

**LISKEARD SCHOOL AND COMMUNITY COLLEGE
(LSCC)**

Relationships and Behaviour for Learning Policy

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1. Principles

We must devise and implement a curriculum that systematically builds positive and constructive relationships between all pupils and all adults. The 'learning episodes' of this curriculum happen in classrooms, shared spaces, on the journey to and from school, during school trips, in fact in all interactions between their peers and all adults. At Liskeard School and Community College our high expectations for all pupils means that we always believe in continuous improvement and so will focus on guiding the choices pupils make, intentionally praising constructive behaviour and skill development. We will always challenge inappropriate choices and establish clear and consistent boundaries as described below.

- **Clear** – pupils and staff need to know exactly what excellent behaviours are and exactly what is expected of them, where, when and why.
- **Calm** – to guide effectively we need to understand and consider people's emotions and viewpoints and to achieve this effectively we need to remain calm and focussed.
- **Caring** – we care enough to be firm and respond in reliable and predictable ways but always with compassion. Focussing on maintaining firm boundaries around which choices should be better, whilst ensuring the person continues to feel well liked, appreciated and respected as they learn these.
- **Consistent** – all pupils should expect high standards and so all pupils require predictability of expectation and response as well as being able to trust the adults they work with hence consistency is paramount.
- **Cheerful** – all individuals respond effectively when approached positively, and therefore, when supporting changes in behaviour, we will endeavour to approach these in a positive way.

2. Aims

- To encourage a safe, caring and purposeful atmosphere in the school.
- To develop children's self-discipline, self-esteem and a sense of responsibility towards themselves and the school community as a whole.
- To promote a consistent approach to behaviour for learning by Pupils, Staff, Parents/Carers, Community Partners and Governors throughout the school.
- To encourage values of kindness, resilience and courage, honesty, respect and tolerance.
- To develop a sense of common purpose and consistency amongst all those involved in the school.
- To promote and support positive behaviour.

The Relationships and Behaviour Policy is a statement of good practice that covers all aspects of school life, and that promotes the development and maintenance of good behaviour, and positive ethos. All members of the school community are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. A strong sense of community is fundamental to the success of LSCC and its young people.

This policy applies to all students at all times of the day when in school uniform, when travelling to and from school, on site at LSCC or representing the school whilst on trips, online or in their community.

This policy is regularly reviewed and updated annually. The policy is available via the school website. The policy is fundamental to the Home School Partnership Agreement (Appendix 1) which is issued to all parents and carers at the start of each academic year via the student planner.

3. Roles and Responsibilities

The Governing Body establishes, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keeps it under review. It ensures that it is communicated to pupils and parents, is non-discriminatory and expectations are clear. Governors support the Headteacher in maintaining high standards of behaviour.

The Headteacher is responsible for the implementation and day to day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, are ALL responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They also have responsibility, with the support of the Senior Leadership Team, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. Staff are entitled to work in a safe, orderly environment free from disruption.

Parents and carers take responsibility for the behaviour of their child both inside and outside the school (see Home School Agreement: Appendix 1). They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and uniform (see Appendices 1 & 2). Parents are encouraged to raise with the school any issues arising from the operation of the policy.

Pupils are entitled to a safe and orderly learning environment to assist them in achieving their full potential. They are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They are also expected to assist with the investigation by staff of any of these incidents.

The school acts in accordance with Department for Education guidance in relation to: i) the use of reasonable force (see restraint and positive handling policy); ii) screening, searching and confiscation (see Screening, Searching and Confiscation Policy, with particular reference to section 1.2 and 4.1.1); iii) allegations made against a member of staff.

If a parent has a concern which is an out of hours' emergency, the contact email is: alingard@liskeard.net / cknipe@liskeard.net

Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

- The school demonstrates high expectations for behaviour of ALL students and staff
- Clear expectations and responsibilities will be displayed, shared and communicated to enable all members of the community to be aware of them.
- These expectations apply to all members of the school community without exception.
- Like all skills development, relationship building and positive behaviours are not binary measures that are just 'good' or 'bad' but rather a continuum. All pupils have a right to understand their next steps in any skill and expect these skills to be developed whilst at school.
- See Appendices 2 and 3.

Part 2 – How do we teach these skills and behaviours?

2.1 Through Our Curriculum

- These skills are embedded in every lesson, a tutor or PSHE programme is included and additional guidance is provided through assemblies and key events in the year and community links.
- The school is committed to engage children and adults in deeper learning experiences so that everyone understands why these skills and behaviours are so essential, what these look like in practice and so value learning them.
- By using the language of choice, we fix the locus of control, i.e. the personal responsibility, within the pupil. In other words, when they choose a particular behaviour, they are also choosing a particular consequence which may be a reward or a sanction. Utilising opportunities to explicitly teach correct behaviour alongside use of language of choice should be everyday practice from adults in the school.
- Sanctions do not in themselves change behaviour. They simply apply the limits to behaviour. Any system that seeks to rely largely, or wholly, upon sanctions will simply teach pupils how to become effective at avoiding sanctions. Therefore, every opportunity will be taken to teach pupils how to behave correctly. This process is supported by restorative justice principles within the school.

2.2 Through Our Routines

We want everyone to be given the mental space to think deeply about their learning and about how they work best with others. This is why we are committed to creating age appropriate routines so we don't waste mental space on all those things that we shouldn't need to think about such as:

- How to act on hearing a fire alarm
- How to share equipment fairly or queue for dinner fairly
- Who to talk to if things are not going well or you have a question
- How to make suggestions and improvements
- How to have the right equipment and the right books at the right time
- How to safely move around the school site
- What happens when someone has the wrong uniform on

- Shared expectations and a common approach to managing young people needs to be acknowledged and applied by all staff consistently. These expectations are posted in a prominent position in every classroom. Behaviour for Learning posters are displayed in all classrooms and prominent areas and provide a summary of the school's routines, rewards and sanctions policies.

2.3 Through the Protection and Promotion of Our School Ethos

- All staff are required to actively promote the ethos of the school at all times including the role modelling of positive relationships and praise for behaviours that support peers and learning.
- Assemblies are used to model school values and publically exemplify positive behaviours that reinforce the school's ethos.
- Strong expectations of professionalism and the importance of language in setting and maintaining these expectations throughout staff training and events.
- The school encourages staff and pupils to take pride in their working environment.
- *The school actively promotes CPD for staff and apply the leadership ladders which are defined in the SMART expected standards document.*

2.4 Through Our Pastoral Care and Use of Praise

- Positive consequences (rewards) are the key to the promotion of socially acceptable behaviour. Systems that emphasise praise for socially acceptable behaviour are consistently more successful in teaching pupils to make more positive choices.
- Pupils model the relationships they witness and so all interactions witnessed by the teacher are potential learning experiences in which guidance can be given.
- A school ethos of praise and encouragement, both formal and informal, is central to the promotion of good behaviour. As such, staff regularly praise and/or reward people who show what great behaviour looks like. Examples of such rewards appear in appendix 4.
- The school gives opportunities for children and staff to praise their peers if they showed great skill in helping them learn or improve their behaviour.
- Staff should clearly state when peer on peer or pupil to adult interactions fall short of our high expectations.
- The relationships curriculum is the responsibility of all staff and pupils at all times and the school will include regular staff training including identifying specialist teams who can deal with more complex restorative practices.
- Pupils who report incidences that have made them feel unsafe or uncomfortable will always be taken seriously and the issue dealt with respectfully bearing in mind that an initial trivial problem is often used by pupils to test the depth of trust in a relationship.

2.5 Through Our Work with Parents

- The school will review their policy in consultation with parents/carers and pupils.
- The school will hold parent events to pass on examples of when children have shown real skill in their behaviours and their learning
- The school will provide consultation opportunities with parents to share ideas
- The school will provide time with parents to talk through plans for improving behaviour such as when children are finding it difficult to understand their behaviour

- The school will actively encourage positive relationships with parents and carers to develop a shared approach by involving them in the implementation of the school's policy and associated procedures;
- The school is outward facing and aim to make connections with the communities they serve, as contributors, role models and advocate for pupils and staff
- The school will regularly publicise the achievements and excellent behaviours of their pupils and staff using use of local media and our website.
- The school will actively promote their ethos and values to parents to help them understand the expected culture and practices in school, in ways that are respectful, even when there may be different cultures operating at home

Part 3 – How we maintain high expectations

Good order and discipline are essential to the provision of high standards of education. Pupils cannot learn, and teachers cannot teach if standards of behaviour are not acceptable. Strong and effective management, working in partnership with teaching staff and support staff, is essential to the establishment and maintenance of acceptable standards of behaviour.

Pupils make choices about their own behaviour. Therefore, it is not possible to control directly a pupil's behaviour. Rather, what effective practitioners do is to influence behaviour by consciously affecting the consequences which arise from the pupil's choice.

'The standard you walk past is the standard you accept.'

All staff who witness behaviour out of line with the ethos of the school or the breaking of a well-defined rule, will make sure the pupil knows they have made a mistake and understands what this mistake is so that they are less likely to repeat it. In this way, this event offers an opportunity to correct a misconception.

If the rule breaking is more serious or more frequent, it is vital that it is securely and centrally recorded. The recording and sharing of such incidents allows for the concept to be revisited more effectively as well as supporting the school when it reviews its system of rules, how clearly they are defined and how consistently they are reminded.

The Contract of Mutual Respect – Applicable in all cases

When an inappropriate choice is made the response of those involved should be subject to a contract of mutual respect as described below.

- The member of staff has a duty to avoid all forms of labelling and instead only talk about a mistaken or inappropriate choice that has been made. It is the inappropriate choice that must be the focus of the discussion and not any suggested fault in the character of the person.
- The person (pupil or staff member) has a duty to openly apologise in the first instance and to avoid using body language to give a false or staged apology. Taking assumed responsibility is recognised as a praiseworthy position.
- A pupil who has made an inappropriate choice, must avoid asking the adult who has pointed this out, to publically justify their statement. Instead they should recognise the authority and apologise in the first instance, trusting that there will be an opportunity for them to make their case confidentially and be listened to at another occasion should they need to.

- It is the responsibility of the Headteacher to ensure that all staff receive the necessary training to enable them to fulfil this contract effectively. This includes providing access to a senior member of staff who has the skills necessary to step in and arbitrate to complete the contract and ensure both parties learn from the process.
- Where the pupil has an identified special need that requires specialist support, a team with the appropriate skills should be available to the member of staff to complete the contract in a way that will progress the understanding of the pupil on their behalf. Reasonable adjustment may need to be made in liaison with the SENCo in line with the current Code of Practice.
- Every incidence of non-compliance makes future behaviour management harder and weakens this contract even if no further punishments occur after the apology.
- If the contract of mutual respect has not been followed, then the issue is not yet closed and hence the opportunity for learning will have been lost. It must be the aim of all such events to identify responsibility for an inappropriate choice to decrease the chance of repetition. This process should always aim to be free of the concept of blame, trial and error being a recognised and valued form of learning.

The Role of Restorative and Peer Mediated Approaches

If a pupil who has made an inappropriate choice can consider the impact of their actions from the perspective of others and particularly from the perspective of the victim, then this often leads to a deeper understanding of the principles, a reduction in reoffending and greater confidence in the community that poor behaviour is less unpredictable or stressful. Such approaches, however, require high levels of training and understanding by those who manage them. A report in 2018 estimated that approximately 20% of staff had the depth of training in understanding and empathy required to manage such conversations.

- A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.
- An independent [evaluation](#) of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.
- In [Barnet](#), an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.

All of these reports found that attempts to provide whole school approaches were less successful than recognising specialist teams.

At LSCC, we have invested in the training and provision of specialist staff to support restorative justice approaches when they are required or may be beneficial to members of the school community. Referrals can be made through the HOY or a member of SLT and a trained member of staff will then undertake preparatory meetings and facilitate a restorative meeting between relevant parties. It is recognised that engagement in this process must be voluntary for the best outcomes to be reached.

The Role of Collaborative Practice

Standards of behaviour and the approaches the school takes should have wide support and wide involvement. Hence pupils and staff must be consulted

regarding any substantive change proposed and should be surveyed as part of the review into effectiveness

Proactive combating of prejudice

The school has zero tolerance of prejudice and discrimination between peers or between pupils and adults. All staff and pupils have the right to equal opportunity and to feel safe from harassment or prejudice in any form.

The school will include in the formal curriculum concepts of discrimination and clearly advertised mechanisms for the anonymous reporting of any incident that makes a pupil feel uncomfortable, victimised or excluded. These will include;

- Reporting of unwanted physical contact.
- Reporting of offensive or threatening images or messages.
- Reporting of terms or language they find offensive.
- Reporting of text books, AV and print materials that show bias or do not reflect their cultural or gender identities.
- Understanding of the term 'protected characteristics' and examples of where unintentional or intentional bias can occur.

The Deputy Headteacher is able to access anonymous reporting and compile recommendations for SLT consideration.

Proactive prevention of bullying and peer on peer abuse

A separate anti bullying policy specifically deals with the positive promotion of peer relationships and the prevention of bullying and peer on peer abuse. However, the common principles of this policy appears below.

Peer-on-peer abuse is any form of physical, sexual, emotional, financial abuse, or coercive control, exercised between children, and within children's relationships, friendships and wider peer associations. Bullying and cyberbullying are the intentional repetition of such abuse over time on a particular individual.

- The school aims to create an environment based on equality and informed choice allowing pupils to know their rights, what to do if they are unhappy with something and what it means to give true consent.
- The school actively take reports of peer abuse and bullying seriously, keep records and decide at which point intervention in any peer relationship should be proposed.
- The school consistently aims to understand the wider context in which pupils live and appreciate the complexity and fluidity of circumstances meaning that pupils experiencing abuse in one context may be a perpetrator in another.
- The school aims to ensure young people know the risks – talk about peer on peer abuse in an age appropriate way including the concept of power, peer pressure and coercive control.
- The school trains staff to spot common signs and know what to do.
- All staff must understand that peer on peer abuse is enormously destructive and must be assumed to be always present and, so continuous vigilance and reinforcement of healthy relationships must be regularly built into the working pattern of the school.

- Restorative methods have been shown to be particularly effective in this area and the school has staff trained in these practices who can be called on in difficult cases.
- The school aims to clarify to pupils that they take every available step to protect the identity and ensure the safety of those who provide information.

Part 4 – The Use of Sanctions to Improve Behaviour

Sanctions are needed to respond to inappropriate behaviour. Our behaviour model and the range of sanctions used are clearly defined in the procedures (Appendix 5) and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedure makes a clear distinction between the sanctions applied for minor and major offences. Staff have a critical responsibility in ensuring the fair and equitable application of sanctions.

4.1 How we address minor infringements and low level disruption

A [basic two page checklist](#) for a consistent system is provided by DfE

What the law allows is set out in [DfE guidance](#) and is summarised below:

- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a consequence on that pupil.
- To be lawful, the consequence (including detentions) must satisfy the following three conditions:
 - 1) The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
 - 2) The decision to punish the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- The consequence can relate to an incident that happened off site if the pupil was in transit to or from school, on a school trip, in school uniform or engaging in behaviour that could pose a risk to others, a risk to the reputation or could have repercussions on the orderly running of the school.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

Sanctions are recorded centrally using Class Charts and where patterns or persistent behaviours emerge, the school has trained staff who can also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

4.2 Repeated or more serious events that require on site detention or isolation

Detention or isolation from other pupils for a limited period can signal more serious or persistent lapses in behaviour. The aim should be to close the behaviour incident with a reliable indication that learning has taken place (such as a sincere apology). Failure to close the incident should be escalated. In order to legally restrict the freedoms of individuals as a sanction the following conditions must apply.

- The conditions set out above for minor infringements must also apply
- Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances.
- The level of supervision must ensure the pupil's health, safety and welfare.
- There are no legal restrictions on the amount of time a pupil can be isolated but this time must be spent as constrictively as possible and all efforts should be made to ensure that the isolation is no longer than necessary.
- Schools should also allow pupils time to eat or use the toilet.

Isolation from a timetabled class

- This must be to a location which is under staff supervision.
- Work will be provided within a reasonable time, which is as closely matched to the work undertaken by the rest of the class.
- The isolation will be recorded on Class Charts and any patterns analysed regularly for the attention of pastoral leaders and senior staff.
- Each isolation must be considered a serious event which requires a resolution.
- Reflection and analysis of the incident should occur between the staff member and their line manager to check for the need for further support or training.
- An incorrect use of the sanction should be seen as the responsibility of the line manager who should ensure training takes place for the member of staff.
- Whether the use of the sanction was correct or not correct should be confidential to the member of staff and not discussed with the pupil.
- *Specialist response*
 - The main aim is for the child to recognise the mistake and use the opportunity to improve their understanding of behaviour. If specialist teams for SEND or any other group believe that a child requires a different form of sanction, then providing they can demonstrate it has impact for the child this alternative can be agreed by a member of the senior team.
 - Any alternative sanction must publically be seen as identical and therefore non-discriminatory by others. Hence they would be isolated in a different way but still effectively isolated from their usual class.

A detention / reflection time during school hours

- This can take place without notice.
- Such detentions/reflections do not require the permission of a parent
- Any such detention/reflections should be supervised at all times
- Detentions/reflections can be punitive in nature or can focus on the insistence of practice in good self-control and hence can be conducted in silence.

- If detentions/reflections are used to address the causes of the poor behaviour then they are more effective if teacher who reported the incident is present for the discussion.

Sanction Duty:

Sanction duty is a form of "community service" which will be issued whenever a pupil damages school property or is caught littering.

Sanction duty is an agreed sanction between pupil, parent/carer and the school whereby the pupil will engage in a lunchtime, after school or weekend task designed to aid the smooth running of the school

Sanction duty must be clearly related to the incident of misbehaviour and must be designed as a way of increasing the pupil's empathy of the impact of their actions to prevent re-offending. Such examples could include:

- Supporting the caretakers or cleaning staff
- Supporting technician staff
- Supporting individual departments in tasks
- Collecting litter

In carrying out these tasks it is essential that Health & Safety requirements are fulfilled.

Detentions out of school hours

The school has a clear legal authority to detain pupils/students without parental consent. However, the Trust has agreed the following conditions

- Parents/carers should be informed of the time and length of an out of hours detention with at least 24 hours' notice. This notice will be provided via Class Charts. Parent/carer log in details for their Class Charts account will be provided annually as well as upon request.
- Parental inconvenience or travel arrangements can be disregarded provided that the pupil is not placed at risk.
- Detentions can be set on INSET days but not in holidays or weekends.

School staff should not issue an out of hours detention in the following cases;

- Where they know that doing so would compromise a child's safety, place them at risk or compromise their special needs or religious requirements.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- If the detention would result in the member of staff being isolated from other staff without a line of sight supervision, camera or adjacent circulation space.

Monitoring and Escalation

All detentions/reflections and periods of isolation must be recorded on Class Charts and clear guidance set for review. The school must set upper limits for the number of hours, days or occasions such sanctions are used and decide at what threshold a referral for internal review is made. See appendix 7 (p.35) for a list of threshold actions.

Students with an identified Special Need

- Where a student has an identified Special Need, careful consideration will be taken to ensure that the escalation issue did not occur as a result of the child's needs not being met.
- That if a sanction is to be given it is appropriate to the student's needs and/or disabilities and as such might be different to that given to a student without such needs, e.g. A series of detentions rather than internal isolation or exclusion, or in learning support rather than Room A.
- The SENCo should be involved in the decision-making process for serious sanctions involving students with SEND and any subsequently discussed with parents.

Part 5 – The Use of Exclusion as a Sanction

"The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." [DfE current guidance 2017](#)

Summary of key points in the UK legal framework

- Only the Headteacher can authorise exclusion.
- A pupil can be excluded for up to 45 days in any given school year.
- An excluded pupil should be provided with work to complete for their first five consecutive days. On the 6th day alternative provision must be in place.
- Schools must have system for supporting reintegrating excluded pupils
- The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:
 1. The exclusion is permanent
 2. It is a FTE which would bring the pupil's total number of school days of exclusion to more than 15 in a term *
 3. It would result in a pupil missing a public examination or national curriculum test.
- For pupil's who have received five days of fixed term exclusions but less than 15 school days in a term, parents can make representations to the governing board which must be considered within 50 school days. Where the parents choose not to make representations, the governing board is not required to meet and cannot direct reinstatement.
- Parents can apply for an independent review panel within 15 school days of the notice being given to the parents by the governing board of its decision not to reinstate a permanently excluded pupil. If the independent review panel overturn the decision, the school is not required to re-instate but if they did not, then they would be required to pay £4000 in fees.
- Exclusion for part of a school day e.g. lunchtimes is counted as half a day.
- A fixed period exclusion cannot be extended or run concurrently with another.
- The Headteacher, when establishing the facts in relation to an exclusion, must apply the civil standard of proof i.e "on the balance of probabilities" it is more likely than not that a fact is true rather than the criminal standard of "beyond reasonable doubt".
- Discrimination in any form is illegal as is excluding for a non-disciplinary reason. The Headteacher will liaise with the SENDCO regarding reasonable adjustments in such cases
- All exclusions must be formally recorded. Informal exclusions are illegal even if they occur with the agreement of the parents.
- The threat of exclusion must never be used to influence parental choice.

- On excluding, the Head must inform parents immediately with their 5 day duties and all of the relevant information and guidance ([4.1 item 27](#))
- The LA and LGC must be told of any exclusion either longer than 5 days in a term, permanent or any exclusion that would result in the pupil missing a public exam

** Where a school's academic year consists of three terms or fewer, a reference to a 'term' in this guidance means one of those terms. Where a school's academic year consists of more than three terms, then a reference to 'term' means the periods from 31 December to Easter Monday, from Easter Monday to 31 July and from 31 July to 31 December.*

Trust agreed policy

- After 5 days of exclusion in a term an internal review should draw up an action plan and consider proactive involvement of parents and of a multi- agency approach particularly for those with an EHCP, CIC or any other high risk group.
- After 15 days of exclusion a governor review panel is established to consider the actions taken so far and to agree success criteria for ongoing attendance at the school as well as criteria that could warrant permanent exclusion.
- Evidence taken in any investigation must include the opportunity for the pupil to have their own statement of events recorded and considered.
- To ensure that statutory and legal requirements are met, the school must ensure that the Clerk to the LGCs is notified of exclusions which meet the following criteria so that a governor panel can be arranged:
 - The exclusion is permanent
 - It is a FTE which would bring the pupil's total number of school days of exclusion to more than 15 in a term
 - It would result in a pupil missing a public examination or national curriculum test.
- If the Headteacher is absent for an unknown period, the member of staff authorised to act in the Headteacher role has the authority to make this decision and report to the Headteacher and Chair of Governors as soon as possible.

Fixed Term Exclusions

The procedure prior to an exclusion is as follows:

- i. The incident is investigated by a middle leader or senior member of staff. It is vital that all parties involved in the incident are given the opportunity to make representations. It is best for written statements to be taken and put on record. Incident details should be recorded securely and a student's behaviour record securely should be viewed and taken into consideration. Exclusion is a quasi-legal process and the onus is on the school to show the response is reasonable in the light of the evidence available.
- ii. The decision to exclude can only be taken by the Headteacher/delegate. The member of staff investigating the incident will always refer on before a decision to exclude is made; it is good practice not to be judge and jury. If the Headteacher is on site, s/he must be one of the two decision makers. When the Headteacher is absent for an unknown period, the member of staff with the authority to act on behalf of the Headteacher takes on this role.
- iii. It is good practice for the school to contact a parent/carer by phone in the first instance. It is not permitted to send home a student without parental permission.

- iv. A formal letter must follow as soon as possible, normally the same day. In the letter, schools are bound to indicate:
 - a. why the pupil has been excluded;
 - b. state clearly the length of the exclusion;
 - c. make clear the arrangements for re-admission;
 - d. inform the parents of their right to appeal;
 - e. explain that copies of the letter will go to the chair of Governors, the LA, EWO and the local police Youth Interventions Officer.
- v. Ideally, two copies of any letter will be sent – one taken home by the pupil or sent electronically and a second sent by first class post.
- vi. Copies of letters will be kept in students' records.
- vii. If the exclusion is for more than 1 day, the pupil should be given work to do at home. Each school must identify the procedure for this and who is responsible.
- viii. Re-admission to school after any exclusion is formal; parents will be asked to come into school with their child to discuss the situation. Please note this is not a legal requirement, and a pupil cannot be refused re-admission just because a parent declines to attend. In practice this is not normally an issue as most parents are keen to work with staff. It is recommended that two members of staff are present and one is in a leadership position
- ix. Returning to school is a fresh start but the exclusion remains; it is not an indication that the student can work their way through the levels of sanctions again. Parents and students are informed that further incidents will result in another longer exclusion or permanent exclusion.
- x. Pastoral Support Plans will be put in place (as above) for repeat offenders.

Six Day Plus Fixed Term Exclusions:

The school must provide full-time education (off-site or in a shared provision) from the sixth day of any fixed period exclusion of six days or longer.

The school has an agreement via the Caradon Behaviour for Learning Partnership to implement this provision.

Governors will need to be informed of all longer fixed term exclusions, i.e. more than 5 days, through the Governing Body.

Any pupil with 15 or more days' exclusion, both internal and external, in any one academic year will be subject to a Governors' Disciplinary Hearing or any pupils of specific concern at the discretion of the Headteacher.

Managed Moves

Exclusion guidance recommends that a managed move may be appropriate if a school feels that it can no longer manage the behaviour of a particular pupil. The school may then ask another school to offer a place. But this should be done with the full knowledge co-operation, and agreement of the parents and must be conducted as a measure in the best interests of the pupil.

This process is carefully managed via the Caradon Behaviour for Learning Partnership

Consideration must be given to the engagement of external agencies in respect of pupils accruing exclusion or being considered for a managed move to ensure that every effort is made to put coordinated support into place. Advice is sought from the Early Help Hub for this.

Alternative Provision

All schools aim to meet the needs of all pupils and in some cases this may require the consideration of alternative provision specifically designed to meet these needs. The conditions under which such provision is decided will be specific to each complex case.

Permanent Exclusion

Exclusions are very disruptive to a pupil's education. However, no child should be allowed to disrupt others nor behave in such a way that the school community cannot tolerate the actions of the pupil. Despite all our best endeavours, it is clear that some young people will at times present challenging behaviour that is not acceptable.

Exclusion as a solution may seem to be a counsel of despair but sometimes we do not have the resources for other solutions and will have done everything possible to help the student; in some cases, the pupil will be permanently excluded.

A decision to exclude a child permanently is a most serious one. Usually, it is the final step in the process for dealing with disciplinary offences when a wide range of other strategies including external agencies have been tried without success, including the use of a Pastoral Support Plan (PSP). Permanent Exclusion is also an acknowledgement by the school that it has exhausted all available strategies for dealing with the child. It should normally, therefore, be used as a last resort.

There will however be exceptional circumstances where, in the Headteacher's judgement, it might be appropriate to exclude permanently for a first or one-off offence. These might include:

- i. where there has been serious actual or threatened violence against another pupil or member of staff;
- ii. sexual misconduct;
- iii. supplying an illegal drug and/or repeated use of a drug on school premises.

Part 6 – Guidance for a selection of specific incidents

Some behaviours require specific guidance and training. These are listed below:

Physical intervention and positive handling

See the positive handling policy.

Charging for damages

Please see the charging policy.

Confiscation of inappropriate items

- A teacher can lawfully confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- A teacher can lawfully search without consent for "prohibited items" including:
 - those which must be handed over to the police
 - knives and weapons
 - extreme or child pornography
 - Those which must be retained:
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - Those which the school defines (Force cannot be used to obtain these):
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- Any such searches will be conducted in a space that is not overlooked by other pupils, with at least one other member of staff present at all times (see the Screening and Searching Policy).
- The pupil should empty their bag, pockets and shoes themselves, but force can be used where this is reasonable (see the Positive Handling Policy).
- A record of each search should be made (see the Positive Handling Policy appendices).

Substance Abuse

The taking/use of substances listed below will be referred to as substance misuse and the possession of such substances in school is not permitted:

Volatile (sniffable) substances (e.g. petrol, alkyl nitrites, butane, aerosols); over-the-counter medicines (e.g. Paracetamol, cough medicines); prescription medicines (e.g. tranquillisers, amphetamines, anabolic steroids); alcohol, tobacco, other legal drugs (e.g. caffeine), legal highs, illegal drugs (e.g. cannabis, heroin, LSD, or ecstasy).

The school works to try to prepare for the world in which they will live and will do all possible to prepare, inform and educate young people about the possible consequences of drugs use. We are committed to the health, safety and well-

being of members of the school community and we will actively pursue a policy of “protection for everybody”.

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To provide relevant information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues, e.g. sex and sexually transmitted diseases, crime, HIV, AIDS and hepatitis (in conjunction with Sex Education/Health Education Policies).
- To seek to minimise the risks that users and potential users face.
- To encourage positive dialogue and learning through inter-active teaching within safe classroom boundaries e.g. PSHCE lessons.

Incident Response

The school will consider each substance misuse incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. If there is any suspicion of wrongful intent with regard to substances etc., the school will consider very carefully the implications of any action it may take. It seeks to balance the interests and welfare of the students involved, other school members and the local community. Permanent exclusion is seen as a last resort as it may only transfer the problem, but serious consequences may be deemed the best way forward by the Governors' Disciplinary Committee.

Actual/Rumoured

In instances involving substance misuse, possession of or supply of (either actual or rumoured) parents/carers will be informed at the earliest opportunity by the Headteacher (or other designated person if not available). The school and the parents/carers can then work together to support the young person involved.

Disclosure

If a student wishes to disclose any information regarding substances, either personally or regarding others they should inform a teacher. Staff will never guarantee a child absolute secrecy and the boundaries of confidentiality will be made clear to a young person before he/she is encouraged to disclose information. The whole school community recognises the need to deal sensitively with any issues related to children and their families and will not disclose information to any individual or agency without first considering the health and safety of the student.

Where it is suspected that substances are taken or sold on the premises, details regarding those involved, as well as any relevant information, will normally be passed to the Police Liaison Officer or appropriate agencies.

Working in partnership

The school works in close partnership with a range of agencies involved in the control of banned substances. These include the police service and outside agencies involved in the education of children around the dangers of substance abuse.

Smoking

The school maintains a no smoking policy within the building or on the school site. The school takes the smoking of cigarettes, vapes or e-cigarettes (or associating with smokers) by students very seriously, either on site or whilst travelling to and from school.

Smoking offences will result in a minimum consequence of a fixed term Internal Isolation.

Offensive Weapons

Any student who brings an offensive weapon onto the school site will receive a minimum consequence of an exclusion, the duration of which will be decided by the Headteacher. The police will be notified in these instances.

Any student using an offensive weapon to physically harm or use the weapon to visibly threaten or harm on the school site will be permanently excluded.

The school will consider each incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with such incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. to ensure that all members of the school community remain safe.

Joint enterprise

The UK law of 'Joint enterprise' enables the police to charge an entire group with a crime hence such measures are deemed to be a legally permissible response for use in schools. The use of this law however has sometimes been misinterpreted as joint responsibility for any action. There are however ways of determining relative involvement even when the quality of evidence is poor.

Praiseworthy actions within this definition.

- Those seeking help – these are the individuals who should be most highly praised and who represent the promoted model.
- Those distancing themselves – also should be praised but also given guidance when seeking help is needed.
- Those being critical of the group or supportive of the victim – whilst such actions may help, they can also inflame tensions and extend the incident. Such actions can also put the individual in harms way and should be discouraged. A balance must be struck between sensitive use of such role models and ensuring the care of individuals.

Actions which should lead to education and disciplinary action.

- Observers – is it clear to those feeling intimidated that the observers are not part of the victimising group? If there is a clear connection then their role can be interpreted as hostile witness or part of the role of intimidation. This role should be reprimanded and recorded but is not in itself subject to serious disciplinary action. Observers who fail to provide evidence may be themselves intimidated hence this cannot be used as a rule. The understanding from those in the group that they are connected is the evidence that should be used.
- Participation

- Encouragement – If the individual has uttered anything or made noises with their hands for example that could be interpreted by others as giving their support or enjoying the issue or urging others on, then the law counts them as being partly responsible for the crime. There are cases of individuals under the law being fully charged for the offense for such actions
- Named – If the individual is named in the investigation as having had a role then this increases the scope for disciplinary action.
- Direct action – If the actions of the named individual enabled the crime to occur. If they for example were to have made suggestions that were followed or prevented the individual from leaving intentionally but without physical contact.
- Physical contact
 - Those making intentionally harmful or restrictive physical contact with the individual as part of an unequal gang that outnumbers the victim group should be placed at a level of responsibility above those earlier listed and hence the disciplinary measures could extend to permanent exclusion depending on the circumstances and nature of the contact.
- Leadership
 - Those who orchestrate a situation regardless of carrying it out themselves or not should be held at that highest level of responsibility.

Part 7 – Continuous Improvement

The Governing Body and the member of the Senior Leadership Team (SLT) with responsibility for continued professional development (CPD) will endeavour to secure appropriate high quality training on all aspects of behaviour management to support the implementation of the policy for all staff. Training in behaviour management must be available to all teaching and non-teaching staff. Training must be research led, making use of peer reviewed work such as the independent review of behaviour in schools by [Tom Bennet on behalf of the DfE](#)

Involvement of outside agencies

The school actively engages with other schools in the South East Cornwall area, including the Caradon Alternative Provision Academy to support pupils. The school also fully engages in multi-agency intervention in liaison with the Local Authority and external agencies, including the police. It seeks appropriate support to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour for learning policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. This will take place through a variety of forums.

The Governing Body and the Trust Board will receive a regular statistical review of pupil management issues and information about difficulties concerning individual pupils.

The Governing Body will regularly review this policy and procedures through the monitoring of pupil data (merits; referrals; internal exclusions; exclusions; managed moves, etc.) by whole school and by specific groupings (gender; ethnicity;

Children in Care; Register of Need; Gifted and Talented; Year group) to ensure its continuing appropriateness and effectiveness.

The outcome of the review will be communicated to all those involved, as appropriate.

The school has adopted this policy with due regard to Government guidance.

A number of events can trigger a review to occur in school. These include the following;

- A national serious case review
- A noted new repeated pattern of behaviour in the school
- Lines of enquiry arising from anonymous reporting
- If an incident occurs in school which results in more than three pupils receiving exclusions.

Links

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School Exclusion](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

Documents, articles and books that have also influenced this work include

- Feminism is for everyone – bell hooks 2017
- When the adults change everything changes – Paul Dix 2017
- Leading on pastoral care – Daniel Sobel 2019
- [Tom Bennet on behalf of the DfE](#) independent review of Behaviour Policy – 2017
- Our SECRET Skills framework – [this version](#) 2019

Appendix 1: Home School Partnership Agreement

PARENTS / CARERS WILL:

- ✓ Encourage and support our child in their learning, at school and at home.
- ✓ Praise them for showing, courage, resilience and kindness.
- ✓ Praise them for achieving positive attitude scores in progress checks.
- ✓ Provide the necessary equipment and uniform.
- ✓ Inform the School directly if we have any concerns or queries (rather than share them publicly on social media) so that they can be dealt with immediately.
- ✓ Ensure regular, punctual attendance.
- ✓ Support the policies of the school in maintaining high standards of behaviour and uniform.
- ✓ Attend parents' evenings.
- ✓ Check this planner weekly for notes.

Parent / Carer signature _____

STUDENTS WILL:

- ✓ Be punctual and attend school regularly (including bringing notes to explain any absences).
- ✓ Bring the correct equipment to all lessons.
- ✓ Wear the correct uniform and be smart in appearance.
- ✓ Have a positive attitude to learning. Show courage, resilience and kindness wherever possible.
- ✓ Try our best in all lessons, working sensibly with classmates.
- ✓ Follow the school rules and be respectful, polite and courteous.
- ✓ Co-operate with adults in school without argument.
- ✓ Take responsibility for communication between home and school. Show any messages from school to home immediately.
- ✓ Respect and take responsibility for the environment.
- ✓ Comply with the ICT Acceptable Use Policy.
- ✓ Report any concerns to a member of staff or to your parents/carers.

Student signature _____

STAFF WILL:

- ✓ Care for and support students.
- ✓ Build constructive working relationships with students and parents/carers.
- ✓ Promote and praise courage, resilience and kindness
- ✓ Provide high standards of teaching.
- ✓ Use rewards and sanctions consistently and clearly.
- ✓ Provide a safe and attractive physical environment for learning.
- ✓ Communicate with parents/carers regularly.
- ✓ Listen to concerns and respond appropriately.

Tutor signature _____

Appendix 2: Learning Expectations: Pupils

Learning Expectations: Pupils

Pupils will be reminded of the agreement annually at the beginning of the school year in assemblies. A summary poster of our basic expectations are posted in a prominent position in every classroom. Behaviour for Learning posters are also displayed in all classrooms and prominent areas and provide a summary of the school's routines, rewards and sanctions policies.



Everyone has the RIGHT to work successfully, safely and enjoyably without distraction. To enable this to happen we need to be clear about the rules and expectations.

Going to Lessons

- Walk calmly and quietly about school using the most straightforward or recommended route;
- Always keep to the left when walking in crowded areas;
- Move quickly to your next lesson;
- Queue outside the room quietly in single file.

Start of Lessons

- Enter rooms sensibly and sit where you are told.
- Take out the correct books, pens and equipment and your school planner.
- Put bags away (not on desks) preferably under your table or seat.
- Remain silent during the register (except when your name is called).

During Lessons

- When your teacher talks to the whole class remain silent, listen and concentrate.
- If the class is asked a question, do not call out. Wait until you are asked to answer.
- You are expected to work sensibly with your work partners; do not distract or annoy them. Speak only with a 'partner voice', do not call across the room.
- Display appropriate listening protocols when others are speaking.
- Homework should be recorded in your planner.
- Eating and chewing in class is not allowed.
- Mobile phones are brought into school at the pupil's own risk. They must be turned off and out of sight during learning time and social times unless your teacher has asked you to use them for a classroom activity.

- When answering questions or talking about work be polite, speak clearly and keep the volume at an appropriate level.

End of Lessons

- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- When told, stand and push in your chair and tidy the tables; pick up any litter near you.
- Only when your teacher finally tells you to go may you leave the room. Leave quietly and sensibly.

Working with adults in the school

- Teachers and other staff are in the position of parents/guardians while you are in school; This means that there is no excuse for rudeness, disrespect or insolence towards any member of staff.
- Any reasonable request from a teacher should be carried out at once and without argument.
- Do not answer back. Talk problems through with your teacher later.
- Similarly, all staff will treat young people with respect whether they are teaching them, praising them, or punishing them.

Uniform

- Uniform expectations are clearly communicated to parents and students.
- Inappropriate uniform, including unauthorised jewellery, will be confiscated.
- Isolation in Room A will be used if confiscation is not possible (wearing leggings or unnatural hair colour for example) or where repeated failure to wear correct uniform is reported.

Mobile phones

- Mobile phones are brought into school at the pupils' own risk.
- They should be turned off and out of sight at all times, unless a member of staff has asked for them to be used specifically as part of a classroom activity.
- Please note pupils can use either the Head of Year office or the Learning Support Department to make urgent calls.

Appendix 2: Expectations: Learning Agreement: Teachers

Expectations: Learning Agreement: Teachers

It is the classroom teacher's job to create and sustain a positive, supportive and secure learning environment. Well prepared stimulating lessons engage enquiring minds and support good behaviour. Behaviour incidents (positive and negative) must be recorded accurately on Class Charts, in a timely manner.

In more detail this means that teaching staff should:

- Foster a climate that supports our 'basic classroom expectations', agreed norms and protocols.
- Support good order in corridors at the start of the day, at lesson change overs, at social times and at the end of the day, whenever possible.
- Arrive before the class and begin on time. 'Meet and greet'.
- Ensure pupils are lined up quietly when applicable.
- Be prepared for the lesson and ensure that lesson purpose is known by pupils.
- Know the pupils as individuals – by name and by attainment. Call them by their first names.
- Abide by the school's expectation from the first lesson onwards.
- Model the standards of courtesy expected from pupils.
- Ensure that all pupils are able to participate fully in the lesson.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make sparing, fair and consistent use of reprimands and target the right pupil.
- Address the behaviour and not the person.
- Use private rather than public reprimands where possible.
- Avoid sarcasm and threats, which are not subsequently carried out.
- Use positive language – this includes using the 'language of choice' to outline next steps if behaviours continue.
- Use every opportunity to reteach and promote positive and appropriate behaviours.
- Avoid whole group punishments and humiliation.
- Keep to time in the lesson and finish on time.
- Ensure an orderly exit.
- Reflect upon classroom management and learn from it.

It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves in the first instance. Teachers in the classroom can apply a range of positive discipline strategies including:

- Indicate the level of noise that is acceptable: e.g. partner voices.
- Tactically ignore (minor) unwanted behaviour.
- Use non-verbal communication e.g. zip the lips for silence.
- Point out the learning expectations and remind them regularly.
- Teach basic social interactive rules then remind and monitor.
- Demand reciprocal respect e.g. 'I'm not speaking to you like that'.
- Avoid unnecessarily vigilant intervention e.g. talk to latecomers later.
- Give the pupil a face-saving alternative.
- Deal with individuals away from their peers to avoid unnecessary confrontation.
- Make sure routines and procedures are properly established - planners & equipment on desks at start of the lesson. use of the board for 3 strike system.
- Influence pupils through positive role modelling.
- Explain what the student has done when disciplining.
- Use 'language of choice' to explain next steps if inappropriate behaviours continue. Use this opportunity to reteach positive behaviour.
- Make sure the student knows you 'care' about what happens.
- Appeal to the emerging adult.

- Set clear time boundaries and stick to them.
- Follow up problems later (as long as the class realises this is happening) pointing out that uninterrupted teaching and learning are of paramount importance.
- Clarify what you expect 'next time' - reteach positive behaviour.
- Be positive, have high expectations, be optimistic.

Appendix 3: Use of Rewards

Pupils have a right to receive fair and consistently applied rewards for good behaviour and hard work. We consider it important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour, leadership, help and support and adherence to the school's expectations. All pupils should be valued regardless of the academic ability or behaviour. It is expected that good standards of behaviour will be encouraged through the consistent application of our expectations supported by a balanced combination of rewards and punishments within a constructive school ethos

The following is a list of possible reasons to reward students. It is likely that staff can come up with many more, but the key issue is how to reward students for desirable behaviours.

- Good work – academic, sporting, cultural, artistic, and so on
- Completing work to the best of a pupil's ability
- Increased and/or sustained effort
- Sustained reliability
- Spontaneous helpfulness including being considerate, courteous, co-operative, responsible
- Giving up time voluntarily in service to the school
- Good attendance and punctuality
- Sustained improvement in attendance/punctuality
- Behaviour which improves the reputation of the school such as community links, or encourages and strengthens international links
- Behaviour which helps the school to run smoothly
- Taking responsibility for and care of our school environment and/or being involved in strengthening environmental awareness
- High standards of appearance and behaviour
- Leading or organising activities
- Participating in extra-curricular activities (fully, regularly, well)

Praise is always effective. Staff will know by experience how public this should be for each pupil. Praise can be awarded to individuals for displaying desirable attributes. Praise can be verbal congratulation, non-verbal or through the allocation of merit recorded on Class Charts.

Displaying pupils' work in the classroom and elsewhere (both in school and in the community) is a very powerful method of rewarding endeavour and high achievement. Staff should use this opportunity to show off a selection of work. For certain types of work e.g. drama, dance and music, assembly time might be an appropriate venue for display.

Use of merits

Merits must be consistently awarded by all staff to reward pupils for their achievements, as well as for displaying positive behavioural traits in line with the school ethos and expectations. Staff should enter a merit using Class Charts when wishing to acknowledge such achievement. Staff are encouraged to award 3 merits per lesson and should consider it to be an accepted part of the lesson.

KS3

- *25 merits HoY awards a bronze postcard
- *50 merits HoY awards a silver postcard
- *75 merits the Headteacher awards a gold postcard
- *100 merits, Headteacher's recognition and publicity via the school's Reflection magazine.

KS4

- *10 merits HoY awards a bronze postcard
- *25 merits HoY awards a silver postcard
- *50 merits the Headteacher awards a gold postcard
- *100 merits, Headteacher's recognition and publicity via the school's Reflection magazine.

HOY will monitor awarding of merits and use the data to inform and improve good practice.

Postcards and letters home from either tutor, HOY/HOF, SLT, is a significant reward. A letter home is normally used to convey disapproval of social or academic behaviour so a positive postcard is less predictable and therefore greatly valued.

Pupil successes are also celebrated in via student of the week and student of the month awards, in 'The Reflection', the school magazine, on the website, in the local press and by letters home from the Headteacher and/or Governing Body. Heads of Year also use end of term celebration assemblies to celebrate student success.

Annual award evenings take place to formalise the achievement process and raise the profile of celebration of success as a team together. This is a formal process where parents/carers and family members are invited to attend. They take place at the end of the summer term. Staff are asked to nominate pupils for this prestigious event and relevant staff are required to attend as part of their directed time, which further raises the profile of this event.

Appendix 4: Sanctions / Negative Consequences

Sanctions are used to recalibrate pupil's unwanted behaviours. They are designed to change behaviours not simply to punish. Where pupils do not amend their behaviours, the sanctions will escalate but at all times the school will seek to put in necessary support to help the pupil make the desired change. Dealing quickly and appropriately with minor incidents often prevents them turning into more serious issues.

The school follows a 3 strike system which enables pupils to see clearly the response of the teacher to their behaviours and gives them ample opportunity to change. Behaviours are recorded on Class Charts, allowing patterns of behaviour to be identified.

In the first instance it is imperative that the teacher takes ownership of challenging inappropriate behaviour via the implementation of classroom and pupil expectations and the rewards and sanctions systems. It is critical that staff adhere to the policy to achieve consistency across the school. Staff should follow the flow chart below.

The 3 strike system

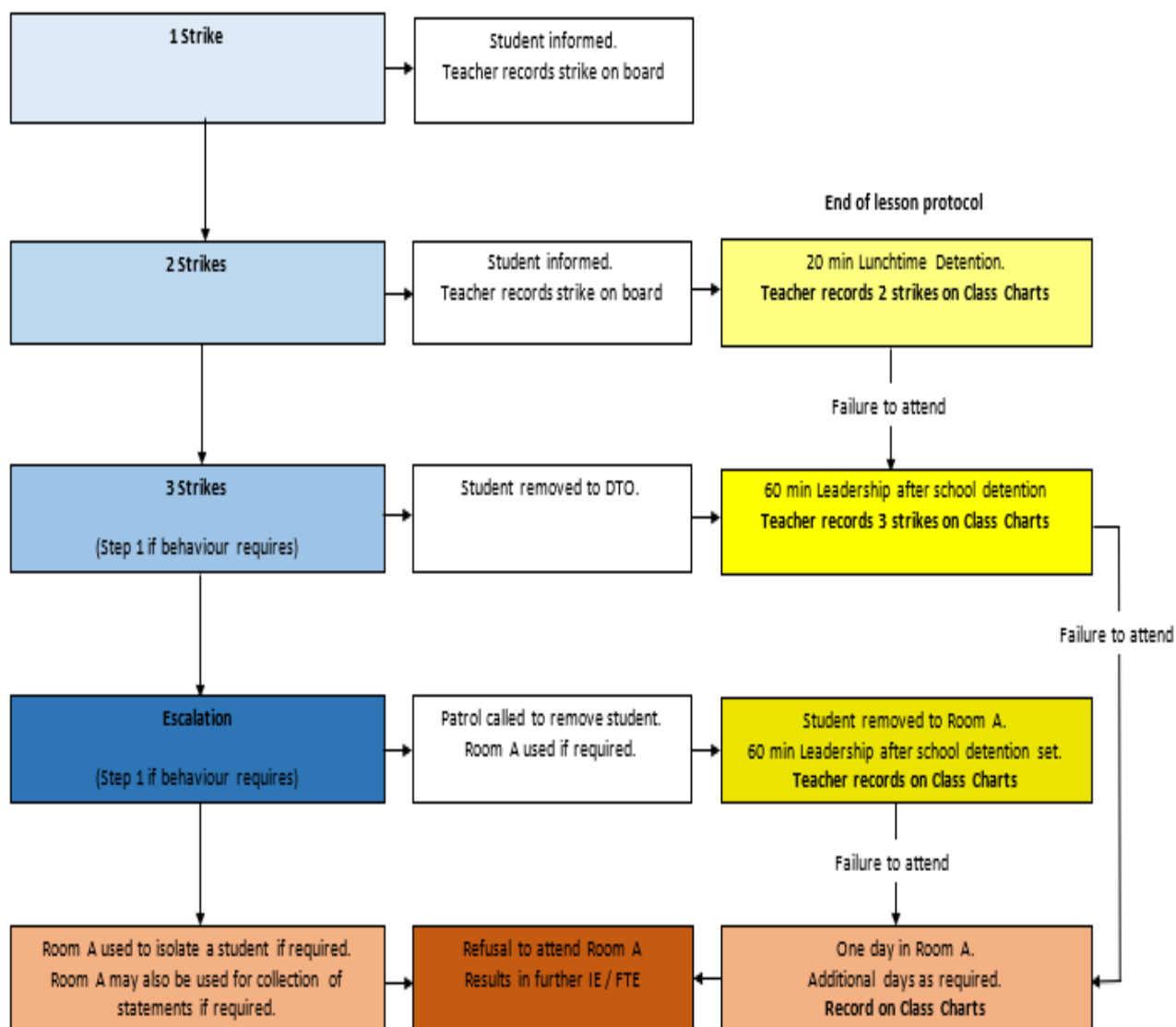
1 strike: Use 'language of choice' to explain potential next step. **Reteach positive behaviour.**

2 strikes: Student informed. Teacher records 2 strike offence using Class Charts*. Reteach positive behaviour. 20-minute Subject Detention recorded on Class Charts. * **-1 point added to student record**

3 strikes: (Could be step 1 if incident requires). Student removed from lesson and sent / escorted to DTO. HOY / SLT at social times. Teacher records 3 strike offence on Class Charts*. 60-minute Leadership Detention recorded on Class Charts. * **-2 points added to student record**

Escalation: (Could be step 1 if incident requires). Patrol called to remove student to Room A for period of time. Escalation offence recorded on Class Charts. 60-minute Leadership Detention issued and on Class Charts*. Further action depending on incident. * **-3 points added to student record**

Room A: Failure to attend 60-minute Leadership Detention. Upscaling of sanction on Class Charts * by Behaviour Manager. SLT action day in Room A. * **-5 points automatically added to student record**



Non completion of homework will be sanctioned accordingly (see sanctions thresholds in Appendix 7, p.35).

Escalation issues:

Escalation issues are very serious misbehaviours and include, but are not limited to, the following:

- Swearing at anyone abusively
- Swearing in response to an instruction
- Violent behaviour
- Bullying
- Racial and homophobic abuse
- Refusal to follow instructions

Escalation processes:

- The escalation issue will be investigated by an AHOY / HOY / SLT. The probable outcome will be, as a minimum, a day in Room for an IER (a day in IER is defined as being 8.45 am until 4.15 pm) or, in some circumstances, immediate fixed term or even permanent exclusion.
- Failure to comply in Internal Exclusion (IE) may result in a 1, 2, 3 or 5 day Fixed Term Exclusion. If this is the case a pupil will complete the IE on return to school.
- It is vital that all parties involved in the incident are given the opportunity to make representations. It is best for written statements to be taken and put on record. Incident details should be recorded on Class Charts and a student's behaviour record (available on SIMS and Class Charts) should be viewed and taken into

consideration. Exclusion is a quasi-legal process and the onus is on the school to show the response is reasonable in the light of the evidence available.

- The decision to Fixed Term Exclude can only be taken by the Headteacher/delegate. The member of staff investigating the incident will always refer on before a decision to exclude is made. If the Headteacher is on site, they should be one of the two decision makers. When the Headteacher is off site, the Deputy / Assistant Headteacher (or other person in charge) takes on this role.
- The school may choose to issue an Internal Exclusion in place of a fixed term exclusion if this is deemed in the best interests of pupil safety and wellbeing.
- It is good practice for the school to contact a parent/carer by phone in the first instance. It is not permitted to send home a student without parental permission.
- When issuing a fixed term exclusion, a formal letter must follow as soon as possible (see exemplar on p.33), normally the same day. In the letter, schools are bound to indicate: why the pupil has been excluded; state clearly the length of the exclusion; make clear the arrangements for re-admission; inform the parents of their right to appeal; explain that copies of the letter will go to the chair of Governors, the LA, EWO and the local police Youth Interventions Officer.
- Copies of letters will be kept in students' records.
- If the fixed term exclusion is for more than 1 day the pupil should be given work to do at home. HOY / AHOY will be tasked to collect work for students. Work may be emailed, placed on Microsoft Teams or paper versions posted home if required.
- The school refers to the National Standard List of reasons for exclusions (appendix 6).

Following an exclusion:

- Following internal or fixed term exclusion pupils and their parents/carers will be expected to attend a reintegration meeting. Please note this is not a legal requirement, and a pupil cannot be refused re-admission just because a parent declines to attend. In practice this is not normally an issue as most parents are keen to work with staff. It is recommended that the Assistant Headteacher (Inclusion) is present at all readmissions for pupils with Education Health and Care pupils and Children in Care.
- In this meeting, the conditions of returning to lessons will be laid down, including repair and rebuild with the offended parties as well as putting support in place to enable to pupil not to re-offend (see reintegration meeting proforma in appendix 9). Restorative justice approaches will also be suggested if deemed appropriate.
- Returning to school is a fresh start but the exclusion remains; it is not an indication that the student can work their way through the levels of sanctions again. Parents and students are informed that further incidents will result in another longer exclusion or permanent exclusion.
- Repeat Offenders will be subject to a Pastoral Support Plan, which may include an exit strategy such as a Managed Move to enable the pupil to have a fresh start in another school. The plan will specify manageable short-term targets to monitor and improve the behaviour and achievement of the student. At this stage it is essential to consider what, if any, in-school support can be engaged to help matters. For some students, it might be appropriate to have an amended curriculum plan, e.g. work experience or part-time school as a part of a planned reintegration progression, etc. In some circumstances a risk management plan and/or external agency will be introduced or, if already in place, will be reviewed. If a team teach plan is required, the child will be shown the positive handling procedures prior to them being employed (see Restraint and Positive Handling Policy).
- Any pupil with two internal exclusions cannot represent the school during that half term and will be allowed on school visits ONLY if integral to their curriculum. It may be necessary for a risk assessment to be undertaken depending on the nature of the pupil's behaviour record.
- Pupils in Year 11 may be withdrawn from the privilege of attending the Leavers' Prom if their behaviour is persistently poor.

Appendix 5: National standard list of reasons for exclusions

This list from the Department for Children Schools and Families (DCSF) provides descriptors of reasons for exclusions.

a) Physical assault against pupil

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

b) Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

c) Verbal abuse / threatening behaviour against pupil

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

d) Verbal abuse / threatening behaviour against adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

e) Bullying

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

f) Racist abuse

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

g) Sexual misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment

- Lewd behaviour
- Sexual bullying
- Sexual graffiti

h) Drug and alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

i) Damage

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti
- Deliberately setting off a fire extinguisher

j) Theft

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

k) Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

l) Other

Includes incidents which are not covered by the categories above, but this category should be used sparingly

Appendix 6: Exclusion letter (example)

DATE

«Parental_addressee»

«AddressBlock»

Dear «Parental_Salutation»

«Name» DOB: «DOB»

LSCC– Fixed Term Exclusion 1-5 days

I am writing to inform you of my decision to exclude «Forename» for a fixed period of __ days. This means that she will not be allowed in school for this period. The exclusion begins on DATE and ends on DATE.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude «Forename» has not been taken lightly. «Forename» has been excluded for this fixed period because of:

In making the decision to exclude «Forename» I have taken her previous behaviour record both positive and negative into consideration.

You and «Forename» are requested to attend a reintegration interview with a member of the Senior Leadership Team, at school on DATE at TIME.

If that is not convenient, please contact the school to arrange a suitable alternative date and time. If you have any particular needs because of a disability or you require support if English is not your first language, please let us know in advance so that we may be ready to assist you on your arrival. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on DATES unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for «Forename» to be completed on the school days specified in the first paragraph during the period of this exclusion. The work set will be available in the school reception. Please ensure that work set by the school is completed and returned to us promptly for marking. If «Forename» has access to the internet at home she can also complete work or revise from any of the following:

By accessing work via Microsoft Teams. Your child will need to log into Office 365 using their username and password they use to log on to the school's computers. Office 365 is accessible from a link at the bottom of the school website.

By checking his school email account to access work which may be emailed directly from «Genden» teachers. To log in go to: <https://login.microsoftonline.com/> The log in is «Genden» school username@liskeard.net. The password is the same as «Forename» uses to log on to the school's computers.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the Clerk to the Governing Body, at the school (address above) as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9BG.

You also have the right to see a copy of «Forename»'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of «Forename»'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact The Coram Children's Legal Centre. They aim to provide legal advice and information to parents on state education matters. They can be contacted on 0345 345 4345 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 9am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

«Forename»'s exclusion expires on DATE and we expect «Forename» to be back in school on DATE.

Yours sincerely

Alex Lingard
Head Teacher

Cc: Head of Year, Attendance Officer, Education Welfare Officer,
Youth Interventions Officer [Devon & Cornwall Constabulary]

Appendix 7: Sanctions thresholds

Lateness	Every 3rd episode of lateness will result in a 60 minute Leadership detention (15.15 – 16.15).	
Ready to Learn: Equipment, uniform and appearance, lateness to lessons (per half-term)	5 occurrences	Lunchtime Detention AHOY contacts parent
	15 occurrences	Leadership Detention AHOY contacts parent
	30 occurrences	Day in Internal Exclusion AHOY contacts parent
Homework	3 x missed homework across any subject results in 60 minute Leadership detention. 6 missed home works across subjects (persistent issues) HOY actions referral to HWK Club.	
Department Time Out (per half-term)	5 DTOs across multiple subjects	1 day internal exclusion. Re-admission with HOY/AHOY. HOY to monitor.
Missed detentions	Failure to attend subject detention	Leadership Detention issued.
	Failure to attend Leadership Detention	1 day in Room A (until 15.15). Re-admission with AHOY/HOY.
Leadership Detentions (per half-term)	5 Leadership Detentions	1 day internal exclusion. Re-admission with HOY/AHOY. HOY to monitor.
	<10 Leadership Detentions	3 day exclusion.
Internal Exclusions (over 1 term)	1 internal exclusion	Re-admission with AHOY or HOY depending on circumstances (or HOF if IE given for escalation within lesson).
	2 internal exclusions	Re-admission with HOY. Any pupil with 2 internal exclusions cannot represent the school during that half term and will be allowed on school visits ONLY if integral to their curriculum. It may be necessary for a risk assessment to be undertaken depending on the nature of the pupil's behaviour record.
	3 internal exclusions	Re-admission with SLT and HOY/AHOY. Parents advised further incident will result in 3 day exclusion.

Fixed term exclusions	10 Leadership Detentions in a half-term. More than 3 IEs in one term. Single serious incident	3 day exclusion. Readmission with SLT & HOY. HOY Report.
	More than 3 IEs in two successive terms 2nd serious incident 1st very serious incident	5 day exclusion. Readmission with SLT & HOY BSP written. SLT Report.
	3rd serious incident 2nd very serious incident	5 day exclusion Readmission with SLT & HOY. BSP written/reviewed. SLT report. Parents informed that further serious incident will lead to disciplinary hearing and potential managed move.
	Persistent poor behaviour (as per the above) or extremely serious incident	Managed move/permanent exclusion.

Appendix 8: Fixed term exclusion reintegration meeting proforma

A member of SLT must be present at the meeting date

Pupil:	T/gp:
Total days fixed term exclusion this academic year:	
Present:	
Reason for Fixed Term Exclusion:	
Points discussed:	(To be completed by SLT link)
Support strategies already in place or to be actioned: <ul style="list-style-type: none">•	
Targets/Action points agreed: <ul style="list-style-type: none">•	
Future Actions if targets/action points are not adhered to or are successfully achieved: <ul style="list-style-type: none">•	

To be placed at Stage_____of the school's behaviour levels

Appendix 9: School uniform poster



School Uniform

Wearing the school uniform creates a sense of pride, loyalty & equality

To succeed in life it is important to have the highest expectations in everything you do. You have a uniform to wear, so wear it well and wear it with pride.

Our Expectations:

- To wear the correct uniform smartly to & from school, at school and when you are on a trip
- Top buttons must be fastened
- Ties should be worn properly (the appropriate length with the logo visible)
- Shirts must be tucked in
- You must have a blazer with you at all times. If it is hot you can take it off

No trainers, no hoodies, no cardigans, no jewellery (except one gold/silver stud earring in each ear lobe), no excessive make-up, no nail varnish, no brightly coloured t-shirts showing, no unnatural hair colour, no skinny or clingy trousers/chinos/skirts.

Uniform Infringement	CONSEQUENCE
Wearing a non-uniform item e.g. cardigan, hoodie or jewellery	The item will be confiscated. It can be collected at the end of the half-term
Inappropriate trousers/skirt	You will be sent home to change and you will be isolated until your parents can be contacted
Inappropriate footwear	You will be given plimsolls to wear. You must then sort out your footwear for the next day
Not wearing the uniform smartly or properly	You will be asked to correct your uniform. If you persist in wearing the uniform incorrectly you will receive an after school detention or IER. If you have a 'normal' tie and don't wear it properly you will have to buy and wear a clip-on tie.
Wearing a brightly coloured t-shirt	You will be sent to the nearest toilet to remove the t-shirt. The t-shirt will be confiscated.
If you don't have a top button on your shirt	You will be sent to the HOY office to sew on a button. If you continue to pull off the button you will receive an ASD and then an IER.
Unnatural hair colour or extreme hairstyles	You will be sent home to sort out your hair and you will be isolated until your parents can be contacted.
Excessive make-up or nail varnish	You will be sent to the HOY office to remove it. If you persist in wearing excessive make-up or nail varnish you will receive an ASD.