil may be required to leave the school site**

43. In the vast majority of cases a pupil will only be asked to leave the school when suspended. There are however three special sets of circumstances when a school can legally ask a pupil to leave the school site without imposing an exclusion:

**(i). A pupil is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction.** In these circumstances, the head teacher may decide that it is in the interests both of the pupil and the school for the pupil to be educated off site for a certain period, subject to review at regular intervals. This would not constitute an exclusion. It would be the school's responsibility to ensure the pupil's full-time education continues while off site, and arrangements would have to be in place before the absence began. The arrangements should be kept under periodic review involving the parents / carers.

**(ii). For medical reasons a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff.** Head teachers may send a pupil home, after consultation with that pupil's parents / carers and a health professional (for example, a school nurse) as appropriate, where because of a diagnosed illness, such as a notifiable disease, he or she poses an immediate and serious risk to the health and safety of other pupils and staff. This is not an exclusion, but it is an authorised absence and should be recorded as such in the attendance register. It should be for the shortest possible time. During a period of health related absence, the use of electronic media should generally be used only to compliment face-to-face education, rather than be used as the sole provision (though in some cases, the child's health needs may make it advisable to use only virtual education for a short period of time).

If difficulties persist, the head teacher should seek medical advice. Health and safety considerations, including a risk assessment, can contribute to a school's case for exclusion, but cannot in themselves be grounds for exclusion, which can only lawfully be for disciplinary reasons. Similarly, pupils cannot be sent home on health and safety grounds for their own protection because they are being bullied. It is not appropriate to send home children with special educational needs (SEN), with conditions such as attention deficit hyperactivity disorder (ADHD) and autism, purely for that reason and schools should arrange a statutory annual or interim/emergency review if they feel they are no longer able to meet a child's needs. The child should not be sent home in anticipation of such a review.

**(iii). The pupil is given permission to leave the school premises briefly to remedy breaches of the school's rules on behaviour or uniform.** This is not exclusion but an authorised absence. If the pupil continues to breach uniform rules as a way to be sent home to avoid school, the pupil's absence can be recorded as an unauthorised absence.

## **Suspensions**

- Suspensions must not exceed a cumulative total of 45 school days in one school year [this applies to the pupil and not to the institution, e.g. the total continues to accumulate if the pupil moves schools]
- Ofsted inspection evidence suggests 1-3 days is usually long enough to secure the benefits of exclusion without adverse educational consequences
- Indefinite exclusions are not lawful

44. In exceptional circumstances, usually where further evidence has come to light, a fixed period exclusion may be extended, converted to a permanent exclusion or withdrawn where a review has not yet taken place.

### **Lunchtime Suspension**

- These are treated as fixed-period exclusion, e.g. in terms of parental rights to make representations
- A lunchtime exclusion is equivalent to one half day for recording purposes
- Lunchtime exclusions for an indefinite period are not lawful
- Lunchtime exclusions are not acceptable for prolonged periods

### **Entitlement of Pupils Following Suspensions**

- The school is obliged to provide education whilst the pupil is still on roll – work should be set and marked in all cases where exclusion is for more than one day;
- Return to school should not be delayed if a reintegration meeting with parents / carers cannot be arranged in time;
- For lunchtime exclusions, arrangements should be made for pupils entitled to free school meals; i.e. a packed lunch may need to be provided by the school

### **Suspensions of Five Days or Under Where a Public Examination is Not Missed.**

45. For suspensions of five days or under, it is the responsibility of the school to provide appropriate work in line with the child's current levels, and to mark work. The work should be accessible and achievable by pupils outside of school.

46. It is the responsibility of the parent / carer to ensure work sent home is completed and returned to school. The parent / carer has particular

responsibility to ensure that the pupil is not present in a public place during school hours without justification and may be prosecuted or given a fixed penalty notice if they fail to do so.

### **Suspensions of Six Days or Over**

47. When a school imposes a fixed term exclusion of over six days it is the responsibility of the school to ensure that the appropriate full-time provision is made off site for the suspended pupil. While this provision must be made from day six onwards statutory guidance stresses the obvious benefit in starting it as soon as possible. In particular, in the case of a looked after child, schools and local authorities should work together to arrange alternative provision from the first day following the exclusion.

### **Parenting Contracts**

48. If the school considers that parental influence could be better brought to bear in improving the behaviour of the pupil who has been suspended for a fixed period, they should consider whether it may be appropriate to offer a parenting contract to aid reintegration. Parenting contracts are appropriate where the parent / carer is willing to engage with the school. A school cannot require a parent / carer to sign a contract as a condition of their child being reinstated.

### **Poor Behaviour**

49. Where it is clear that fixed-period Suspensions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, head teachers should consider alternative strategies for addressing that behaviour.

### **Permanent Exclusion**

50. There may be exceptional circumstances in which the Headteacher feels it is appropriate to exclude permanently for a “one off” offence. These might include: -

- Serious actual or threatened violence against another pupil or adult
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

51. Permanent exclusion may also be acceptable for persistent and defiant misbehaviour, including bullying or repeated possession and/or use of an illegal drug on school premises.

52. A decision to exclude a child permanently is a serious one and should only be taken where the facts have been established on the balance of

probabilities. *The Standard of Proof is the civil standard using ‘the balance of probabilities’.* *The more serious the offence the more convincing the evidence should be.*

53. A permanent exclusion should only ever be used as the final step in a process for dealing with disciplinary offences and after a wide range of other strategies, including multi-agency involvement, have been tried without success.

### **Drug Related Suspensions**

54. In making a decision whether or not to exclude for a drug-related incident, the head teacher should have regard to the school's policy on drugs. The decision will depend on the precise circumstances of the case, the seriousness of the incident, the circumstances and needs of those involved and the evidence available. Where legal drugs are concerned, a careful investigation should be conducted to judge the nature and seriousness of each incident before deciding what action to take.

### **Parallel Criminal Proceedings**

55. A school-related incident may also be the subject of criminal proceedings.

This can mean that evidence available is very limited, particularly in relation to witness statements and physical evidence.

- A head teacher should not postpone his or her decision to exclude because of the possibility that criminal proceedings may be brought
- A judgement must be made on the evidence available – relevant considerations include:
  - (a) that a serious allegation has been made against the pupil;
  - (b) that pending the conclusion of any criminal proceedings, the pupil's presence in the school may have an adverse effect on the complainant, witnesses and good order in general.

### **Permanent Exclusion**

56. When a pupil is permanently excluded, it is the responsibility of the school to set and mark work for the first five days. From the sixth day onward, it is the responsibility of the local authority to arrange full time provision. Where a pupil has an Education, Health and Care Plan or statement of SEN, an appropriate full time placement should be identified in consultation with the local authority and the parents / carers, who retain their rights to express a preference for a school they wish their child to attend, or make representations for a placement in any other school.



## **Entitlement of Pupils Following Permanent Suspensions**

- The pupil remains on school roll until any appeal is determined, the time limit for appeal expires or parents / carers notify the local authority that no appeal is to be brought;
- Whilst a pupil remains on roll it is the responsibility of the school that education continues

## **The Role of the Head Teacher**

57. In making a decision to exclude a pupil, the Head Teacher must be able to demonstrate that the exclusion has been carefully considered and is being used as a last resort.

### **The Head Teacher should consider the following factors: -**

- Exclusion should not be imposed in the heat of the moment (unless there is an immediate threat to safety)
- Appropriate investigations must be carried out which should include taking signed and dated statements from witnesses
- All the evidence available should be considered
- Before making the decision to exclude, either permanently or for a fixed term, head teachers should give pupils the opportunity to present their case
- Possible provocation should be investigated
- Others should be consulted if necessary (but not anyone who may have a role in reviewing the head teacher's decision);
- Alternatives to exclusion should be explored
- The head teacher has the right to withdraw an exclusion that has not been reviewed by the governing body.
- Head teachers must take account of their legal duty of care when sending a pupil home following exclusion.
- The threat of exclusion must never be used to influence parents / carers to remove their child from school.
- Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is lawful, rational, reasonable, fair and proportionate

- While an exclusion may still be appropriate, head teachers should take account of any contributing factors that are identified following an incident of poor behaviour – for example, when it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.

An example Head Teacher's checklist is provided as an example at Appendix A

### **Who Should the School Inform in the Event of an Suspension / Permanent Exclusion?**

#### **The Parent / Carer:**

- The parents / carers must be informed immediately by telephone
- The telephone call should be followed up by a letter that is sent by first class post to arrive the following day or is hand delivered
- Letters must contain all of the following information:
  - The reasons for the exclusion
  - The period of suspension or, for a permanent exclusion, the fact that it is permanent
  - Parents' / carers' right to make representation about the exclusion to the governing body (in line with the requirements set out in paragraphs 50-57 of the DfE guidance) and how the pupil may be involved in this
  - How any representation should be made
  - When there is a legal requirement for the governing body to consider the exclusion, that the parents / carer have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- Where a suspended pupil is of compulsory school age the head teacher must also notify parents / carers without delay, and by the end of the afternoon session:
  - That for the first five days of an exclusion (or until the start date of any alternative provision where this is earlier) parents / carers are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents / carers may be given a fixed penalty notice or prosecuted if they fail to do so.
- If alternative provision is being arranged then the following information must be included with the letter, where it is reasonably known within the timescale:

- The start date for any provision of full-time education that has been arranged for the pupil during the exclusion;
  - The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
  - The address at which the provision will take place; and
  - Any information required by the pupil to identify the person he / she should report to on the first day.
- Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start.
  - Parents / carers must be informed where a fixed period exclusion has been extended or converted to a permanent exclusion. In such cases, the head teacher must write again to the parents / carers explaining the reasons for the change and providing any additional information required.
  - Head teachers should draw attention to any relevant sources of free and impartial information (e.g. [DfE Suspensions Guidance](#), [Coram Children's Legal Centre](#))

### **The Local Authority:**

Within one school day, the local authority must be informed of:

- Permanent exclusions;
- A suspension where the head teacher has indicated to the parent / carer that following further investigation it may be made permanent
- Exclusions resulting in pupil being suspended for more than 5 days or 10 lunchtimes in any one term
- Exclusions which will result in a pupil missing a public examination or national curriculum test

At least once a term, but ideally as soon as possible, the local authority must be informed of:

- Suspensions totalling 5 or fewer school days in any one term
- 10 or fewer lunchtime exclusions or half day exclusions in any one term

58. Accurate and timely reporting of all exclusions to the local authority is essential so that it can fulfil its own responsibilities in terms of exclusion and to ensure that records are up-to-date to enable them to respond to parental queries.

59. For reporting to the local authority please send a copy of the exclusion letter sent to the parent / carer to the LA email – [education.servicesadmin@darlington.gov.uk](mailto:education.servicesadmin@darlington.gov.uk).

60. If the pupil lives outside the school's maintaining local authority, the head teacher should also advise the pupil's home local authority if the pupil has been permanently suspended.

### **The Governing Body:**

Within one school day, the governing body must be informed of:

- Permanent exclusions
- Exclusions resulting in pupil being suspended for more than 5 days or 10 lunchtimes in any one term
- Exclusions which will result in a pupil missing a public examination

At least once a term the governing body must be informed of:

- Suspensions totalling 5 or fewer school days in any one term
- 10 or fewer lunchtime exclusions or half day exclusions in any one term

## Head Teacher's Checklist

## Appendix A

The circumstances of the case	Yes	No
Has there been a serious breach or breaches of the school behaviour policy?		
Does the pupil's presence seriously harm or threaten to harm the education / welfare of pupils / others?		
Is exclusion a last resort following a wide range of other strategies that have been unsuccessful? or Is this a serious 'one off' offence?		
Is exclusion the appropriate response? Factors to consider: <ul style="list-style-type: none"> <li>Has a thorough investigation been carried out?</li> <li>Has the pupil's version of events been sought / encouraged / recorded?</li> <li>Has the evidence been considered in the light of school policies and possible discrimination?</li> </ul> Are there any mitigating circumstances or any provocation that may be relevant (bullying, harassment etc.)?		
Has a pastoral support programme been used?		
Does the pupil have additional support needs, and if so, has the possibility of additional support from the local authority been explored?		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, ICS)		
Standard of proof – "on the balance of probabilities" did the pupil do what he/she is alleged to have done?		
Special Considerations	Yes	No
<b>SEN</b> Have issues of <b>SEN</b> or disability been taken into account and reasonable adjustments put in place? Does this pupil have a Education, Health and Care plan or a statement of special educational needs? Has the SEN team been contacted? Has an emergency review been arranged?		
<b>LAC</b> Is this pupil looked after? Has the social worker and virtual head for looked after children been contacted?		
<b>SAFEGUARDING</b> Is this pupil subject to a child protection or a child in need plan?		
Is there a <b>CAF</b> for this pupil? What other agencies/services are involved?		

# Annex 1

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## Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal Discipline (Rewards and behavior) policy. Pupils, parents / carers and staff should continue to follow our normal Discipline (Rewards and behavior) policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents / carers and pupils.

## Expectations for pupils in School

When pupils are in school, we expect them to follow the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents / Carers should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents / carers should contact Assistant Headteacher - Welfare, Family Support and Readiness for learning if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

- All updates to the policy are aimed at maintaining school standards and ensuring that Health and Safety Covid-19 measures are adhered to
- Entering and exiting the school site: It is recommended that schools stagger entry times and exit times from school in order to support necessary social distancing guidelines on public transport and to support pupils and the wider community. Pupils should enter and exit the school directly following the allocated gates at the allocated times, pupils should continue to make their way home immediately and should not linger around the school site
- Movement around school: A one-way system is in place and pupils are required to follow this in all circumstances except from evacuation following an alert alarm
- Hygiene and sanitising measures: Pupils are permitted to bring their own hand sanitiser into school for their personal and responsible use. Sanitiser will be available at different points in school and pupils are to use sufficient for themselves and act in an appropriate manner with this resource. When requested and required pupils ought to participate in the recommended hand washing routine

washing hands for 20 seconds with soap and warm water. Pupils should vacate the handwashing area as soon as this has been done to allow for others to use the facility

- Out of lesson time: During break time, lunchtime and on entering and exiting the building pupils should remain in their bubbles and allocated areas. If for any reason a pupil feels they need to move into another area this should be highlighted to a member of staff to grant permission. Where queues are necessary e.g. lunch queue pupils should behave in an appropriate manner and stay in allocated lines
- Pupils are required to follow where possible the 'Catch it, Bin it, Kill it' strategy. Any pupil sneezing or coughing, should use a tissue or the crook of their elbow (if a tissue is not immediately available) and dispose of the tissue in a bin. All pupils should avoid touching surfaces unnecessarily and should aim to avoid touching their mouth, nose and eyes with their hands
- If a pupil feels that they are experiencing symptoms of coronavirus they must inform a member of staff as soon as possible whilst maintaining social distance from other members of school
- Pupils are to share their own and school equipment in accordance with the recommendations of the school and subject restrictions
- Pupils are encouraged to use the lavatory during their break times and are required to use the facilities allocated to their bubble. Pupils are required to leave immediately after using the facilities after they have washed their hands sufficiently-
- Pupils are prohibited from coughing, sneezing, heavy breathing and shouting deliberately when close to any members of school (close to is within the social distancing recommendations and the advice from the government on infection transmission radius at the time)
- Pupils who are not exempt from wearing face coverings must do so in all communal areas of school and have placed them on in good time for entering buildings from outside areas where this may not have been otherwise necessary for them to wear a face covering. Persistent refusal to wear the required face covering will be sanctioned.
- Timings for sanctions such as detentions will be monitored and adjusted in order to allow appropriate school day timings to be changed as deemed necessary for the bubble integrity to be maintained.

## **Rewards and Sanctions**

To help encourage pupils to follow the above rules, we will:

Continue to add green positive clicks and offer associated rewards in accordance with the discipline and rewards policy

However, if pupils fail to follow these rules, we will:

Follow the discipline policy advised sanctions which may result in a verbal warning, detention, ICS, Fixed Term Exclusion or Permanent exclusion if behaviour is deemed to put any pupil or adult at risk of harm, exposure or potential exposure to Covid-19.

Attendance and uniform expectations:

- Expectations for attendance – the latest government guidance says attendance will be mandatory from September. Our attendance policy will continue to be adhered to

- From September 2020, all pupils must wear correct uniform to school and follow normal school rules on uniform. If pupils cannot wear their full uniform, for financial reasons parents/carers should contact their child's Head of year or a member of the Welfare Team prior to school to make us aware and allow us the opportunity to suggest support options

## **Expectations for Pupils at Home**

### **Remote Learning**

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents/Carers should also read the rules and ensure their children follow them. Parents/Carers should contact Assistant Headteacher - Welfare, Family Support and Readiness for learning if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Insert rules, such as:

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teaching staff
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

### **Dealing with Concerns**

If there are any concerns with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will seek to identify and support pupils and families.

### **Monitoring Arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated. At every review, it will be approved by the full governing board.

### **Links with Other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Discipline (Reward and Behaviour) policy
- Health and safety policy
- Attendance policy
- E-safety policy