



**COLNE VALLEY
HIGH SCHOOL**

Behaviour for Learning Policy

Approved by:			
Responsible department:			
Last review date:		Last reviewed by:	
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1.0 Overview

1.1 Core Purpose and Principles

1. At Colne Valley High School, our vision of **"Achieving Excellence Together"** inspires every aspect of our community. We believe that collaboration and shared goals pave the way for outstanding achievements.
2. Our culture is one where students and staff flourish. We believe it is particularly important that every single member of our staff, no matter of role, have a responsibility for nurturing and maintaining this culture. Staff will receive regular training and new staff will receive comprehensive induction CPD to make sure that they collectively embody this school culture, always upholding the schools' behaviour policy and values and responding to misbehaviour consistently and fairly.
3. Our students will also be taught how to behave, so that they understand what behaviour is expected and encouraged and what is prohibited. This will be supported by positive reinforcement when expectations are met and sanctions where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.
4. Set School routines and common language will be taught to reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils will be made into commonly understood routines, for example, entering class, clearing tables at lunchtime and walking around corridors. These routines and the common language have been made simple for everyone to understand and follow.
5. In everything we do, we will always remain child centred, progress focused which enables all our young people to grow and thrive, **"Achieving Excellence Together"**.
6. We believe that for our young people to grow and thrive, they must develop self-discipline and be given autonomy to make the right choices within a clear framework of high expectations that are driven by our student values of respect, integrity, teamwork and aspiration.
7. These are underpinned by our core principles of:
 - Supporting staff – A commitment to value, train and support all staff. Setting the highest expectations for their performance
 - Child centred – involving students in everything we do.
 - Sweat the small stuff – A shared commitment to upholding the highest standards, begins with ensuring the smallest detail matters. We know our young people and community well striving for the very best every single day.
 - Excellent curriculums – Staff are motivated to provide the widest range of top-quality learning experiences and opportunities, so that all students have the chance to achieve.
 - Recognition Focussed – Achievements of all young people are routinely recognised and celebrated, forging a culture where everyone is proud of one another.

- Positive relationships – Our culture of Respect, Integrity, Teamwork and Aspiration amongst staff and students is driven by warmth and kindness in all communications building positive relationships.
- Certainty over severity – We believe in the certainty of consequences rather than necessarily the severity.

1.2 Student Values and Professional Standards

1.2.1 From the first day at the school, students are expected to adopt and develop our RITA values and Professional Standards in everything they do. Our role is to provide a framework that students are expected to follow, see appendix 2.

1.2.2 We have high expectations of our students and will not compromise or accept excuses. We will however always listen and support the individual needs of every student in a child centred, progress focused way. Although meeting our expectations for RITA values 100% of the time. This includes when students are:

- In learning
- Out of class during unstructured time (Corridor movement, break and lunchtime)
- Taking part in any school-organised or school-related activity.
- Travelling to and from the school.
- Whilst wearing School uniform in public.
- In some other way identifiable as a student at the school. (Including social media)

1.2.3 The School will not hesitate to challenge, correct and sanction individual students who do not meet the expectations. After all, our priority is the learning, progress and wellbeing of all our students and no one individual should be allowed to jeopardise that for others without consequence.

1.2.4 This policy is supported by regular staff CPD and regular staff practice sessions focusing on: core routines and developing appropriate strategies for managing behaviour; bespoke teaching and learning strategies which ensure the highest quality of provision for all students including those with special educational needs (SEND).

1.3 Roles & Responsibilities

The School sets out clear and explicit expectations of all stakeholders, based on our values of Respect, Integrity, Teamwork and Aspiration. Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. Specific roles and responsibilities include:

1.3.1 School Leadership and Staff

- The Head of School will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Staff will implement the behaviour policy consistently and fairly.

1.3.2 Parents' responsibilities:

- To respect the Schools behaviour policy and the disciplinary authority of School staff.
- To help ensure that their child follows the reasonable instructions by School staff and adheres to School rules
- To send their child to the School each day punctually, fully equipped and ready to learn
- To ensure School staff are aware of any SEN-related or other personal factors which may affect their child's behaviour within School
- To work with the School to support their child's positive behaviour
- To model expected and positive behaviours when on School site
- To attend meetings with the Head of School or other School staff, if requested, to discuss their child's behaviour

- If their child is suspended from the School, to ensure the child is promptly collected by a parent and to ensure the child is not found in a public place during School hours in the first five days of suspension and to attend a reintegration interview with the School at the end of a fixed period suspension
- To be contactable and to ensure that the School holds the correct contact information
- To sign and adhere to the terms set out in the Contract of Expectations (Appendix 1)

1.3.3 Students are expected to;

- To follow School rules and instructions of School staff, first time every time
- To act as positive ambassadors for the School when off School premises
- Not to bring inappropriate or unlawful items to School
- To show respect to School staff, fellow students, School property and the School environment
- Never to denigrate, harm or bully other students or staff
- Reflect and engage with restorative practices, accepting responsibility of actions and subsequent consequences

2.0 School Uniform Expectations

2.1 At Colne Valley High School, we will uphold the highest standards of uniform. To 'look smart' is the first step towards demonstrating the RITA Values. Further clarity on uniform and equipment can be found on the School website.

2.2 Students are expected to wear the following items of compulsory uniform:

- Claret 'Trutex' official school blazer with CVHS badge
- Grey tailored Skirt knee length with at least one pleat (black tights to be worn with skirts)
- Grey tailored school trousers, straight leg fit and full length (please note these must not be of a tight-fitting style)
- White Shirt
- CVHS 'year group' School Tie
- Plain black flat leather (or leather look) shoes (no pumps, suede footwear, trainers or boots of any description. Shoes must not have logos, buckles or any other feature)
- If a belt is worn this must be plain black leather (or leather-look) without any decorative buckle. No other belt types are acceptable

Make the right footwear choice

Parents should be aware that only plain black shoes/trainers are permitted in the school – there must be no white/coloured labels, logos, markings, buckles or studs. Shoes/trainers must be leather or leather look. Please note that suede/canvas footwear is not allowed. A general guide is to ask if the shoe would be considered appropriate for a professional office environment and would be worn with a suit.

Footwear must be sensible. Pumps, high heels, boots or trainers with air bubbles are not allowed. The images below provide some examples. If you are unsure, please contact the school to clarify before making a purchase. This is not an exhaustive list and is designed to provide a guide. Please note that students wearing inappropriate shoes will be loaned a pair for the day and parents will be contacted.



Physical Education Uniform

- Claret/Gold Polo Shirt with the CVHS badge
- Half-zip fleece with CVHS badge can be worn for outdoor lessons only
- Plain black school PE shorts or skorts
- School plain black track suit bottoms or plain black leggings for outdoor PE.
- Plain black ankle-length "skins" may also be worn Plain black football socks.
- Trainers
- Studded football boots to use on the artificial pitch and grass pitches all year round (NOT Astro turf boots/trainers for the artificial pitch – studs only)

Coats and outdoor wear

- Coats and jackets must be removed whilst inside the school.
- Coats should be a single subdued colour and in a plain material.
- Hoods, hats or caps must not be worn at any time. The only exception to heads being covered will be on religious, health or medical grounds.
- Hoodies, sports style jackets, denim items, sweatshirts, cardigans and jumpers are not allowed and will be confiscated if worn.
- No hoodies or jackets worn under blazers.

Jewellery, hair and make-up

- Hair should be of natural colour.
- Subtle make-up is permitted – this should be subdued and natural.
- Students may wear a wristwatch and one plain silver or gold stud can be worn in the lobe of each ear. No other facial piercings are permitted.
- False nails are not allowed, due to health and safety, students will be required to remove these.

Equipment

- Students can bring a reusable water bottle which they can fill up at the hydration station before school and during breaks.
- Students must have a black pen, purple, pencil, scientific calculator and ruler with them every day.
- All students must store their equipment in a suitable school bag, **only rucksacks are considered suitable**, and not blazer pockets.
- All students are issued with a year group lanyard which holds their timetable. They must bring this every day.

- Some subjects may issue curriculum anthologies, knowledge organisers or workbooks. Students are required to look after these and bring them to the relevant lessons.

Where students fail to attend with correct uniform they may be asked to wear replacement uniform. A detention of 30 minutes will be set for students who refused to correct their uniform.

2.8 Mobile Phones

The School does not permit the use of mobile phones or earphones whilst on the School site unless directed by staff in learning. Students seen with a mobile phone or wearing earphones will have such items confiscated, and students will collect them from student reception at the end of the day. On the third occasion when items are confiscated, parents will be notified and asked to collect on a student's behalf from main reception. Students who refuse to hand over their mobile phone when requested to do so by a member of staff will be placed in our reflection room.

2.9 Supporting the Uniform Policy

2.9.1 As a parent, you are encouraged to contact the School before buying/sending your child to School with anything you feel may be deemed unacceptable due to the expectations stated above.

2.9.2 Students in breach of the School uniform expectations will have items confiscated and placed in Reception. Students will be able to collect the items at the end of the day from the Schools Student reception from 3.10pm. Where items of non-school uniform cannot be removed, parents will be contacted to rectify. Where this is not possible, students will be placed in the reflection room until resolved.

3.0 Smoking and/or vaping

3.1 It is illegal to purchase cigarettes, E cigarettes and vaping products if you are under the age of 18 in the UK. Therefore, the School does not permit smoking and/or the use of any E-Cigarette/Vapes on School site. If students are caught in the possession of any smoking/vaping paraphernalia (cigarettes/E-Cigarettes/vapes) and/or caught smoking/vaping on the School site, this will result in appropriate sanctions being issued (including the use of suspension).

3.2 Where there is evidence to suggest that illegal substances and/or prohibited items are being consumed on site will result in a serious sanction pending investigation.

3.3 Anyone found to bring illegal substances and/or prohibited (see 4.0) items on site will be considered for permanent exclusion.

3.4 The School reserves the right to undertake random searches (see appendix 3: searching, screening and confiscated record) to ensure the health and safety of all members of the school community. Any smoking/vaping paraphernalia (for example, cigarettes/E-Cigarettes, vapes, lighters) will be confiscated and either destroyed or handed over to police for testing and destroying. Confiscated items will not be returned.

3.5 Any student who refuses to hand over any smoking related paraphernalia will result in a in a serious sanction pending investigation.

4.0 Prohibited items

The School does not allow the following items on site (this list is not exhaustive):

- Knives and weapons
- Alcohol
- Illegal drugs

- Drug paraphernalia
- Stolen items
- Tobacco, cigarette papers and e-cigarettes/vapes
- Lighters
- Pornographic images
- Laser pens
- Fireworks
- Any article that is likely to cause / commit any offence, cause personal injury or damage

If there are suspicions that pupils have any of these items, searches may be undertaken to ensure the safety and well-being of all students and staff.

See Appendix 3: Searching, screening and confiscation record.

5.0 Bullying and Child on Child Abuse

Bullying

Colne Valley High School takes a strong and consistent approach to bullying of all forms. Further details of this can be found in our 'Anti Bullying policy', which outlines the approach the School will take to safeguard students from exposure to bullying. Within this policy the consequences for students who are identified as exhibiting bullying behaviours can be found.

Child on child abuse

The term child on child abuse covers a wide range of serious misconduct. It could include bullying, online bullying, and discriminatory language, physical or sexual abuse. More details are provided in the Child Protection Policy. Colne Valley High School takes allegations of child-on-child abuse very seriously, and leaders will always investigate all such allegations. It is important to be clear that we will not tolerate instances of child-on-child abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will recognise that abuse can occur between and across different age ranges and we will operate a zero-tolerance approach to it. Where an incident of this nature is observed or suspected, Senior Leaders and the school's Designated Safeguarding Lead will be informed and agreed procedures will be followed. All instances of bullying and child-on-child abuse will be recorded on CPOMS to ensure that key staff are aware, and the associated actions are clearly documented and retained by the School.

6.0 Attendance & Punctuality

6.1 Punctuality is a core life skill. Something we value a great deal at Colne Valley High School. When students are not punctual, vital information is missed and will be detrimental to progress. Learning is disrupted when students arrive late and therefore affecting others too.

6.2 Lateness to school: Students should be in school by 8:30am as the gate will be locked at this time. Students must be in tutor time by 8:37 am. Any student arriving after the gates are closed at 8:30am will need to enter via the student reception entrance, two late to school in a week will result in a detention after school on the following day with a text message sent to confirm this. For regular lateness, parental contact will be made and where necessary meetings arranged. For further information, please see the School Attendance Policy.

6.3 Lateness to lessons: All students are expected to take the shortest route possible to attend learning on time. Where a student is unreasonably late for learning (such that all other students have arrived and the student arriving late does not have a valid reason for doing so). Three late to lessons in a week will result in a 30-minute after school detention (3.10pm - 3.40pm) for the following day, unless there is already a pre-planned detention, in which case the detention will be moved on to the next available day. Failure to attend the 30-minute detention will result in an escalation to a 45-minute

Senior Leader detention the following day. Failure to attend the escalated detention will result in being placed in the reflection room for one full day.

7.0 Recognition and Reward

7.1 At Colne Valley, we encourage and celebrate the success of all its students in all areas of school life, and to ensure that personal commitment and achievement is acknowledged, rewarded and recorded. We acknowledge the importance of praise and reward and seek to promote and reinforce our student values of:

- **Respect**
- **Integrity**
- **Teamwork**
- **Aspiration**

7.2 We recognise that students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling, and can inspire and motivate those who may be disengaged. Finding ways to reward our young people is at the heart of our teaching. We will reward whenever possible:

- **Formally or informally**
- **Publicly or discretely**
- **Regularly**
- **Consistently**

7.3 We ensure that students in all Year groups across the School can benefit from our rewards processes and that there is consistent application of policy across departments, year groups and from teacher to teacher.

7.4 Rewards in our School are linked to:

- **Approach to learning**
- **Attainment and progress**
- **Student who demonstrate the core student values consistently**
- **Good attendance (At least 97%)**

7.5 The rewards highlighted in this document will continue to be developed together with students and staff from the School. The strategy will:

- Support the vision and ethos of the School
- All students making at least good progress
- All students displaying the RITA values
- Promote good behaviour and a positive attitude to the School
- Support the Schools Attendance and Behaviour for Learning policies by valuing the achievements of all students and recognising the widest range of student success
- Support learning by enabling students to recognise their achievements and the achievements of others
- Support personalised learning through encouraging student engagement and responding flexibly with students' achievements
- Develop and promote a climate of encouragement, praise and respect for achievement by supporting students to value their own successes and those of others
- Motivate students through the celebration of improvements and progress as well as attainment and consistency
- Be applied consistently and regularly across the school by all staff.

7.6 Within this strategy, 'RITA/ATL Points' will be used as the Schools currency for rewarding students. There are to be three areas of performance that will be recognised:

- 1. Attendance**
- 2. Behaviour**
- 3. Attitude to Learning (see appendix 8)**

7.7 Rewards will be earned through a student's own positive behaviour and attitude choices, and their attendance to school.

7.8 The school has a rewards strategy in place for both attendance and positive behaviour. An overview of this strategy can be found within (appendix 6).

8.0 Student Conduct

8.1 Aims & Intro

8.1.1 When a member of School staff becomes aware of a student who does not display the Schools values or misbehaves, they will respond predictably, promptly, and assertively in accordance with the behaviour policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. Staff across the school will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques will also be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

8.1.2 The aims of any response to misbehaviour will be to maintain the culture of the School, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

8.1.3 To achieve the aims of this policy, a response to behaviour may have various purposes. These include:

- Deterrence: deterrents for a specific pupil or a general deterrent for all pupils at the school.
- Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

8.1.4 Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

8.2 Induction process

8.2.1 All pupils attending the School will undertake an induction programme, which clearly outlines and models the behaviour expectations for students within the School.

8.2.2 Parents and students will sign a home school agreement at the start of their journey, which outlines the rules and expectations for behaviour.

8.2.3 Students will receive regular re-induction at the start of each ½ term as a reminder.

8.2.4 Those students who are suspended (internally or externally) from the School, or who are reassessing following an extended period of absence will also undertake a re-induction programme which will remind students of the systems, routines and expectations of the School.

8.2.5 Students who are new to the School / join at different points throughout the academic year will receive an induction programme as identified above.

8.3 Student Conduct During Lesson Time

8.3.1 Our system is designed to give students choices and an opportunity to 'get it right'. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked, this sort of behaviour disrupts lessons and undermines the authority of the teacher.

8.3.2 Where teachers feel that the flow of learning is being disrupted by an individual or group of individuals, a series of warnings (maximum of 4) will be issued, providing an opportunity for students to 'correct their actions and get it right'. Where students do not respond positively, despite these warnings, students will be removed from the lessons and a series of sanctions will follow.

8.3.3 The consequence system works in conjunction with our pastoral Support system, a progressive system of structured intervention led and designed by our pastoral team to address underlying causes of poor behaviour and disengagement wherever possible.
(See appendix 7)

8.4 Student Conduct During Unstructured Time

8.4.1 Students at Colne Valley are expected to demonstrate the highest standards of behaviour at all times. This includes when they move around the building and during break and lunch time. Students should always conduct themselves in a responsible and respectful way that maintains a safe and secure environment.

8.4.2 Student conduct on the corridors

- Always walk on the left.
- Avoid socialising and moving in large groups
- Avoid physical contact and respect other people's space
- Use inside voices, and use appropriate language
- Follow the instructions and requests of adults at all times
- Be prompt to learning, moving along corridors with pace and purpose

8.4.3 Expectations at break and lunchtime:

- Only accessing permitted areas
- Food and drink are to be consumed in the indoor spaces provided. Eating and drinking is not permitted on corridors at any time
- Clear away all cutlery, plates and litter
- Remain on school site at all times (unless otherwise authorised)
- Use the designated toilets allocated to the year group
- Ball games are only permitted in the designated areas
- Maintain standards of uniform and appearance at all times

(See appendix 7)

8.5 Expectations Beyond the School Gate

8.5.1 At Colne Valley we recognise our position at the heart of the community and want to ensure all members of the School contribute positively to the local area, upholding our values and beliefs. As such we reserve the right to discipline students for behaviour incidents outside core school hours if:

- They are taking part in a School organised or School related activity
- They are travelling to or from School
- They are wearing Colne Valley uniform or are in some other way identifiable as a student of the School
- They are engaging in behaviour which could be considered child on child abuse, including online bullying and misuse of social media

8.5.2 In addition, we deal with students' misconduct at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the School, or
 - Poses a threat or causes harm to another student or member of the public,
- or
- Could adversely affect the reputation of the school

9.0 School Interventions

To support students with positive behaviour choices the School has in place the following measures:

General Interventions	Targeted Interventions
<ul style="list-style-type: none"> • Initial verbal reminder using positive praise • C1 – C4 system to provide students with opportunities to 'get it right' • ½ termly re-induction – live modelling • Frequent and regular engagement with parents • Report cards 	<ul style="list-style-type: none"> • 2-5mins C2 time out pass • Key worker 1:1 time • Short / planned rest breaks • Adjustments of seating plans • Uniform adjustments for those students with sensory needs / skin conditions • Mentoring • Adjusted timetables which may include therapeutic work within our bridge provision

9.0.1 The examples shown in the tables above are not exhaustive and other interventions will be considered by school staff from time to time on an individual student basis. (See appendix 7)

9.1 School Responses to Misbehaviour

The following strategies will be used by the School when student conduct does not meet the expectations as set out within this policy. Students will be supported to understand and follow the rules and expectations. This may include sanctions (as outlined below), reflective conversations or targeted pastoral support. (See appendix 7)

9.2 Detentions

9.2.1 The expectation at Colne Valley is that no student will disrupt the learning and progress of themselves or others and where this happens a detention will be used in the first instance. We expect all parents to support this sanction without question.

9.2.2 It is stated in the Education Act of 1997 that the School does not require permission from parents/carers to keep students for a detention. "Detentions outside school hours are lawful despite absence of parental consent". However, they will be notified.

9.2.3 Detentions will run as 'next day detentions' for 30, 45 minutes or 1 hour Senior Leader Detention.

9.2.4 30-minute detentions may be issued for the following reasons:

- Lateness to school and learning, accumulative C3 in learning, C3 'Other' (C3 issued outside of the classroom), or Incorrect Uniform.

9.2.5 45-minute detentions may be issued for the following reasons;

- Receiving a C4 removal in a lesson, swearing in class or refusal.
- Non-attendance of a 45-minute detention, failure in a 45-minute detention or more than 2 C4 logs issued in one day will result in a 1-hour detention with a Senior Leader. Failure to attend the escalated sanction will result in a day in the Reflection Room, finishing at 4pm.

9.2.6 Parents/Carers must ensure they have logged on to their Childs Arbor and Class Charts account where they can monitor their child's progress, attendance and behaviour. Parents/Carers will be informed of detentions via text.

9.2.7 If the detention conflicts with a medical appointment, parents/carers will need to inform the school so that the detention can be rescheduled.

9.2.8 If a student catches the school bus, alternative travel arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the school to an alternative day.

9.2.9 If the detention conflicts with collection of younger siblings, alternative arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the school to an alternative day.

9.3 Report

9.3.1 Where there is a persistent breach of the school behaviour policy, Pastoral Staff and Senior Leaders will, alongside parents, use a report to closely monitor student behaviour.

9.3.2 In the first instance, the setting of reports will be for a period of 2 weeks prior to a review.

9.3.3 If the students' behaviour does not improve following this initial 2-week period, a decision may be made to extend the report for a further period of 2 weeks.

9.4 Reflection Room

9.4.1 The Reflection room is used for more serious incidents or for persistent low-level disruption. Students can spend from 1 to 5 days in the reflection room. The school day for students in the reflection room starts at 9:00am and finishes at 3.10 or 4pm. The learning set will reflect the student's normal curriculum offer. The use of the reflection room as a sanction is a last resort before a fixed term suspension is issued. Where students refuse to enter the reflection room, a external isolation or suspension may be sanctioned.

9.4.2 Following time spent in our reflection room, students, with the support of their Pastoral Leads, will be given an opportunity to have a restorative conversation with the member of staff who issued their behaviour log which resulted in time spent in the reflection room.

9.4.3 If a child has a social worker, including if they are a CIN, child protection plan or LAC key professionals will be notified.

9.5 Internal Suspension

Students will serve between 2-5 days within our reflection room or at an alternative setting. A readmission meeting will be held between parents, the pastoral team and/or a member of the senior leadership team upon the students' return to their usual timetabled lessons. Following any internal suspension, the school will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and to discuss the student's reintegration. This meeting will be chaired by a member of the pastoral team. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

9.6 Managed Moves

Students at the risk of suspension can sometimes benefit from a managed move to an alternative secondary school for an allocated period of time. Managed move documentation is completed alongside a pre-visit for the student and parents/carers as stated by the Local Authority. A managed move as a preventative measure or as an alternative to permanent exclusion should involve the agreement of the family.

9.7 Alternative provision

For some students, securing an alternative provision is an option. The school delivers its own bespoke alternative provision package to support the needs of individual learners.

9.8 Off-site direction

9.8.1 Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

9.8.2 When possible, in-school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.

9.8.3 Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

9.8.4 The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies. Whilst the alternative provision guidance section does legally apply to maintained schools, school trusts are also encouraged to follow this guidance.

9.8.5 The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. For maintained schools, the governing board must ensure that parents (or the pupil if 18 or older) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day.

9.8.6 Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing board hold a review meeting. When this happens, governing boards must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.

9.8.7 The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents (or the pupil if 18 or older) (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.

9.8.8 The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the first review will be and who should be involved in the reviews.

9.8.9 For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g., a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.

9.8.10 The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.

9.8.11 To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with SEND has been moved off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

9.8.12 The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.

9.8.13 Following a period of re-direction, the school will take reasonable steps to meet with parents and students to discuss the student's reintegration. This meeting will be chaired by a member of the senior leadership team. At the meeting, the strategy for reintegration, including any reasonable adjustments that need to be made that will ensure an improvement of the student's behaviour.

9.9 Suspensions

9.9.1 Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using suspension as a sanction where it is warranted'. (DFE suspension from maintained schools, Academies and pupil referral units in England)

9.9.2 All decisions to suspend are serious and only taken as a last resort. All decisions will be lawful, reasonable and fair. The School pays due regard to the principle legislation, namely:

- The 2011 Education Act
- The School Discipline Regulations 2012
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007, as amended by the Regulations
- The most up to date guidance released by the DfE

9.9.3 The following examples maybe reasons for a suspension (this list is not exhaustive):

- Failure to comply with a reasonable request from a senior member of staff.
- Failure in the Reflection room/ internal suspension.
- Behaviour that endangers or may endanger the student's own safety
- Behaviour that endangers or may endanger the safety of others
- Violent or threatening behaviour towards a student or member of staff
- Directed use of foul, derogatory /or abusive language towards a student or member of staff
- Consumption of alcohol or drugs
- Deliberate activation of the fire alarm without good intent.
- Making a false allegation against a member of staff that does not lead to a referral to outside agencies.
- Persistent or repeat incidences of bullying
- Serious incidence of theft

9.9.4 When making a decision regarding a suspension we are mindful not to discriminate against children on the basis of protected SEND characteristics. Children with identified special educational needs (SEND) will need more support to meet expectations, although they must not present a health and safety risk to staff or students and must be within the control of the school. The Head of School will pay due regard to the SEND Code of Practice when suspending a child with an identified need. Reasonable adjustments for identified children will be agreed under the direction of the SLT.

9.9.5 A student may be suspended for one or more fixed-term periods (up to a maximum of 45 school days in a single academic year) or permanently. Students can be suspended for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Where the Head of School believes an incident may warrant more than a five day suspension, the school has the duty to make an arrangement for education following the fifth day. Where students are suspended for the same repeat incident the number of days suspension sanctioned will increase with severity.

9.9.6 The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable and will use Appendix 7 the guideline for setting sanctions. Conduct outside the school premises, including online conduct, that we will sanction for: - when on any school-organised or school-related activity - travelling to and from the school - when wearing school uniform - when in some way identifiable as a pupil at the school - where there will be repercussions for the orderly running of the school - posing a threat to another pupil - adversely affecting the reputation of the school.

9.10 Roles and Responsibilities of All Parties with Regards to Suspensions

9.10.1 The Head of School

Only the Head of School has the power to suspend a student and this is only on disciplinary grounds. When establishing facts, the Head of School must apply the civil standard of proof: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Head of School has the right to direct a child to off-site education. Parents will be informed initially by telephone. This will be followed up with a letter.

9.10.2 The Parent/Carer or any person with parental responsibility

The parents have a duty to ensure their children are not in a public place at any time during the school day. Failure to comply with this could lead to a fixed penalty notice or prosecution. The parent may write to the Advisory Group to ask them to review a suspension, although the Advisory Group does not have the power to overturn such a decision if it is less than five days. In the case of a permanent exclusion, a meeting will be arranged and the parent may arrange representation and/or bring a friend. Parents have the right to apply for a review by an independent review panel within 15 days of the notification.

9.11 Reintegration

Following any fixed-term suspension, the school will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and also to discuss the student's reintegration. This meeting will be chaired by a member of the pastoral team and/or AC/senior leadership team. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

10.0 The Decision to Permanently Exclude

10.1 A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the Schools Behaviour for Learning Policy.
- Where allowing the student to remain in the School would seriously harm the education or welfare of the students or others in the School'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2015 guidance)

10.1.1 The Head of School will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual physical assault against another student or a member of staff;
- Bringing onto School site illegal substances with or without an intent to supply;
- Carrying an offensive weapon; (See Appendix 2 for guidance)

- Potentially placing members of the public in significant danger or at risk of significant harm.
- Persistent disruption and/or breaches of the School behaviour policy despite interventions
- These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the School community.

10.2 Advisor Intervention

10.2.1 Under DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England', a meeting of the Local School Council Behaviour Committee must be convened by the Local School Council Behaviour Committee when:

- A student has received over 15 days' exclusion in one term;
- Recommendation of permanent exclusion is made by the Head of School for a one-off incident, or through the Consequences system.

10.2.2 The Behaviour Committee will comprise of 3 members who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

10.2.3 After 45 days of exclusion in any one academic year, the Advisors recognise that the School is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Advisors recognise that the individual concerned will have lost so many days of learning it would be unlikely that the School could offer any other reasonable support.

11.0 Behaviour Expectations and Pupils with Special Educational Needs (SEND)

11.1 The Schools culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Our behaviour culture will create a calm environment which will benefit pupils with SEND, enabling them to learn.

11.2 Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will always be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

11.3 We will manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

11.4 The law also requires the School to balance a number of duties, ensuring that they have a bearing on the behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;

- If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

11.5 Reasonable Adjustments Under the Code of Practice (2014) schools have a duty to ensure that for students with SEND, reasonable adjustments are offered. Reasonable adjustments ensures that the barrier to a students need is reduced/ removed. For the school this could include but is not limited to: As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with medically/clinically evidenced sensory issues or who has severe eczema;
- The use of a brain break
- Key worker access to a safe space, ensuring that they have a champion and advocate within the school
- Intervention from a Social Emotional Mental Health Learning Support Assistant where the school feels it is appropriate.
- Training for staff in understanding conditions such as autism. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned

11.6 Roles and Responsibilities of Designated Staff Supporting SEND Students

11.6.1 Vice Principal for Inclusion

- Leads the strategic development of SEND support within the whole school setting.
- Works with the Senior Leadership Team (SLT) to monitor, track and evaluate current provision and develop best practice.
- Leads Inclusion Consultation, an inclusive school meeting in which concerns, needs and the appropriate provision/ solution for a student is considered and acted upon to ensure a graduated and well-rounded response to the needs of a student.
- Leads work with external agencies.
- Advises staff on support and reasonable adjustments for identified pupils.

Alternative Provision Lead

- Liaises with the SENDCO and Deputy Head for Behaviour and Standards to identify students requiring Alternative Provision and both internal and external providers.
- Has responsibility for overseeing and implementing the provision.
- Liaises with SEMH agencies and parents/ carers to support the mental health of students.
- Has responsibility for overseeing and implementing interventions within the school's intervention provisions.
- Acts as first responder for students who the school has identified as having complex SEMH needs.
- Supports SEMH students in lessons and oversees small group interventions and 1:1 intervention depending on the need of the student.

Under review