



**Watford Grammar School for Girls**

## **Behaviour Policy**

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# 1 Aims and scope

This policy aims to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when students are representing the school or are the responsibility of the staff. It applies when students are off site on study leave or work experience. When students are travelling to and from school they are considered to be representing the school, therefore the school rules still apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site, for example on lunchtime exeat, or when allowed off site if not being taught or in transit to another institution.

The school reserves the right to investigate and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students, bringing its reputation into disrepute. This includes misuse of social media and poor behaviour, which is witnessed by staff or is reported to school by a member of the public.

This policy applies to students of other educational institutions when they are on site, as well as to Watford Grammar School for Girls students whilst attending other institutions for educational purposes.

## 1.1 Legislation, statutory requirements, and links to other policies

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-bullying policy
- Policy for the education of looked after and previously looked after children.

## 1.2 Ethos

We aim to ensure that everyone

- Is respectful and caring towards others within the school and wider community, has an open, tolerant mind and the ability to make and understand moral judgements.
- Achieves a sense of confidence, resilience and personal responsibility.

The school believes that good discipline is essential for effective learning to take place, and for this reason we maintain high standards of behaviour which are founded on the principle of mutual respect between adults and pupils. The maintenance of respectful personal relationships between individuals of all ages at school is the basis of our high standard of behaviour.

The School Code, which was drawn up after consultation with members of the school community is the basis of the school's Behaviour Policy.

## 2 Roles and responsibilities

### 2.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### 2.2 The headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data concerning behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## 2.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## 2.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the for tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

## 2.5 Students

Students will be expected to:

- Conduct themselves in accordance with the values of the School Code.
- Follow the school rules.
- Engage with the pastoral support and care they are offered in the school.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 3 The Behaviour Curriculum and the School Code

The school expects a standard of behaviour which is consistently high.

The **School Code**, which was developed by students and staff, sets out the expectations of behaviour for members of WGGs:

- Aim high and set yourself targets and goals.
- Value each other as individuals.
- Treat people with kindness.
- Take responsibility for school property and the possessions of others.
- Have pride in your uniform.
- Find opportunities to be charitable.
- Be the best that you can be.
- Behave as a role model to others- lead by example

The **School Values** underpin all personal development work in the school. They are the qualities which the school wishes all students to develop and exhibit. They are:

- courage
- curiosity
- compassion
- creativity
- collaboration

Two further documents provide further, specific guidance and, alongside the School Code, are the foundation of the school's behaviour curriculum

- The **school rules(appendix 1)**, provide precise expectations about particular issues. A simple set of classroom expectations is also displayed in each classroom, and is included as an appendix.
- The **Classroom Expectations document** (appendix 2) produced by a working group of staff, states five simple expectations in all classrooms.

The expectations of students are communicated to them regularly and in a number of ways. For example:

- At the start of each academic year, all students are reminded of key expectations.
- Whole-school and year assemblies make explicit reference to the expectations of students and the values outlined in the School Code.
- Displays throughout the school make reference to these documents. Classrooms Expectations are displayed in each room.
- Class teachers make reference to the school's behaviour curriculum as they set expectations in their own classrooms and respond to behaviour.
- The Rewards System is based on the School Values.

## 4 Rewards and sanctions

### 4.1 Rewards

The Reward System is an important part of behaviour management in the school. It rewards positive behaviour, and is rooted in our five values of:

- courage
- curiosity
- compassion
- creativity
- collaboration

Students are rewarded when they display instances of these qualities, helping to reinforce this important element of the behaviour curriculum.

Additionally, teachers may nominate a student for a Diamond Award. These are presented by the Headteacher for work displaying academic excellence.

Details of the working of the rewards system are to be found in Appendix Five.

## 4.2 Sanctions

If pupils fail to meet our behaviour expectations, we follow this stepped approach. The steps should normally be used in order, with escalation to the next step if behaviour does not improve. This is to ensure a consistent and clearly understood system of behaviour management.

In instances of severe mis-behaviour, it may be appropriate to move immediately to step two, three or four without initial class teacher action.

**Step one** – the class teacher (or form tutor, if the poor behaviour arises in form time)

The class teacher should explain to the pupil why their behaviour is inappropriate and what they need to do to meet expectations. The teacher may also use some of these approaches based on their professional judgement:

- Contacting parents.
- Placing the pupil in an after-school detention. If an after-school detention of more than 15 minutes is used, parents must be informed
- Adjusting class seating plans.
- Offering positive reinforcement as behaviour improves.

**Step two** – the Head of Department (or Head of Year, if the poor behaviour arose in form time, or outside of lessons)

The HoD or HoY should work with the class teacher or form tutor to address the poor behaviour. The HoD or HoY may use a range of strategies including:

- Contacting parents.
- Placing the pupil in an after-school detention. If an after-school detention of more than 15 minutes is used, parents must be informed.
- Placing the pupil on subject (or form time) report.
- Providing positive reinforcement and praise as behaviour improves.

**Step three** – Middle leader detention

The HoD or HoY should place the student in Middle Leader detention. This lasts for one hour, and is managed on a rota basis by Middle Leaders. Parents will be informed in writing.

**Step four** – SLT detention



The HoD or HoY should, in consultation with their SLT line manager, place the student in SLT detention. If step four fails, then the student may need to be placed on an Individual Behaviour Plan by the appropriate Head of Key Stage.

In the event of very serious breaches in conduct, continued disruptive behaviour or actions that bring the reputation of the school into disrepute the Headmistress may decide to exclude a pupil, either for a fixed term or permanently. The school processes for exclusions is set out in an appendix.

The school may choose to exercise discretion in how these sanctions are applied, in order to respond to pastoral or safeguarding concerns. The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **4.3 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

All instances of a student being removed from a classroom will be logged on CPOMS. If a student is to be removed from a classroom for more than one period, the explicit agreement of the Headmistress or a Deputy Headteacher is necessary. At this point, the Headmistress or Deputy Headteacher will ensure that there are appropriate arrangements in place for the supervision of the student, for informing parents, and for reintegrating the student back into the classroom.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Appendix three sets out the various circumstances in which removal is likely to arise, and the responsibilities on staff in each case.

### **4.4 Investigations into instances of poor behaviour**

On some occasions, it will be necessary for school staff to conduct an investigation when poor behaviour has occurred. This will be the case when the facts about what has happened are not immediately clear, or

there is uncertainty about the identity of the perpetrator. On these occasions, school staff may need to speak to a number of students in order to take accounts and ensure they have an accurate understanding of events.

To ensure that behaviour is resolved swiftly, it will normally be the case that staff speak with students during an investigation without informing parents. Care will be taken to ensure that students are treated supportively during this process, and have a clear understanding of the process taking place. If, as the result of an investigation, it is concluded that a student requires a detention of more than 15 minutes or more severe sanction, parents will be informed at that point.

#### 4.5. Off-site direction

Off-site direction may be considered by the Headteacher as a response to persistent or serious breaches of behaviour standards. The Headteacher has the power to make off-site direction under Article 5 of the Articles of Association.

##### 4.5.1. During a period of off-site direction:

- A pupil may be directed to attend Alternative Provision (AP) or another school full-time. Alternatively, the pupil may attend Alternative Provision/another school for part of the week and attend the home school for the rest of the week.
- The pupil must be dual-registered
- The governing board must keep the placement under regular review

Any off-site direction will be made with the child in mind, and a judgement be made that the off-site provision is the best place to support that child's behaviour, as well as any SEN or health needs.

##### 4.5.2. Implementing off-site direction

Before a pupil is moved to off-site provision, the following should be defined and agreed:

- The proposed length of time needed. This depends on the pupil's needs and attainment
- Measurable targets that the pupil can work towards during their time in off-site provision. These targets should be both pastoral and educational
- Arrangements to return the pupil back to school and support them to reintegrate

The pupil must continue to receive a broad and balanced curriculum that supports reintegration into mainstream school.

Parents must be informed of the off-site direction. The Local Authority must also be informed if the pupil has an EHCP.

##### 4.5.3. Monitoring the off-site direction

The placement must have regular reviews. The regulations don't specify how often these must take place – this is decided on a case-by-case basis, although they must be frequent enough to provide assurance that:

- The off-site education is achieving its objectives

- The pupil is benefiting from it

Parents, and the LA where the pupil has an EHC plan, can request that the governing board reviews the placement. The board must comply with the request as soon as is reasonably practical, unless there's already been a review in the previous 10 weeks.

#### 4.5.4. Reintegrating the student following off-site direction

At the end of the placement:

- A report should be obtained, from the provider of off-site education, on the pupil's achievements during the placement, including academic attainment and progress, attendance records and evidence of change in behaviour.
- The pupil's views on the placement should be sought.
- A plan should be agreed to reintegrate the pupil into their home school.

If the placement doesn't end with reintegration into the school, WGGS will:

- Work with the provider to make sure that the pupil can move on into "suitable education, or employment alongside part-time study or training"
- Collect and record information about the pupil's next destination as part of its planning for alternative provision intervention

#### 4.6. 'Managed moves'

Managed moves occur when a process is initiated which leads to the permanent transfer of a pupil to another mainstream school, as part of a behaviour management process. Managed moves should be:

- Done strictly in the child's best interest.
- Voluntary and agreed by all parties.
- Offered as part of a planned intervention.
- Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy.

The school will take care to ensure that parents don't feel pressured into accepting a managed move. Doing so is considered off-rolling and is unlawful.

Managed moves will normally occur where a pupil is at risk of permanent exclusion and the school has exhausted all reasonable strategies to try and bring about a change of behaviour. They may also be used for a student who has received a permanent exclusion following a single, serious offence but has otherwise a good behaviour record.

If the school is to use a managed move, it will follow the Hertfordshire Protocol for Managed Moves.

## **5 Zero tolerance approach to sexual harassment and child-on-child sexual abuse**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any report of sexual harassment or child-on-child abuse will be recorded on CPOMS, and managed by the safeguarding team in line with current DfE guidance.

Education about sexual harassment and peer-on-peer abuse forms part of the PSHE curriculum.

## **6 Off-site behaviour, online behaviour and criminal behaviour**

### **6.1 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour: could have repercussions for the orderly running of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **6.2 On-line behaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## 6.3 Criminal activity

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the leadership team will normally make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7 Behaviour management

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct and the school expectations poster.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.2 Physical restraint

Department for Education guidance on physical restraint forbids corporal punishment, but allows all teachers to use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground
- Restrain a student at risk of harming themselves through physical outbursts

It is illegal to use force as a punishment.

The DfE guidance states that any member of the teaching staff can use physical contact and reasonable force, when the situation renders it absolutely necessary. All school staff have a duty of care towards students and the use of reasonable force may be, in extreme cases, the only way to keep members of the school community safe:

The following principles apply when physical restraint is used:

- Physical restraint must only be used as a last resort when other strategies have failed. It must serve to de-escalate or prevent a violent or potential violent situation. It must not be used purely to achieve compliance with staff instructions when there is no immediate risk.
- Staff should have good grounds for believing that immediate physical restraint is necessary.
- Where possible, staff should take steps in advance to avoid the need for physical restraint - e.g. through dialogue and diversion - and the student should be warned orally that physical restraint will be used and why it is being used unless she desists.
- Physical restraint must not be used in anger. When it becomes apparent that the student is not responding to verbal instructions and a violent incident is imminent, the member of staff, wherever possible, should call for assistance before engaging in physical restraint.
- When it becomes necessary to restrain a student the member of staff must, if possible, continue to talk to the student in a calm manner, offering choices and time for the student to become calm.
- The age and competence of the student must be taken into account in deciding what degree of intervention is necessary. Reasonable adjustment should be made when dealing with students who are registered disabled or have a Special Educational Need
- Only the minimum force necessary, to prevent physical injury or damage, should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.
- Restraint must not involve deliberately painful or dangerous procedures. It must never interfere with breathing, blood supply or genital areas. It also must never involve holding the head, throat or fingers.
- The hold must be discontinued as soon as the situation is deemed safe. As soon as it is safe, restraint must be gradually relaxed as the student regains self-control.

A student must never be asked to restrain another student.

Parents/carers will be informed when physical restraint has been used and will be given the opportunity to discuss the matter with the school

### **7.3.1 Searching and confiscation: the safeguarding context**

The school will consider all issues of searching and confiscation in a safeguarding context. This means it will need to balance:

- The need to safeguard all pupils by confiscating harmful, illegal, or disruptive items
- The safeguarding needs and wellbeing of pupils suspected of possessing these items

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item as defined in the Education Act. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

A search may also be carried out for any item identified in the school rules for which a search can be made, or if the pupil has agreed.

### 7.3.2 Staff authorised to perform searches

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher herself. Authorised staff will normally be the SLT and members of the safeguarding team, who will be trained to ensure that searches are carried out consistently.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

### 7.3.3 Before a search

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will ensure they are aware of any pastoral context for the student or students to be searched, seeking advice from a member of the safeguarding team if the student is unknown to them. The student to be searched may be supervised, away from others, whilst this happens.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. Refusal to allow a search, with reasonable grounds, may be considered defiance and will result in appropriate sanctions

If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead or a Deputy DSL, to try to determine why the pupil is refusing to comply. It is important, at this stage, that another adult is involved. It is possible that the authorised person attempting the search initially will be the DSL or a deputy. In this case, they should contact another member of the safeguarding team to ensure shared decision making.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 7.3.1, but not to search for items that are only identified in the school rules.

### 7.3.4 Processes during the search

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Possessions means any items that the pupil has or appears to have control of, including:



- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 7.3.1) and items identified in the school rules.

### 7.3.5 Informing the DSL

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7.3.1
- If they believe that a search has revealed a safeguarding risk

All searches, including incidents where no items were found, will be recorded in the school's safeguarding system.

### 7.3.6 Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 7.3.1). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### 7.3.7 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### 7.3.8 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **7.3.9 Confiscation**

If a member of staff seizes a prohibited item from a student, they should inform the Headteacher. The following steps should then be taken:

- Controlled drugs must be delivered to the police as soon as possible.
- Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.
- Alcohol, tobacco, cigarette papers or fireworks may she should be disposed of safely.
- If a pornographic image has been found, this may be disposed of unless there are reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case be delivered to the police as soon as reasonably practicable. Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images
- Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable
- Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.
- Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

The Headteacher will use her judgement to decide to return, retain or dispose of any other items banned under the school rules.

If a phone is seen, heard or found it will be confiscated and held by the Headmistress for one week.

Government legislation does allow for schools and headteachers to confiscate property. The school is required to ensure that pupils and parents are informed of the school's policy and that measures are put in place to enable pupils to remain safe.

The school makes its position regarding pupils' mobile phones very clear and allows pupils to call home from the school office. We also provide supervised study for one hour each day for any pupil who needs to stay on site for a parent to collect them.

### **7.4 Malicious allegations**

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

- In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8 Pupil support

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## 9 Equality Duty and SEND students

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. The school will therefore monitor closely data about the impact of its behaviour system to ensure that no group is disadvantaged.

In line with our policy on looked-after and post-looked-after children, the school will seek to avoid using exclusion as a sanction for such children, as it increases the existing risk of them failing to engage with the school community.

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10 Pupil transition**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. The school will liaise closely with feeder schools during the transition of students from primary to secondary, so as to build on established good practice in managing behaviour for individual students.

## 11 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## 12 Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including middle and senior leader detentions and removal.
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the school behaviour culture

This data will be monitored in the following ways:

Heads of Year will receive data about punctuality, and middle and senior leader detentions weekly. This will allow them to identify patterns for individual students.

The Headteacher and Assistant Head with responsibility for behaviour will review data each term. They will ensure they review data about the impact of the Behaviour Policy on specific pupil groups. They will consider the data:

- At school level
- By age group
- At individual student level
- By protected characteristic

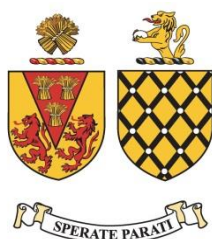
The Directors of Key Stage 3 and 4 will also review behaviour data each term, to identify students incurring repeated sanctions. They will ensure that appropriate support is in place for these students, and log this.

Data will be reviewed each term by the SLT and shared with Governors in the Governors' Report.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

This behaviour policy will be reviewed by the headteacher and governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

## Appendix one: The School Rules



### The School Rules

*(These rules have been created by staff and Governors of the school.)*

- Students in Years 7 - 13 must be in their Form Rooms for registration at 8:30 a.m. If students arrive at school after 8.30 a.m they must report to Reception to sign in as late.
- Year 12 and Y13 may leave the school site during lunchtime.
- If students need to leave school at a time when they are required to be on site, their parents should contact Mrs Nunes (KS3/4) or Mrs Raikundalia(KS5). Students must sign out at Reception before they leave and after they return to school.
- Students must wear the correct school uniform in school and when taking part in school activities and school trips, unless otherwise directed. If students are temporarily without the correct full school uniform they should bring a note from home explaining the reason to their tutor.
- Students must not bring or be in possession of inappropriate items including chewing gum, smoking or vaping equipment, alcohol, 'legal highs', drugs or other illegal substances, weapons, aerosols, fireworks, skateboards, scooters, stolen items and articles of a pornographic nature on the school site, or on any school related activity. The school may undertake a search for any of these items.
- Students in Year 7 – 11 may bring a mobile phone into school but this must not be seen or heard during the school day, and will be confiscated if this rule is broken.
- Students in Year 12 and 13 may use their mobile phones in lessons with teacher permission, in the Tennen Centre, and in the library with headphones during lesson time. At all other times they must be kept out of sight.
- Students must not eat or drink in the corridors. Main meals and hot drinks must not be taken out of the Food Factory.
- If students have to bring medications to school, they must be left with the Medical Team, not carried around the school. Students must take their own inhalers and epipens with them on school trips.
- Students must not act violently or participate in violence of any sort towards other people or property.
- Students must not be involved in any form of bullying, verbally or physically, either as perpetrators or bystanders.
- Students should not run, block doorways, corridors or behave in any way that is a danger to others, or damage school property.
- Students are not permitted to engage in sexual activity during school time, on the school site or when taking part in school activities or trips.
- Students must not record or photograph any person without their permission.
- Students should bring a charged device to school each day, which must be used in accordance with the Acceptable Use Policy.



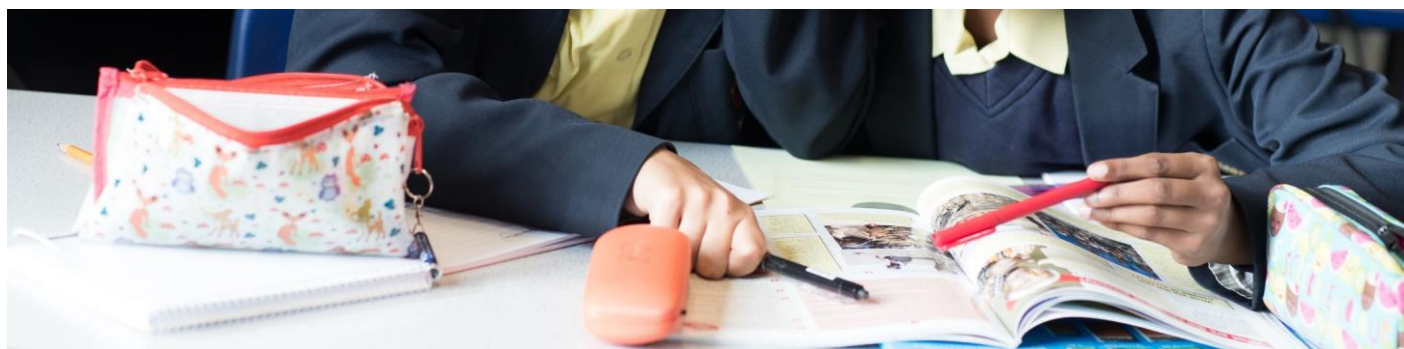


Watford Grammar School for Girls

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# CLASSROOM EXPECTATIONS

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**Punctuality**

**Uniform**

**Equipment**

**Devices – charged and in  
bags**

**Manners**



## Appendix three: responsibilities during instances of removal

Circumstance	Responsibilities
<p>Student removed from a single period by Middle Leader (HoD or HoY) in response to concerns about behaviour in that subject.</p>	<p>Middle Leader responsible for:</p> <ul style="list-style-type: none"> <li>- Ensuring that student is supervised and has work during the period removed.</li> <li>- Informing parent on the same day.</li> <li>- Logging on CPOMS.</li> <li>- Ensuring that a suitable plan is in place to enable the student to return to subsequent lessons in the subject. This may require the use of further sanctions or departmental report.</li> <li>-</li> </ul>
<p>Student removed from a lesson by SLT on call in response to poor behaviour in the lesson.</p>	<p>SLT on call responsible for:</p> <ul style="list-style-type: none"> <li>- Ensuring that the student is supervised and has work during the lesson of removal.</li> <li>- Starting a log of the incident on CPOMS – ‘X removed from period y because of behaviour. HoD please update on next steps’.</li> <li>- Asking Andie Nunes to send a pro-forma email, on the same day, to parents informing them that the removal has taken place, and more details will follow from HoD.</li> </ul> <p>HoD responsible for:</p> <ul style="list-style-type: none"> <li>- Ensuring that a suitable plan is in place to enable the student to return to subsequent lessons in the subject. This may require the use of further sanctions or departmental report.</li> <li>- Updating parents about the plan.</li> <li>- Updating CPOMS log.</li> <li>-</li> </ul>
<p>Student needs to be removed from a series of lessons (consecutive lessons on a day, or consecutive lessons in a subject) because of behaviour.</p>	<p>HT/DHT responsible for:</p> <ul style="list-style-type: none"> <li>- Agreeing the removal and judging it to be appropriate and proportionate.</li> <li>- Ensuring that arrangements are in place for the student to be supervised and to receive work, and for the parents to be informed on the same day.</li> <li>- Ensuring that a plan exists to reintegrate student into lessons at the earliest opportunity.</li> </ul>

	The HT/DHT is likely to ask others (DoKs, HoY) to undertake the actions indicated in points 2 and 3.
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# Appendix four: Suspensions and exclusions

## 1 Legislation and statutory guidance

This appendix is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- The Equality Act 2010
- Children and Families Act 2014

## 2 Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

## 3 Process to be followed by the Headteacher when a student is suspended or excluded

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to exclude a pupil will be taken only:

- in response to serious 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 others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))

- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

A school pro-forma document will be completed in the case of any suspension or exclusion to ensure that all of these factors have been considered.

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

### **3.1 Informing parents**

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend. They will also be informed that they have a right to request this meeting to be a remote one.

The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- 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
- Any information the pupil needs in order to identify the person they should report to on the first day

If the headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

### **3.2 Informing the governing board**

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

The headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

### **3.3 Informing the local authority (LA)**

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

### **3.4 Informing the pupil's social worker and/or virtual school head (VSH)**

If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible
- Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform the VSH as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent

- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

### **3.4 Cancelling suspensions and permanent exclusions**

- The headteacher may cancel a suspension or permanent exclusion that has already begun, or is yet to begin, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:
  - The parents, governing board and LA will be notified without delay
  - Where relevant, any social worker and VSH will notified without delay
  - Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
  - As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
  - The pupil will be allowed back in school

### **3.5 Providing education during the first 5 days of a suspension or permanent exclusion**

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Teams or Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **4 The governing board**

Responsibilities regarding exclusions are delegated to Curriculum Committee.

The Curriculum Committee or a delegated group of no fewer than three Governors has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The governing board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

### **4.1 Monitoring and analysing suspensions and exclusions data**

The governing board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

## **5 Considering the reinstatement of a pupil**

The Curriculum Committee or delegated Sub Committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended for more than 5 days, but more than 15 days, in a single term, and the parents make representations to the board, Curriculum Committee or delegated Sub Committee will consider and decide the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. The board may also consider and decide on reinstatement if the parents do not make representations.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Curriculum Committee or delegated sub-committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the Curriculum Committee or delegated Sub Committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension or permanent exclusion to more than 5 in a term, Curriculum Committee or designated Sub-Committee:

- Must consider any representations made by parents
- Must arrange the meeting to consider the representations within a reasonable amount of time
- Can consider reinstatement in the absence of representations from parents

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend)
- The pupil if they are 18 years old or over
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

This meeting will normally be in person. However, there are various circumstances in which it may be remote, and these are outlined in section 7.

The Curriculum Committee or delegated Sub Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Curriculum Committee or delegated Sub Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The Curriculum Committee or delegated Sub Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and Curriculum Committee or delegated Sub Committee has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted



- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.
- That parents may request the Independent Review meeting to be a remote one.

## 6 Independent review

If parents apply for an independent review within the legal timeframe, the Local Authority will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by Curriculum Committee or delegated Sub Committee of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

- A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel. The categories to be included are:
  - A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
  - Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
  - Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a director of the academy trust of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the academy trust, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

This meeting will normally be in person. However, there are various circumstances in which it may be remote, and these are outline in section 7.

Following its review, the independent panel will decide to do one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

## **7 Guidance for remote meetings to consider suspensions and exclusions**

Governing Board meetings to consider a suspension or exclusion, and Independent Review Panel meetings, will normally be held in person. However, parents have a right to request that these are held as remote meetings.

A meeting may also be remote in exceptional circumstances, for example school closure due to:

- Floods
- Fire
- Infectious illness / disease

If a remote meeting is to take place, the arranging authorities should:

Confirm that all the participants have access to the technology which will allow them to:

- Hear
- Speak
- See
- Be seen
- Make sure all the participants will be able participate fully
- Make sure that the remote meeting can be held fairly and transparently

If the governing board or arranging authority aren't satisfied that a remote meeting can be held fairly and transparently, then they should consult with parents/carers to decide how a face-to-face meeting can be arranged.

If technical difficulties arise during the meeting, the meeting should be rearranged in person without delay.

Even if a meeting is held in person, social workers and Virtual School Heads may attend remotely, so long as they can participate fully.

## **8 School registers**

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of [the governing board's/name of committee of the governing board's] decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register. While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

### **8.1 Making a return to the LA**

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)

- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

## **9. Returning from a fixed-term exclusion**

### **9.1 Reintegration strategy**

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

### **9.2 Reintegration meetings**

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

## **10. Monitoring arrangements**

The school will collect data on the following:

- The school register and absence codes

- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

The data will be analysed each term by the Assistant Head with responsibility for Behaviour and the Headteacher, and reported in the Governors; Report.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

## Appendix five: the Rewards System

### **The WGS rewards system**

#### **The system is points based:**

- Staff can award points using SIMS.
- Points are linked to the five values of the school. A student is, for example, awarded a point for courage if they have challenged themselves, or compassion if they have cared for others.
- Exemplification helps staff be clear about what sorts of behaviours represent each of the values. This will help ensure consistency.

#### **As students accumulate points, they will receive recognition:**

- Once a student has 10 points of a particular type (e.g. 10 courage points) they receive praise from their form tutor and a letter home.
- Once a student has 25 points of a particular type, they receive praise from their Head of Year and a postcard home.
- When a student achieves 50 points, they meet with the Headteacher and are awarded a badge for the particular value.

Badges will show the value and also a year group (e.g. 'Year 7 courage'). This will mean that, as students progress up the school, they will be able to receive a badge each year.

#### **Additionally, staff may nominate students for a Diamond Award:**

Diamond Awards are presented at the discretion of the Headteacher for work which displays academic excellence. Any member of staff may nominate a student directly to the Headteacher.