



THE CAVENDISH SCHOOL BEHAVIOUR FOR LEARNING POLICY

Date approved: July 2017
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Policy Title: Behaviour for Learning

Rationale

This policy exists to provide a framework for supporting our stated aim of developing students' full potential and to help them grow into successful, caring and respectful young people. In order to achieve this, The Cavendish School provides a safe, supportive environment within which their academic, cultural and emotional needs are met.

The Cavendish School aims to promote a climate which enables all students to flourish, regardless of ability, and supports our desired outcomes of developing "strong character". The Cavendish School, is committed to ensuring that our students succeed. We are passionate about improving the quality of learning and we see ourselves as a learning community; committed to ensuring the right environment for our students.

The concept behind Positive Behaviour for Learning.

As individuals we all choose how to act. However, it is important that we all recognise that for every Choice or Action there is a Consequence.

A consequence is an outcome that arises as a direct result of the way we act.

At The Cavendish School consequences are issued by staff not punishments. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a students' actions.

School Values: Respect, Confidence, Achievement

The school, through this policy, wishes to indicate its strong commitment to creating the correct atmosphere and environment to support good behavior and the development of good character. The school promotes the following values:

- Respect for others [Helping a younger student with an issue; helping a member of staff]
- Confidence [Being ready to accept challenges and new experiences]
- Achievement [Having high aspirations and working to exceed expectations]

Ensuring Outstanding Behaviour for Learning;

The Cavendish School, aims to ensure that every student achieves their best, both personally and academically. A central aspect of this is ensuring that students are focused on learning in lessons and receive carefully planned, personalised and appropriate learning opportunities. In addition, all members of the community are expected to act in a considerate way towards each other at all times, respecting the right of others to learn, and respecting each person's individuality.

The aim of this policy is to ensure that every stakeholder of the school is aware of and understands:

- Expectations with regard to behavior
- How good behaviour is rewarded
- How poor behaviour is addressed

Purpose

- To ensure that students, parents and all staff are clear about the standards of behaviour expected.
- To define an appropriate set of sanctions and to give clear guidelines on how they will be imposed. These guidelines will also outline which sanctions are likely to be imposed for defined breaches of our code of conduct.
- In cases where fixed period or permanent exclusions are imposed, the school will always refer to the County guidelines on managing such exclusions. These guidelines provide detailed information regarding the governors' role in such disciplinary procedures and parents' statutory rights of appeal.
- To ensure that students who find it difficult to behave acceptably have adequate support, which will attempt to identify underlying causes (for example, anxiety, personal problems)

Implications

To achieve this goal, both staff and students must have ownership of and take responsibility for their contributions to the learning process.

Absolute Consistencies

There are 5 consistencies that all staff will uphold at The Cavendish School:

1. Model positive behaviour.
2. Meet and greet at the door. 'Ready to Learn' displayed and taught.
3. Engage and challenge students during every lesson
4. Step students calmly and slowly through the process, giving 'take up time'.
5. Follow up every action to retain ownership and engage in reflective dialogue with students

It is vital for teachers to establish themselves with their classes and to work with them through any behavior incidents so as to reinforce a purposeful teacher-student relationship. Accountability, therefore, rests with the teacher for all matters of behaviour, including any that might involve other colleagues.

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an inclusive school community where:

- People are treated with dignity and respect
- Inequalities are challenged. We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.

We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; political opinion; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual

orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfillment.

- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

Conduct and Expectations

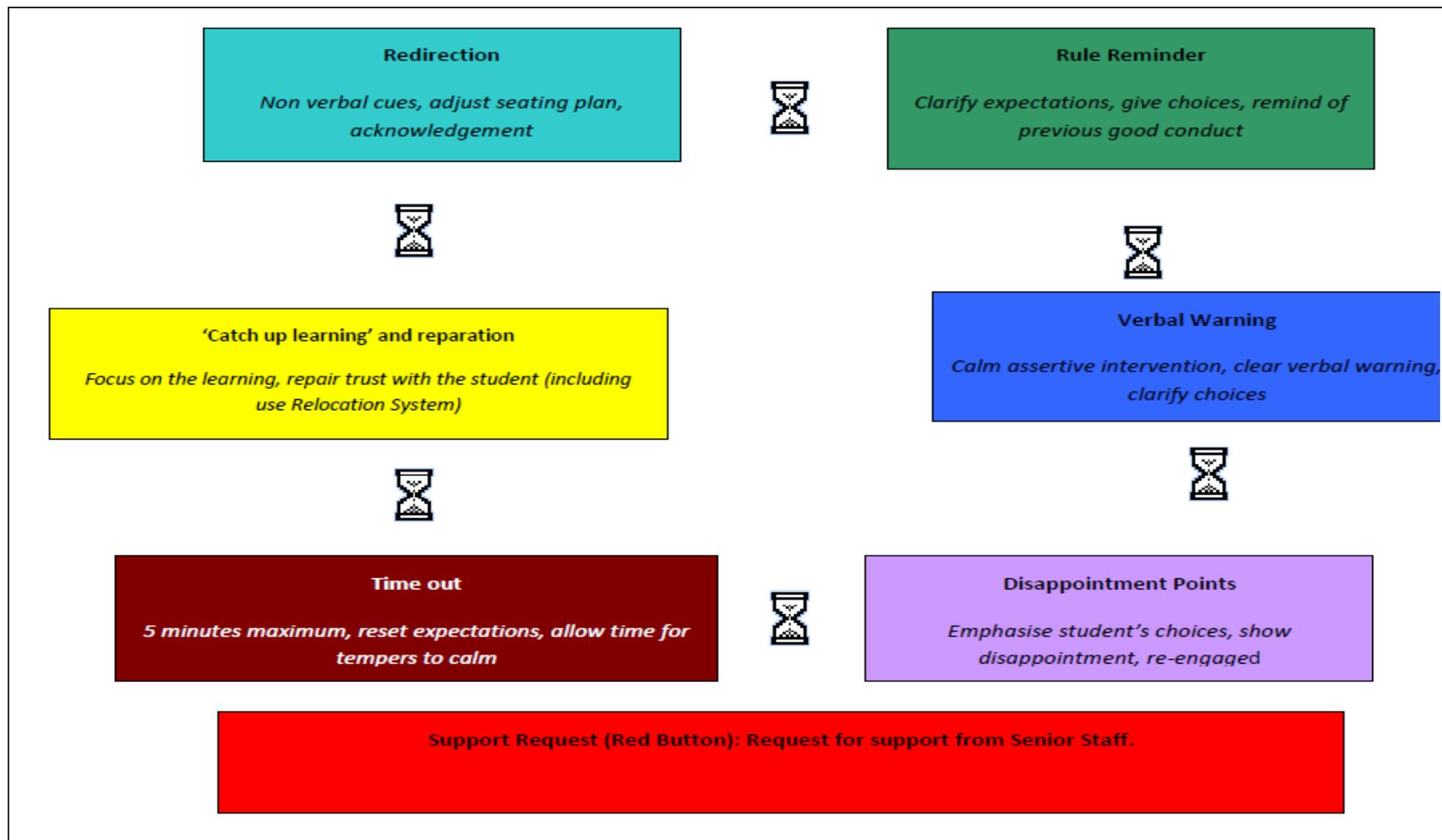
- The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs.
- We know that it is vital to strike a balance between recognising and rewarding positive behaviour and having appropriate sanctions which are seen by all to be fair and just and applied consistently when standards are not maintained.
- Our school places the development of "the whole child" as an important goal. This policy is designed to support the development of positive character traits, including self-regulation and empathy. The quality of relationships within our community determines our ability to instill these vital character traits.
- Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Development of good character suggests that individuals in our community are constantly building personal resilience and showing grit and determination in a range of circumstances, including those which might make us feel uncomfortable or challenged. At the heart of any Code of Conduct" lies the determination that all individuals in the community apply constant self-regulation and take full and complete responsibility for their actions without attempting to shift unreasonably the responsibility for certain behaviours to others.
- Harmonious relationships can only be maintained if the parameters controlling our behaviour are clear for all and that responses are meticulously fair, taking into account the views and wishes of students, parents and teachers in reasonable balance.
- We aim to ensure that students who find it difficult to behave acceptably have adequate support which will attempt to challenge underlying causes (for example, anxiety, personal problems and domestic disruption).

Governors will communicate to students, parents and staff the powers given to schools under the 'Education and Inspections Act 2006' and latest guidelines from the DfE (Department for Education) published in August 2011. In particular, all parties should be aware of the statutory right of schools to discipline students appropriately and to challenge parents who do not support us explicitly in our stated aims. These recent guidelines produced by the DfE articulate that schools have the right to search students where there is any reasonable suspicion, to place them on detention after school without necessarily

providing parental notice and to use reasonable restraining force in a range of determined situations, including holding back students who may be attempting to leave a learning area without explicit permission.

The Cavendish School Behaviour Management – in practice.

All students must be given 'take up time' in between steps. It is not possible to leap steps or accelerate for repeated low level disruption. Paul Dix cues: Some students will need to be reminded of previous stages.



Consistency of standards

It is expected that individual teachers will deal with most incidents in a classroom in line with the schools consequences system, but will of course be able to call on colleagues, Director of Learning, Head of Subject, Learning Welfare Officers or SLT for support in line with the Behaviour for Learning Policy as required.

SLT and Middle Leaders will be carrying out 'Learning Walks' during the day to support staff with daily teaching and to ensure we are a positive learning community.

Consistent standards need to apply every day in every lesson, as well as outside at break and lunchtime and in the corridors between lessons. There must be no 'local agreements' between teachers and students. It is essential that every member of staff commits to consistency with school expectations, every day.

Powers to discipline

Teachers, teaching assistants and other paid staff with responsibility for students have the power to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Their power to discipline applies to students' behaviour in school and outside school, in certain circumstances. The school has high expectations of its students, and teaching staff have a duty to help students to meet our high expectations. Problems of behaviour outside class or incorrect uniform will be dealt with as far as possible by the member of staff present at the time. They should be recorded on SIMS and, if appropriate, referred to the Learning Welfare Officer or Director of Learning. Staff should deal with incidents outside of the classroom using the same guidance given for 'in class' discipline. A student can be given equivalent sanctions for out of class behaviour. The Director of Learning (DoL) should be informed of any serious incident that occurs during break or lunch times. No misdemeanour should be allowed to pass simply because you do not know a student.

Corridor Behaviour

All staff agree to all follow the top 5 strategies for supporting each other with out of classroom behaviour.

All staff agreed to;

1. Meet and greet students
2. Be punctual to all lessons and duties
3. Support members of staff dealing with incidents 'Don't walk by'
4. Have engaging starter/settler activity
5. Engage in positive dialogue with students

Classroom routine

- At the beginning of the lesson, greet the students and expect them to greet you in return.
- Take the register within the first 10 minutes of the lesson. Report to the Student Services if a student is missing and has been previously marked in.
- Do not allow students to talk whilst either you are talking, or their classmates are answering a question.
- Students should not call out unless you have indicated an informal class discussion is to take place.

- Students should not distract or annoy others.
- Have a seating plan that supports the tasks you are setting and encourages outstanding learning and behaviour.
- Requests or instructions given by you to a student should be carried out at once and without argument.
- Home Learning (Homework) should be completed to a high standard, and given in on time.
- Students should attend lessons with all the equipment and books they need.
- Students should not pack away at the end of a lesson until you have told them to do so.
- Praise is a very effective motivator and should be used whenever appropriate.

Dealing with poor behaviour – Behaviour that does not meet the community’s expectations

There are both departmental and whole school structures for dealing with poor behaviour or behaviour that is affecting the learning of others. It is essential that, barring any very serious incident, that effective BfL is managed at departmental and individual level. Some things that as professionals we all know:

- All students should be given the opportunity to settle and get on with the task
- Shouting doesn’t work unless it is simply to gain attention in a noisy environment.
- Shouting directly at someone is only likely to ‘wind them up’ further and make them entrench their position.
- Where a member of staff speaks to a student with a raised voice this should be in a controlled and professional manner and not for an extended period of time.
- Focusing a student’s attention on you and speaking calmly and politely to them is always likely to be more effective.
- When dealing with behaviour issues with a student, always describe the behaviour and why it is not acceptable, rather than describe the actual student as generally bad or in some way unacceptable. It is **what** the student has done and not **who** they are that is the issue.
- Being abusive in any way to students is absolutely unacceptable.
- Being aggressive to students is absolutely unacceptable.
- Students often dig themselves into deeper and deeper holes through stubbornness or an unwillingness to back down as they do not wish to ‘lose face’. This is particularly so if you are attempting to deal with an issue in front of other students. If at all possible, remove the student from the audience or vice versa, before engaging in dialogue about the incident, or behaviour.
- Try always to offer a student a way out of a difficult situation. It can always be dealt with later.
- As the adults, we need to model the kind of behaviours that we want students to adopt, at all times.
- After an event the student should start the next lesson with a CLEAN SLATE as they have already received the appropriate punishment.

Student Behaviour for Learning Principles

Faculty Exit Procedure

It is expected that all students will have high personal aspirations, both from an academic perspective, as well as from a behavioural one. We set all students appropriate and challenging academic targets, based on their previous performance. In order that each and every student has the opportunity of meeting, or hopefully exceeding these targets, we expect all students to conduct themselves in a sensible and focussed manner. If a student disrupts the learning of other students at any time, as a school we take a dim view of this, and will speak to the student to remind them of their responsibilities in the classroom.

The teacher may decide that the student needs some time out of the actual classroom to reflect on what they have done, or the discussion that the teacher has just had with them, about not being focussed. If when the teacher invites them back into the classroom, the student is clearly not ready to join back in, or when back in the classroom, the student continues to disrupt the lesson, even after being spoken to by the teacher, then the teacher will arrange to send the student to the Faculty Exit Room, where they will continue with their work away from other students in their normal class. Every Curriculum area has a Faculty Exit Rota for every lesson, which the staff will have pinned up in their classroom, and a copy located in their staff planner.

If a student is removed from their usual classroom, and placed in the exit room, it will be logged on SIMS, as a C3 and an appropriate consequence and restorative justice conversation that will be supported by the Director of Learning for the faculty.

Behaviour for Learning: (Fast Response facility) Appendix 1

In order that we can operate with an ethos that supports positive behaviour of students, and a focus on learning in the classroom, the school operates a 'Fast Response' programme. In this programme, Middle Leaders, Pastoral and Senior Staff will patrol the school, visiting lots of different classes to observe the learning that is taking place by the students. However, if a student is causing disruption to the learning of others, or is not following the school Behaviour for Learning Policy, then the teacher may request for the Fast Response person who is on duty for that lesson, to come and speak to the student. This could be due to failure to move into a faculty exit room, or for serious dangerous or disruptive behaviour.

The objective of the discussion between the Fast Response member of staff and the relevant student is to get them to see that their behaviour is not conducive to either their own learning, or the learning of others. It is hoped that after such a discussion the student concerned will refocus on the work that they need to do, and refrain from causing any further disruption. Even if the student does refocus and get back on track, they may be given a consequence appropriate for their initial offence by the classroom teacher, and any subsequent inappropriate behaviour.

If the student does not conform to the senior member of staff's request, then they may well be placed in isolation for a period of time, for being defiant, or in more serious situations, a fixed term exclusion depending on the situation and circumstances.

The use of Fast Response should be for behaviour that causes either serious disruption to learning or where the health and safety of staff and/or students becomes a concern such as:

- Failure to move to the Faculty Exit Room, when requested by staff or by the HoS/DoL for the faculty
- Serious and dangerous behaviour

- Verbal or physical abuse towards peers or staff

Jurisdiction Out of School

The behaviour of students outside of school is usually the responsibility of the parent(s). Incidents out of school which have an origin which can be traced to school may be treated in the same manner as if they have occurred on the school site. For example, a pre-arranged fight, or where the students involved in the incidents are in school uniform and/or within the vicinity of the school site, and the students involved are clearly linked to The Cavendish School. If behaviour problems outside of school then impinge on good order in school, the school reserves the right to take into account this external behaviour when deciding on an appropriate course of action.

It should also be noted that each case will be considered on an individual basis and the school reserves the right to respond differently to incidents beyond the school boundary compared to similar incidents which have taken place on the school premises.

The school would consider activity on Social Networking sites as being relevant to ensuring good order in school or maintaining an environment free from threat or fear of bullying. Consequently, the school may consider the outcomes of activity on social networking sites when deciding upon a course of action following an "incident". However, parents must accept full responsibility for managing and supervising their child's activity on social networking sites. Although the school may have sympathy for any outcomes arising from such activity, the school can accept no responsibility for any outcomes related to a child who accesses such sites, either in school or out of school.

The school's detailed response to examples of "social network abuse" is provided in the School's published "Use of Mobile Telephone Policy" and is also referred to in our Anti Bullying literature.

Use of Mobile Phones

The implementation of our mobile phone policy will not cause any problems for the vast majority of students at The Cavendish School, who use their mobile phones sensibly and within the school policy. For clarity, the school considers other devices such as smart watches and tablets as being covered by all aspects of this policy.

The policy exists at The Cavendish School to provide a framework for supporting an inclusive culture of learning where all students will be challenged in their thinking, to achieve to the best of their abilities and strive to become lifelong learners. We will empower our students to become respected citizens to enable them to make valuable contributions both locally, and globally, as well as to contribute to our world's sustainable future. This can be done most effectively when all staff, parents and students understand their responsibilities and work together towards the same goals.

This policy, which is in line with Government guidelines and is based on research from The London School of Economics, that suggests, restricting mobile phone use can be a low-cost policy to reduce educational inequalities and improve outcomes. The Cavendish School Policy, is to restrict the use of mobile phones in school. This has become necessary because we, in common with schools throughout Britain, have occasionally experienced problems caused by the inappropriate use of mobile phones. This usually means that a text, social media interaction or call distracts students' attention from their studies but it can include much more serious issues and misuse;

The following are examples of misuse but are not exclusive. 'Misuse' will be at the discretion of the Headteacher :

-The deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass and intimidate by publishing to a wider audience such as on Snapchat, Facebook or YouTube

-Bullying by text, image and email messaging

-The use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages)

-Pupils posting material on social network sites with no thought to the risks to their personal reputation and sometimes with the deliberate intention of causing harm to others

-Making disrespectful comments, misrepresenting events or making defamatory remarks about teachers or other pupils

-General disruption to learning caused by pupils accessing phones in lessons

-Pupils phoning parents immediately following an incident so that the ability of staff to deal with an incident is compromised

-Publishing photographs of vulnerable pupils, who may be on a child protection plan, where this may put them at additional risk.

After considering evidence from a range of sources (including government publications) and following discussions with senior colleagues and governors, we have decided to take a very firm stand on issues associated with inappropriate use of mobile phones in our school. The school is evangelistic about its moral structure and core values and we believe that we have a duty to draw clear boundaries that everyone understands. This role extends to include helping all students to understand the social and moral issues associated with the use of new technologies.

These new technological developments combined with the ever-changing world that our young people are growing up in present new and unprecedented challenges for schools.

Mobile Phone technology has seen unprecedented advances in recent years and it is apparent that many students have access to "smart phones" with immense capacity.

Generally, problems associated with the inappropriate use of mobile phones fall into four categories: –

Image Capture – students take and then circulate inappropriate images of students or members of staff using a variety of social media, including facebook, snapchat, youtube and Instagram. These images are often taken without an individual's consent and without their knowledge. Circulation of such images can be designed to intimidate, denigrate or embarrass individuals. Similarly, students can access unacceptable images from the internet, including pornographic or violent images, and then "send them" on to others.

Bullying and intimidation – mobile phone technology can be used to send images, text and videos with ease and unfortunately, some students use this capability to intimidate or bully other children. Such behaviour is clearly unacceptable and would be dealt with through the school's behaviour and code of conduct procedures. "Sexting" and the sending of sexualised images would also be included in this category.¹

Using a mobile phone in class – including texting to friends or family, receiving calls or accessing social media sites in order to contact others. Such misuse of a mobile phone can be very distracting and disruptive for both the individual and others in the class.

Inappropriate contact with parents or others – this usually occurs after an "incident". A student might contact home complaining about an incident or event in school, without seeking the school's

¹ Staff should never attempt to view images where there is any evidence or suspicion that they are of an inappropriate or sexualised nature. In such cases, the student should be asked to turn off the phone and the phone then handed to the school's designated DSP, who would almost certainly refer the matter to the police.

permission and this can then trigger a sequence of upset and trauma which the school can do little to control.

The use of social media sites can be of considerable benefit and the school actively promotes such access via its properly controlled subject twitter accounts or other recommended sites which are deemed educationally and socially beneficial. Unfortunately, unregulated access to social media frequently leads to individuals placing themselves in vulnerable or dangerous situations or can result in the on-line intimidation or “bullying” of individuals or groups of people.

It is also apparent that individuals accessing a range of inappropriate or dangerous sites place themselves at risk of radicalisation or emotional and psychological damage which can be long term.

At the extreme end there are a number of aspects of law that may apply to the misuse of mobile phones and other digital devices. In the most serious cases there may be a crime involved – for example, an incident being filmed might be an assault or breach of the peace. The misuse of phones might be an offence under the Communications Act 2003, if it involves a message that is grossly offensive or is of an indecent, obscene or menacing character.

Our mobile phone policy aims to deal with these problems by banning the use of mobile phones ***in the school building*** during the school day without the explicit approval of a member of staff. Students can use their phones appropriately ***outside*** of the school building during break and lunch periods. If they are brought into school they should be switched off or on silent mode and kept out of sight. They should be kept in bags, lockers or internal pockets (they must not be stored in the external blazer breast pocket). We are not preventing students from carrying mobile phones but wish them to be used sensibly and with consideration. The school is not responsible for the loss, damage or theft of any personal mobile device.

Students are not permitted to listen to music or access other media during lessons. At no time during lessons, should a student have earphones visible, they need to be out of site at all times, apart from break and lunchtime. However, there will be occasions when they are actively encouraged to use their phones by teaching or other staff. For example, they might be encouraged to download an image of set homework from a PowerPoint presentation.

It is expected that all staff will adhere to the same code of conduct concerning the use of mobile phones and only use their phones when in private. Similarly, sixth formers are restricted to using their phones within the Sixth Form building and only in their designated study areas.

If parents have an emergency and need to contact their child, then they should do this via the normal school channels on 01442 404333. They should not attempt to contact their child using their mobile phone.

Purpose

1. To clarify for staff, students, and parents that the inappropriate use of mobile phones in school or during school supervised activities can be damaging to the aims of our community and the well-being of members of that community.
2. To provide precise information and clarity regarding acceptable use of mobile phones.
3. To provide clear information as to the nature and imposition of appropriate sanctions, with due consideration to our behaviour and code of conduct policies.
4. To foster an environment within which individuals can flourish without fear or menace.

GUIDELINES

On balance, we discourage students from bringing mobile phones to school. However, we accept that some students and parents see possession of mobile phones as an aid to personal security and safety and consequently, hence mobile phones are not banned.

Where a student does bring a mobile phone to school, the phone must remain switched off during the school day (or on silent mode), be kept out of sight and may not be used within the school building for any purpose or during approved off-site activities (such as sports fixtures or educational trips). The only exception to this would follow express approval by a member of school staff in designated situations or areas.

Students can use their mobile phones for personal use outside of the school building but must always adhere to the acceptable use boundaries outlined in this policy.

The school will not accept liability for the safe keeping of a mobile phone which will remain the responsibility of the student at all times. As is normal practice with all valuables, students would want to hand in their mobile phones for safe keeping when in the P.E. area. Only in exceptional circumstances (usually involving other breaches of our code of conduct) would the school investigate the theft or loss of a mobile phone.

As is the case with all examples of unacceptable behaviour, inappropriate use of a mobile phone will lead to the application of proportionate sanctions, including temporary confiscation. All breaches of good conduct are considered on an individual basis taking into account the nature of the offence, its context and the prior behaviour history of the student concerned. The Headteacher or other member of the senior team will retain discretion in the application of sanctions depending on the nature of the individual situation considered. The procedures section below outlines responses to many common situations of inappropriate use of mobile phones.

Example PROCEDURES

Common Situations and Questions	Response – including sanctions
1. A student is caught in possession of a phone (that is, it is in view)	The student will receive a warning and the phone should be put away – any further breaches would move sanctions to the next level.
2. A student's phone rings during a lesson or he/she receives notification of a message	The teacher will confiscate the phone which will be kept in safe keeping in a labelled wallet in student services. The incident will be recorded in on SIMs and he/she will receive a C3 for disturbing learning. The student can collect the phone at the end of the day from student services.
3. A student uses a phone (to speak, text or access social media) in school.	The teacher will confiscate the phone and record the event on SIMs and a C4 issued. The phone can be collected at the end of school. A letter will be sent home and the student will be placed in an SLT detention after school. The student will be banned from bringing a phone to school for up to 2 weeks.
4. Without authorisation, a student uses the phone to communicate with a parent or other person in	Typically, this might involve a call to a parent to complain about an incident in school. This is wholly unacceptable as it circumvents the school's clear procedures for dealing with any behaviour or other incident in school. It would often mean that the parent is contacted by an upset child and provided with a distorted or inappropriate interpretation of what has transpired – sometimes leading to an angry or misinformed response from the parent. Similarly, it is not permitted that students telephone home to inform parents that they are unwell and need to be collected from school.

response to an incident at school	The phone will be confiscated (as above) and can be collected by the parent at the end of school. A letter will be sent home and the student will be placed in a SLT detention after school. In addition, the student will not be allowed to bring a mobile phone to school for a minimum of 14 weeks but this may be longer at the discretion of the Headteacher.
6. A student records images of a fight or other altercation between students. Similarly, images of students are recorded without permission with the intention of causing ridicule or intimidation.	The student will face a fixed term exclusion of up to five days and parents will be asked to attend school to discuss methods of preventing further misuse and to collect the phone following confiscation. The student will not be allowed to bring a mobile phone to school for a minimum of 14 weeks but this may be longer at the discretion of the Headteacher. Should it be discovered that the student has posted such images/video clips on the internet (for example, via YouTube or facebook) or has transferred them to other devices they would face a longer exclusion and under some circumstances, permanent exclusion. For example, investigations show the action to be malicious and/or part of a wider bullying or intimidation campaign or the behaviour has been repeated.
7. A student records an unauthorised picture or video clip of a teacher or other member of staff.	The student will face a fixed term exclusion of up to five days and parents will be asked to attend school to discuss methods of preventing further misuse and to collect the phone following confiscation. The student will not be allowed to bring a mobile phone to school for a minimum of 14 weeks but this may be longer at the discretion of the Headteacher. Should it be discovered that the student has posted such images/video clips on the internet (for example, via You Tube) or has transferred them to other devices or media they would face a longer exclusion and under some circumstances, permanent exclusion. For example, the action was investigated and considered to be repeated or malicious or that such images/clips were damaging to the good reputation or professional standing of the individual teacher and/or The Cavendish School. It should be noted that the member of staff concerned might take further independent action, perhaps following consultation with their professional association.
8. Inappropriate messages are sent during school hours or activities (including messages of a threatening or bullying nature)	The context and nature of the messages sent will be crucial in determining the severity of the response. For example, if the messaging is repeated behaviour or part of a wider bullying campaign, the level of sanctions will be much higher than for a "one off" occurrence and are likely to include internal or external exclusion (refer to anti bullying and behaviour policies). However, as above, parents will be invited to school to collect the confiscated phone and to discuss ways of preventing similar unacceptable behaviour in the future. As outlined previously, a ban of 14 weeks or more on bringing a phone to school will be imposed.

At all times, the school will consider each set of circumstances on a case by case basis before determining a course of action or applying proportionate responses.

The school fully supports the use of mobile phones in a sensible and socially responsible manner. We realise that they can be powerful learning tools and there are many examples where students have used phones positively in a learning context with the clear approval of a member of staff. As with all policies at The Cavendish School, we welcome feedback from students and parents and are constantly striving to improve our procedures in order to ensure good order and student safety and happiness within our inclusive community.

At the end of each half term LWOs/DoL will monitor using the SIMS system the number of mobile phone consequences issued to their year group. Students receiving what the school deem to be a high number of consequences of inappropriate use of mobile phones will be expected to attend a meeting with parents/carers to discuss and implement an action plan to avoid further disruption to learning.

THE SCHOOL DAY

08.20	STAFF BRIEFING – MONDAY AND THURSDAYS – CURRICULUM/PASTORAL WEDNESDAY ALTERNATE WEEKS – MIDDLE LEADERS TUESDAYS
08.40	P4L TIME
09.10	PERIOD 1
10.10	PERIOD 2
11.10	BREAK
11.35	PERIOD 3
12.35	PERIOD 4
1.35	LUNCH
2.15	PERIOD 5
3.15	END OF SCHOOL DAY
3.20	ENRICHMENT DUTIES

An orderly environment during break and lunch times has a positive impact on students behaviour in lessons. The key to the success of duties lies in our consistency; consistency in our timekeeping, consistency in attention to the rules, consistency in our way of dealing with students. If staff get it right, break times and lunchtimes can be pleasant social occasions.

Students are reminded that they are not allowed off the premises during the school day without permission. All students leaving the school site between 8.35am and 3.15pm must have permission from a member of the teaching staff, and they must have the signature of that member of staff on either the note from their parent, or parents can contact the school office to authorise the absence from the site. They must sign out on departure (and sign in on return) at Student Services. Permission to leave school regularly at lunchtime will only be granted in exceptional circumstances after being discussed with a Learning Welfare Officer.

Students who arrive before 8.15 am should sit quietly in the dining room. No student should remain on the school site after 5-30 pm unless with permission of a member of staff, for example if they are involved with a school fixture, or an enrichment activity.

If a student leaves the school grounds without permission, a member of staff should urgently inform Student Services, DoL, LWO or a member of SLT who will notify the police.

Uniform (appendix 2)

We expect a very high standard of appearance at The Cavendish School, and all uniform must be worn, and worn correctly. If a student is not wearing the correct uniform, the student will be placed in isolation until the uniform is corrected. Students are allowed to wear a watch, one pair of stud earrings worn in the bottom part of the ear lobe only. ***No other piercings are allowed.***

Students have the right to manifest a religion or belief, but not necessarily at all times, places or in a particular manner. If a student wishes to wear a religious symbol, please notify the school so we are aware of the nature of this and the school will come to an agreement with the student/family regarding this depending on the request. Students will be asked to remove the item if there is a Health and Safety risk to the student or other students in a specific situation (e.g. PE, Technology). Please contact a member of Senior Leadership Team to discuss.

Make-up including false nails and eyelashes are not permitted below the Sixth Form and students will be asked to remove this immediately. Students who persistently do not adhere to this will receive a letter home to their parents / carers. If the situation continues they will be isolated and a meeting with parents set up with their Director of Learning to discuss the breach of school regulations. We expect hair styles to be conventional and acceptable. This includes no extremes of unnatural hair colour/two-tone colour, and hair should be tidy and tied back where possible. Shaven heads are not permitted, unless there are religious grounds (in which case a signed letter from the appropriate religious organisation is required), lines or patterns shaved in to the hair or eyebrows are also not permitted.

Uniform Requirements (More detail found in Appendix 2)

- The Cavendish School blazer
- Correct school tie
- V-neck oxford black pullover (optional)
- Plain black school trousers – these must not be tight fitting or jeans/chinos
- Girls are permitted to wear the The Cavendish School black skirt – this must be worn to knee length
- Plain black belt (optional)
- Plain black polishable shoes (NO TRAINERS/plimsolls/boots)

Outdoor clothing

- Fabric must not be leather, PVC or denim
- Students should not wear their coats during lessons
- Students are not permitted to wear sweatshirts, hooded tops or baseball caps in and around school, unless for medical reasons, in which case a medical note must be provided.
- In winter a scarf, woolly hat, gloves and black boots may be worn to and from school at this time only.

Please note that students will be isolated if they are not in correct uniform until such point as they are.

BOOKS & PERSONAL PROPERTY

Valuable items of property should be handed into Student Services.

Damage to School Property

The students responsible for the damage should report the damage to the Students Services manager, and the caretaker. If after investigation a student is found culpable, then their parents will be informed by the Business Manager, and they will be expected to pay towards the cost of repair, or replacement. This will be followed up by the Business Manager.

Confiscated Property

If a student's property is confiscated by a member of staff, then it will be stored in a safe, secure place, and the student will be informed of when they will be able to collect it. This would normally be at the end of the school day. (please refer to mobile phone policy for phone confiscation)

Items such as like laser-pens, cigarettes/e-cigarettes, lighters, and any other dangerous or inappropriate items, will only be returned to the parent/carer of the student concerned. Any student bringing such an item into school, will be given an appropriate consequence.

Property

- All articles of dress and other property must be clearly marked with the owner's name.
- Valuable items must be left at home or, if essential for a lesson, given to a teacher for safekeeping.
- Only sufficient money to purchase lunch and/or snacks should be brought into school. Should, on a rare occasion, a larger sum of money be brought to school, this should be left in the safekeeping of the Finance staff.

N.B. The School and H.C.C. do not accept liability for anything lost, stolen or damaged anywhere on the premises. Should a student damage school property, either through negligence or carelessness, parents will be asked to make a contribution to the cost of repair.

Safety in School

- Students should always walk around the school with consideration for others. They should keep to the left in corridors, on stairs and at times of mass movement (e.g. change of lessons) using the "up" and "down" staircases in the main teaching block appropriately. This must be enforced at the change over of lessons and observed by staff as well, in order to ensure the safe movement around the school of students.
- Students must not enter laboratories, workshops or other specialist areas unless supervised by a member of staff.
- Students must pay attention to the safety regulations posted on notice boards in various areas of the school (e.g. laboratories, workshops).
- Students must be familiar with the fire alarm procedure which is posted in every classroom. A Fire Drill will be conducted at the beginning of the year, as arranged by the School Business Manager.

Road Safety

- Students must only cross Warners End Road at the pelican crossings, never at any other point.
- Sixth Form students, who wish to drive to school, must obtain permission from the Head of Post-16 and must park at the Sixth Form Centre and provide a copy of their insurance documents.

Sanctions

Rationale

- Students have the right to expect fair and consistently applied sanctions for poor behaviour. Punishments should reflect on the nature of the behaviour exhibited and make a clear

distinction between serious and minor infringements of the code of conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in the future. It is inappropriate to punish whole teaching groups or classes for the misdemeanours of a few or to impose a sanction which is designed to humiliate.

- When using sanctions to manage behaviour, staff should always refer to our Equal Opportunities Policy and our commitment to high quality relationships based on mutual respect and understanding. Students should fully understand why the sanction is being enforced and comprehend what they need to do to improve their behaviour going forward.
- With the use of common sense, sanctions will be applied taking into account the personal circumstances and particular needs of each student.
- Although all students must have the right to be forgiven and “start over”, it is inevitable that past behaviour and attitudes must be taken into consideration when applying sanctions. Students must understand that there are consequences for actions and behaviour and that accepting personal responsibility is equally as important as understanding our rights and is an explicit part of our Character Development programme.

A positive approach to behaviour management must provide a structure that clearly indicated limits and how to succeed.

The purpose of it is to teach students self-discipline, self-control and respect for others’ rights. It requires conscious commitment from teachers to a philosophy and practice of teaching and behaviour management that:

- teaches rights, responsibilities and rules
- in no way allows disrespect
- is calm/matter of fact
- uses a ‘least to most’ or staged intervention approach
- always follows through and follows-up
- plans for discipline as rigorously as any aspect of the curriculum
- includes as wide a support base as is necessary to improve and enable positive working and social environment for students and teacher alike
- goes beyond consequences and sanction to provide support for reconciliation and change

Teachers’ Rights

- we have the right and responsibility to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour
- we have the right and responsibility to teach students to consistently follow these rules and directions throughout the school day and year
- we have the right and responsibility to ask for assistance from parents and management when support is needed in handling the behaviour of students

Students’ Rights

- they have the right to a teacher who will provide them with consistent positive encouragement to motivate them to behave
- they have the right to know that behaviour they need to engage in which will enable them to succeed in the classroom
- they have the right to a teacher who will take the time to teach them how to manage their own behaviour
- they have the responsibility to each other to help maintain a purposeful learning environment

The aim of the step-by-step approach is to establish a safe, orderly positive classroom environment in which you can teach and your students can learn.

The approach consists of four parts:

- Rules which students must follow at all times.
- Positive recognition which students will receive for following the rules.
- Consequences which will result when the rules are broken
- Frequent reminders of our expectations to enable them to succeed in meeting them

External Exclusions (Appendix 3)

- The Headteacher will decide on the use of fixed-term or permanent exclusions as a punishment. It should be noted that we will always give consideration to individual circumstances (especially recent traumatic events), the degree of deliberate intent, past disciplinary record as well as any special needs that the student might have. The school will always seek to balance the needs of an individual with the ethos and good order of the school community and the learning and well-being of all students and staff. The Headteacher will always apply a considered view and use appropriate professional judgement when deciding on any exclusion. A more detailed table of suggested tariffs showing expected punishments is provided in the appropriate appendix at the end of this document. As a general guideline, fixed term exclusions will be used as sanctions for:
 - Violent conduct
 - Rudeness or abusive language (including swearing) directed at a teacher or other member of staff
 - Persistent or repeated bullying (of any form)
 - Racism or any other act which discriminates against an individual because of any protected characteristic (as defined in the Equality Act 2010)
 - Repeated disruption of learning (for example, as measured by the accumulation of consequence points)
 - Theft of property from another student or member of staff (for example, mobile telephones, sports equipment, bicycles or related equipment)

Longer periods of exclusion (or even permanent exclusion) will be used when behaviour is repeated or for more serious breaches of conduct. Although the following is not an exhaustive list and each case would be considered individually, examples will include:

- The carrying or use of “offensive weapons” (including Replica Guns, bladed weapons, Stanley knives, baseball bats etc.). This includes “weapons” held in bags, uniform or stored in school lockers or elsewhere on the school premises. It is accepted that the definition of a “weapon” might hinge on intent and in all cases, an investigation would establish the likely “risk” associated with the implement concerned.
- Consumption, possession or supply of drugs to other students, whether for profit or not.
- Repeated and dangerous acts of physical violence. The use of any weapon during a physical confrontation will almost certainly lead to permanent exclusion.

- Repeated theft.
- Repeated bullying or racial/homophobic abuse

The decision to exclude a student should be taken only:

- in response to serious breaches of the school's Behaviour for Learning Policy; and
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
- For Bringing the School into Disrepute.

Only the Headteacher (or, in the absence of the Headteacher, the most senior teacher who is acting in that role) can exclude a student.

For the DFE summary of Ensuring Good Behaviour in Schools and Exclusions please follow the links below

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239943/Ensuring_Good_Behaviour_in_Schools-summary.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_student_referral_units.pdf

Reintegration meetings

A reintegration meeting with the student and parents/carers will take place following the expiry of a fixed period exclusion. Targets and expectations will be set and agreed and a Support Plan may be set up or reviewed where appropriate.

Behaviour Support Programme:

The BSP is a 6 week programme used to support students who have demonstrated persistent poor behaviour, and who often have had one or more fixed term exclusions often as a result of a fixed term exclusion and are at risk of permanent exclusion as a result of their continued poor conduct.

The LWO, DoL, or SLT link will decide if a student should be placed on a BSP.

Both the student and parents/carers will be invited to a Behaviour Panel Meeting with the DoL, LWO, SLT link to inform them of the reasons for being placed on the BSP. In addition, the student and parents/carer will receive support and guidance and if appropriate offer an external support through multi agencies. Students on this support programme will receive one to one mentoring to help them to identify strategies that will help them to respond in an appropriate way to challenging situations.

Through discussion with student, parents and the LWO/DoL, clear targets will be identified and agreed. The BSP is reviewed after 3 weeks with the student and Parents/Carers.

At the end of the BSP it will be decided if the student has met the targets or needs to be placed on a PSP. Appropriate external agencies will be contacted to inform them of the risk of exclusion and identify support for the family.

Pastoral Support Programme PSP: Appendix 4

The Pastoral Support Programme (PSP) is a 16 week programme used to support students who are at risk of permanent exclusion as a result of their continued poor conduct in school.

A PSP may be issued for poor attendance, but this may not lead to permanent exclusion.

The aim of a PSP is to offer both students and their family a framework of support and guidance, as well as giving a strong message to indicate the seriousness of their position.

The Director of Learning and SLT link will decide whether a PSP should be drawn up, following a review of a student. This is often as a result of fixed term exclusion.

The Director of Learning will identify the areas of concern for the student as well as their areas of strength or success. The student and Parents/Carer will be invited to a Behaviour panel with DoL, SLT link, to discuss the reasons for being placed on a PSP and the risk of permanent exclusion. In discussion with the student and their parents, targets will be set and a programme of one to one support to assist the student in meeting these targets will be agreed. These targets should relate to the concerns that have been raised and should be specific, measurable, achievable, realistic and time related where appropriate. Support might be from home or school, or where necessary, some external agencies.

The DoL, and LWO will be present at PSP set-up and review meetings. The SLT Link may also attend such meetings.

At the point of the formulation of the PSP, the student may be placed on the SEN register at School Action or at School Action Plus, depending on the level of support required. Where the student is already on the SEN register, the SENCO must be present at all PSP review meetings unless it is not appropriate to do so i.e. the student/parents finds the number of staff overwhelming. A PSP will generally run for 16 weeks and will include at least one review at 8 weeks, although there will be ongoing review throughout the period. If a student is failing their PSP the student and Parents/Carer will be invited in to a behaviour panel meeting with their DoL, the Headteacher and Governor.

The student will be placed on a daily monitoring report to help them to achieve their targets. However, a student may be permanently excluded while on a PSP if they are in serious breach of the Behaviour for Learning and Rewards Policy. Please note in this instance the PSP will be cut short and will not run its term. The PSP report will be signed by student, school and home on a daily basis. However if a student loses the PSP a daily call home will be made, appropriate sanctions put in place and the PSP will not be able to be signed by the parent/Carer. Repeatedly losing a PSP report may lead to the student failing the PSP.

All completed reports must be put into the student's file.

Behaviour Panel

There are a number of different Behaviour Panels at the school. These will be stepped up depending on the level of behaviour report a student is on. These panels meet with Student/Parents/Carers to discuss the reasons a student has been placed on report, the school's expectations, highlight the risk of exclusion and offer support and guidance.

They also listen to parental feedback. In addition the panel will identify if the student should be referred for external agency intervention e.g. Education Psychologist, counselling and school based support. The referral panel can also identify those students that have responded to intervention and deserving praise and reward. Following a very serious incident and/or repeating

persistent patterns of poor behaviour, or a long period of exclusion from school, a formal Governor panel with the student and their parents. At the Governor Panel meeting, the student will be reminded of the expectations of the school and of the Governing Body in terms of behaviour and conduct and will be given a very clear message that further breaches of the school rules, (even if it may be for an action that in the normal course of events would warrant a lesser sanction) could very likely lead to a permanent exclusion.

Use of Governor/ Headteacher Panels- examples:

The following list gives examples but is not exhaustive, nor is it indicative that a Governor Panel must be considered and or used in a process.

The school, (should they see fit) may request a Governor's panel to address:

1. Repeated patterns of poor behaviour by a student.
2. As an interim stage and as a possible last resort before fixed or permanent exclusions are considered.
3. A re-integration of a student if it is deemed necessary.
4. When a student is being placed on a PSP
5. If a student is failing a PSP

Permanent Exclusion:

A decision to exclude a student permanently is a serious one. It will usually be the final step in a process of dealing with disciplinary offences following a wide range of other strategies that have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be seen as a last resort. There may be other circumstances where, in the Headteacher's judgement, it is appropriate to exclude a student.

Students will be excluded permanently under the following situations, other than in exceptional circumstances:

- Persistent infringement of school rules to the detriment of others in terms of:
- Disruption to learning
- Endangering the health, safety or welfare of others
- Any serious offence which the Headteacher deems worthy of exclusion

First offences for which permanent exclusion may be considered

- assault of a member of staff
- Serious assault of another student
- Knowingly bringing an implement that could be used as a weapon, including any sort of knife, into school
- Supplying (with or without money changing hands) drugs on the school site

Exclusion should not be imposed in the heat of the moment unless there is an immediate threat to the safety of others in the school or the student concerned. Before recommending an exclusion to the Headteacher, senior staff will:

- Ensure that a thorough and appropriate investigation has been carried out;

- Consider all the evidence available to support the allegations, taking into account school policies and any mitigating circumstances;
- Allow the student to give his/her version of events;
- Check whether the incident may have been provoked (e.g. bullying or harassment);
- Consult with witnesses. Members of staff who may have witnessed an incident, in part or whole, or been aware of events leading up to an incident, must provide a detailed, dated and signed report. Student witnesses will be requested to write a dated and signed report; however, their anonymity cannot be maintained unless there are exceptional circumstances.

The Headteacher will check that this has been done.

If satisfied that, **on the balance of probabilities**, the student did what he or she is alleged to have done, the Headteacher may exclude the student.

Monitoring and evaluation

The school monitors behaviour incidents in order to identify issues and trends. The school makes effective use of ICT database facilities to support the implementation of its procedures. Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

The school monitors incidents of disruptive behaviour in terms of:

- Type of incident;
- Critical days/times in the week;
- Critical places within/outside the school;
- Students involved;
- Profile of students involved (ethnicity, gender, age, SEN, looked after students, students with disabilities); timeliness of response; outcomes.

The school ensures that its student record keeping systems provides for the analysis of the impact of its Behaviour for Learning Policy on particular groups of students and in respect of Special Educational Needs, disability, ethnic origin, gender and students in public care. The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The school evaluates its policy against key improvement objectives which include:

- (i) Individual measures: improvement of individual behaviour; academic progress.
- (ii) class/department/faculty/ Whole school measures:
 - General behaviour patterns;
 - Balance in the use of rewards and sanctions;
 - Staff support and training needs;
 - Curriculum access and academic progress;
 - Equal opportunities;
 - Behaviour management trends over time;
 - Effectiveness of the policy in encouraging positive behaviours.

The school provides details of issues and trends to staff and the Governing Body as a basis for effective decision making at each Student Support committee meeting.

Exclusion data is monitored by the Pastoral DoL, and the Assistant Head who has responsibility for each Key Stage, at the end of each term in terms of gender, year group, ethnicity and offence. This is reported to SLT. The data is also reviewed by the Student Support Committee each term as a minimum.

The school ensures that behavioural issues are discussed with all parents/carers as part of the routine Parents' Evening consultations and copies of the Behaviour for Learning Policy is available on the school website and on request from the school office.

Special Educational Needs

Particular efforts will be made to avoid excluding students who are being supported at School Action or School Action Plus, or who are Statemented, under the Special Educational Needs Code of Practice. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions.

When students with SEN need a PSP, it does not replace the Special Educational Needs (SEN) assessment process. Rather than set up a PSP for pupils with an Individual Education Plan (IEP), we ensure that IEPs for these pupils reflect appropriate strategies to meet their additional needs.

We recognise that some students who need a PSP do not have particular SEN.

Student Report Cards

When a student has difficulty managing his/her behaviour a report card may be used to help him or her improve. A student may choose to use a report card voluntarily, as a way of getting feedback, or it may be compulsory, where staff want to use it to help a student identify behaviour issues, and thus a focus for improvement.

Staff record achievement against targets at the end of each lesson throughout the day. Report cards are used to monitor progress, spot patterns and improve behaviour, attendance, punctuality or homework. Students will show their report card to the relevant member of staff at specified times of the day. They will then take it home for parents to look at and sign, so that parents are aware how their child has done on that day. A student would normally be on report for a period of 2 weeks. If targets are regularly not met, then a student may continue on report, as well as face further consequences.

- The reason or focus will always be stated on the card
- They can be issued by the Form Tutor, Head of Subject, Director for Learning Faculty/Pastoral, Learning Welfare Officer, and SLT.
- Students will always be involved in the target setting dialogue
- Parents will be informed
- Staff will always be informed
- They will not be used long term unless exceptional circumstances

If a student does not make progress whilst on report parents will be called into a meeting with relevant staff.

Procedures for Reporting

**Behaviour Support
Reports**

Type of Report	Reason	Procedure	Reporting	Sanction
Subject Report	When a student is causing a concern in a faculty area (evident from behaviour logs on SIMs) & teacher/CL monitoring	Teacher/CL to contact home and place on subject report. Inform tutor that a student has been placed on a subject report. 2 weeks- call home to discuss progress	Report to teacher/CL at the end of each lesson	Break/lunch detention Faculty detention Exited from lessons for 1 week of lessons (to 6 th form lessons in faculty) readmitted following meeting with parents/CL & LM
Tutor Report	When a student is causing a concern in two or more faculty areas (evident from behaviour logs on SIMs)	Tutor to contact home and place on tutor report. Inform the HOY that a student has been placed on report. 2 weeks – call home to discuss progress.	Report at Pfl time	3/4 a report need to lose break, lunch or after school with class teacher. Place in HOY detention if they are not responding to tutor report.
LWO/DoL Report	Lack of progress on tutor report/ significant incident resulting in a student being in IE or excluded.	LWO/DoL to arrange a meeting – PSP setup. 3 /4 weeks –call home to discuss progress.	Report at break, lunch and afterschool.	3/4 on report lose break, lunch and kept 15 minutes after school. Failure to report – students may be placed in IE for lunch.
SLT Report	Lack of progress on LOW/DoL report or significant	SLT to arrange a meeting with parents to discuss intervention/support in place and next	Report before school, break, lunch and afterschool	Students on SLT report do not have free time if

	incident resulting in a student being in IE or excluded.	steps if no progress on SLT report. 2 weeks- call home to discuss progress.		they receive a 3 or 4. Fail to comply results IE/exclusion/ Governor Meeting
LWO Report	Students who are a case study to SWO's or need intense support. (vulnerable students)	SWO to contact home. 4-6 weeks	Break, lunch and afterschool	3/ 4 loss of break and lunch in IE.
Mentoring Report (any member of staff can be a mentor)	Students who are working with a mentor due to learning needs	Mentor to contact home. On-going report	As discussed at first & review meetings	In line with targets set with individual students

Isolation

A student may be isolated at any time throughout the day if the incident is serious enough for the student to be kept away from others, to write a statement, or while an investigation is being carried out. They should be kept to the minimum amount of time possible and no longer than the end of the school day. In exceptional circumstances (where a fixed term exclusion is likely) or if an incident happens at the end of the day, a student may be isolated the following day but again, for the minimum amount of time possible and no longer than the end of the school day.

Examples of behaviour that could result in spending time in Isolation include:

- Repeated poor behaviour
- Incident of fighting, bullying, or homophobic language
- Defiance
- Not attending a detention
- Poor behaviour in an exit room – Fast track person may place a student straight into Isolation
- Pending investigation of a serious incident that may result in an exclusion
- As an alternative to Fixed Term exclusion if it is not appropriate for the student to be at home (exceptional circumstances only)
- Repeated uniform issues
- Dangerous behaviour
- Photographing or videoing student or staff without permission
- Swearing

Fixed Term Exclusions

The Students, Schools and Families guidelines state that an Exclusion room should not be used for a student that has a Fixed Term Exclusion. However, if it is deemed unsuitable for a student to remain at home then the Isolation room may be considered as an option. This option should only be considered in exceptional circumstances.

Sixth Day Provision

Students should only be offered sixth day provision, if it is not deemed suitable for them to attend a different school or Learning environment.

Support for Individual Students

The individual needs of students will be carefully considered. Students receiving support from Senior Leadership Team, SEN or the Oasis centre should have appropriate access to support staff and resources to allow them to succeed with work set and behaviour expectations of the Isolation room. Regular contact/meetings will be held between LWO, DoL, SEN staff, and the OASIS Manager.

Lunch break

Behaviour Outside of School

Good behaviour outside of school brings credit to you and your family and reinforces the good reputation of the school;

- Show consideration to others and their property on your way to and from school. It is particularly important that students behave sensibly and with good manners when walking, biking and taking buses to and from school.
- Correct uniform must be worn inside school and when travelling to and from school. Students must also wear full school uniform on visits, sports fixtures and other trips unless given specific instructions by a member of staff.
- Remember your appearance and behaviour is a reflection on yourself, your parents and The Cavendish School.
- When students are engaged in school activities outside of the normal curriculum time or when they are on their way to and from school in school uniform, they should understand that they remain under the jurisdiction of this policy and other related policies.

Investigations

As is the case for all serious breaches of our conduct code, a full investigation will be carried out by appropriate staff. These investigations will usually include: -

- Interviews with students involved or students who have witnessed events. These interviews may be carried out individually, or in groups.
- The school reserves the right to strike a balance between conducting a fair and balanced enquiry with the amount of time allocated to such investigations. Where students readily admit to an offence, rarely will it be necessary to obtain further statements.
- Teachers will use professional judgement and experience in order to determine which students will be asked to provide witness statements or comment. For example, teachers will take into account relevant friendship patterns, previous breaches of the behaviour code, and the relationship between students involved in the incident, in order to ensure that a

balanced account is obtained. It should always be remembered that the school does not operate in the same manner as the police or other prosecution services and that decisions will often be formed using a sense of "reasonable probability" taking into account available evidence and professional understanding. Ultimately, a decision may be taken on an appropriate course of action which is based on the member of staff's best judgement, or appraisal of the situation.

- Usually (although not always), a student will be asked to write a written statement relating to an incident(s). The student may be permitted to add to or alter their statements if the investigation highlights inaccuracies or omissions. Such alterations will be suitably noted or recorded. Sometimes, it may be appropriate that a member of staff acts as a scribe for the student, who verbally explains the incident to the member of staff, and then the student signs the statement to indicate its accuracy.
- Staff will be expected to complete appropriate and related documentation such as incident forms, and accounts of telephone conversations with parents, and should keep a bullet point log relating to the progression of the investigation and its related outcomes.

Parents of the alleged victims of the incident will be contacted to explain that the school has taken appropriate action but rarely will the school discuss sanctions/punishments issued to another student.

Parents are informed of exclusions by telephone as soon as possible and also via written letters following the County and national guidelines. These letters contain details of parents' rights of appeal and the role of the governors.

CCTV and Requests for Documentation

The Cavendish School will not release copies of CCTV footage as this would contravene Child Protection and safeguarding guidelines. Documents containing information which names other students will always be anonymised to protect individuals.

Should a request be made for copies of specific documentation this will incur a charge. This will cover photocopying and administrative costs. Administrative costs will be charged in thirty minute segments based on the half-hourly rate for the administrator.

Selling

It is against the school rules to bring sweets/items into school to sell to other students. If a student breaches this they will be searched for the banned items in line with our policy, will have the sweets/items confiscated for parent's collection and receive an appropriate community response.

Please note that this could include a fixed term exclusion which in line with legislation will form a permanent part of a student's record.

Smoking/Shisha Pens

Smoking including e cigarettes and Shisha pens are illegal and is therefore strictly forbidden on school premises. Matches, cigarettes, e cigarettes and lighters are not allowed in school and if found will be confiscated for parents to collect. You may not smoke when off school premises if you are still in uniform, or otherwise associated with the school. Persistent offenders could face permanent exclusion.

We will assume you have smoked, or intend to do so if you are found in possession of cigarettes, lighter or matches, and are found in an area known to be where smokers congregate and we will punish accordingly, this could be with loss of social time, isolation or a fixed term exclusion of at least 1 day, but possibly more severely for repeat offenders or students with other poor behaviour records. In all cases students will receive drugs education.

Alcohol/Legal Highs/illegal substances/dangerous items:

Possession of, use or abuse of alcohol, legal highs, illegal substances or dangerous articles on school premises is strictly forbidden and will be dealt with as an absolute minimum by a period of fixed term exclusion. Permanent exclusion is the most likely course of action in such circumstances.

Searching Students

The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has weapons, alcohol, illegal drugs, Banned items and stolen items. School staff can also search students without their consent for any item which is banned by the school rules. Where possible the PCSO should be contacted when dealing with any criminal evidence along with parents and two members of staff present at the time.

Use of Reasonable Force

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school. The Cavendish School follows the “Restrictive Physical Intervention Policy as best practice in these circumstances.

In The Cavendish School we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

DEFINITION OF “RESTRICTIVE PHYSICAL INTERVENTION”

“Restrictive Physical Intervention” (RPI) is the term used to describe interventions where the use of force to control a person’s behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use “reasonable force” to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others

- To prevent or stop a child from causing serious damage to property (including the child's own property)
- There is no legal definition of "reasonable force". However, there are two relevant considerations:
- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.
- The definition of physical force also includes the use of mechanical devices (eg splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.
- Legal defence for the use of force is based on evidence that the action taken was:
- Reasonable, proportionate and necessary
- In the best interest of the young person

This document takes into account DfE Guidance on Use of Reasonable Force July 2013
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE IN THE CAVENDISH SCHOOL.

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN THE CAVENDISH SCHOOL

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and must be aware of this Policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of children then that adult will be entitled to use restrictive physical intervention.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

The Headteacher authorises any teaching member of staff, support staff and any other appropriate adult to physically intervene if necessary.

EACH SCHOOL NEEDS TO COMPILE A LIST HERE OF STAFF GROUPS EG , TA'S, CARETAKER ETC. AND IN ADDITION THE HEADTEACHER MAY GIVE TEMPORARY AUTHORISATION TO OTHERS EG PARENT HELPERS ON A TRIP, CENTRALLY EMPLOYED SUPPORT STAFF.

PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN THE CAVENDISH SCHOOL

Staff will use the minimum force needed to restore safety and appropriate behaviour. When considering the use of restrictive physical intervention there are only 3 components that can be judged as wrong.

- A negative impact on the process of breathing
- Pain as a direct result of the technique
- A sense of violation
- Elevated risks
- The following can result in a sense of violation, pain or restricted breathing
- The use of clothing or belts to restrict movement
- Holding a person lying on their chest or back
- Pushing on the neck, chest or abdomen
- Hyper flexion or basket type holds
- Extending or flexing of joints (pulling and dragging)

The following can result in significant injury:

- Forcing a child up or down stairs
- Dragging a child from a confined space
- Lifting and carrying
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency)
- The principles relating to Restrictive Physical intervention are as follows:-
- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- Staff will use the minimum force necessary to ensure safe outcomes
- Staff will be able to show that the intervention used was a reasonable response to the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy

- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

ACCEPTABLE FORMS OF PHYSICAL INTERVENTION IN THE CAVENDISH SCHOOL

- There are occasions when staff will have cause to have physical intervention (PI) with pupils for a variety of reasons, for example:
 - to comfort a pupil in distress (so long as this is appropriate to their age);
 - to gently direct a pupil;
 - for curricular reasons (for example in PE, Drama, etc);
 - First aid and medical treatment
 - in an emergency to avert danger to the pupil or pupils;
 - in rare circumstances, when Restrictive Physical Intervention is warranted.
- In all situations where physical contact between staff and pupils takes place, staff must consider the following:
 - the pupil's age and level of understanding;
 - the pupil's individual characteristics and history;
 - the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants' neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. [Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention.]

DEVELOPING A POSITIVE HANDLING PLAN IN THE CAVENDISH SCHOOL

If a pupil is identified for whom it is felt that Restrictive Physical Intervention may be a likely result, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include: -

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used

- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

GUIDANCE AND TRAINING FOR STAFF

Guidance and training are essential in this area. We need to adopt the best possible practice. In The Cavendish School this is arranged for all staff at a number of levels including: -

- awareness of issues for governors, staff and parents,
- behaviour management techniques for all staff
- managing conflict in challenging situations - all staff

Training in practical techniques of Restrictive physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. (NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).

Hertfordshire Steps is the local authorities preferred approach to supporting positive behaviour management in schools and services.

Hertfordshire Steps training covers two distinct developmental areas:

“Step On” – is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

“Step Up” – provides training on elements of restrictive physical intervention and personal safety. This training can only be provided within services where staff have already completed ‘Step On’ training and are still within certification. ‘Step Up’ training is only delivered where there is an audited need with an individual young person.

COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

Allegations against a Member of Staff (Appendix 5)

It is highly probable that any student found making false allegations will be given a Fixed Term Exclusion. A strategy meeting may be held to identify the risks of the student returning to main stream education. The risk assessment should include recommendations for educational provision for the student whilst taking into account the safeguarding of teachers.

Appendices:

Appendix 1

FAST RESPONSE STAFF PROCEDURES

- 'Walk' the school and visit cover lessons and 'Hot Spots' where possible
- Attend 'call-outs' as requested by Student Service. Acknowledge you are dealing with the incident.
- If called to lesson – the situation should, if appropriate, be focused on resolution. If the situation can be resolved the students should, in negotiation with the teacher continue with his/her learning.
- A courtesy 'pop-in' by the end of the lesson helps staff feel supported.
- Discuss with student what went wrong, how it could have been dealt with differently and return student to class
- 'relocate' student when needed
- Where the situation has gone further, the "On Call" member of staff may, in discussion with the teacher, escort the student to an exit room or Internal exclusion depending on the incident.

SIMs Behaviour aspects must be completed and behaviour followed up (immediately) by either the member of staff and feedback from the Learning Walk needs to be given to student services by the On Call member of staff.

- Where the situation is putting other students' safety at risk a student should be escorted to a member of SLT for 'EMERGENCY' isolation. SIMs Behaviour aspects must be completed and witness statements/incident details gathered by a LWO or DoL for the Faculty.
- AT ALL TIMES PLEASE INFORM THE DIRECTOR OF LEARNING Pastoral
- Where a student shows total defiance and warrants a fixed term exclusion a blue slip must be completed the incident logged on SIMs and parents contacted either by the On Call member or a LWO.

Appendix 2

BOYS' UNIFORM REQUIREMENTS

OUTDOOR WEAR

- ❖ Plain dark coloured coat - without decoration or motif (not 'sports' or 'hoodie' top, no denim, no leather, no faux leather).
- ❖ Black shoes, office type, polishable allowed. The following are **NOT** allowed:
 - Vans (or similar)
 - Converse (or similar)
 - Trainers
 - Boots (ankle)
 - Plimsolls
 - Platforms
- ❖ Plain black scarf, gloves and hats (optional - no other colours allowed).

INDOOR WEAR

- ❖ Black blazer
- ❖ School badge for blazer (available from Stevensons Ltd, St Albans 01727 853262)
- ❖ White button up shirt (not polo style)
- ❖ School tie available from Stevensons Ltd, St Albans
- ❖ Black school v neck jumper (optional) available from Stevensons Ltd, St Albans
- ❖ **Plain** black trousers. The following are **NOT** allowed:
 - Excessively Skinny fit
 - Jeans
 - Cords
 - Track suit 'sports' bottoms
- ❖ Plain black or white socks only.

P.E. KIT - available for purchase from Price & Buckland – on the school website.

- ❖ Cavendish tracksuit bottoms – or just plain black
- ❖ Cavendish polo Shirt
- ❖ Cavendish black shorts
- ❖ Cavendish socks
- ❖ Cavendish reversible rugby shirt
- ❖ Cavendish school PE hoody (optional) for PE **ONLY**.

MISCELLANEOUS

Strong drill apron to cover clothing during practical design sessions.

ALL ITEMS SHOULD BE CLEARLY MARKED WITH THE STUDENT'S NAME

HAIRCUT

The following is **NOT** acceptable for school:

- Extremely short (less than 0.2)
- Excessive patterns / lines
- Unnaturally coloured hair
- Dip dyed

Any student with a hairstyle that is we deem to be unacceptable will be isolated until it has become acceptable.

JEWELLERY

One small ring, one plain silver/gold stud in each ear lobe and one watch only is permitted.

The following is **NOT** permitted:

- Facial piercings (nose, lip, eyebrow, chin etc.)
- Piercings of the tragus and top of the ear.
- No clear retainers.
- No stretchers in ears.
- No bracelets of any kind including charity.
- No necklaces.

TATTOOS Tattoos/henna tattoos are not permitted.



GIRLS' UNIFORM REQUIREMENTS

OUTDOOR WEAR

- ❖ Plain dark coloured coat - without decoration or motif, (not 'sports' or 'hoodie' top, no denim, no leather, no faux leather).
- ❖ Black shoe polishable allowed. The following are **NOT** allowed:
 - Vans (or similar)
 - Converse (or similar)
 - Trainers
 - Boots (ankle)
 - Plimsolls
 - Platforms
- ❖ Plain black scarf, gloves and hats (optional - no other colours allowed).

INDOOR WEAR

- ❖ Black blazer
- ❖ School badge for blazer (available from Stevensons Ltd, St Albans 01727 853262)
- ❖ White button up stiff collared shirt.
- ❖ School tie available from Stevensons Ltd, St Albans
- ❖ Black school v neck jumper (optional) available from Stevensons Ltd, St Albans
- ❖ Plain black pleated school skirt knee length.
 - The following school skirts are **NOT** allowed:
No Lycra / stretchy material skirt (5cm above the knee)
- ❖ Plain black tailored trousers The following are **NOT** allowed:
 - Excessively Skinny fit
 - Jeans
 - Cords
 - Track suit 'sports' bottoms
- ❖ Plain black or white socks only.
- ❖ Opaque black or flesh coloured tights – not footless

P.E. KIT – available for purchase from Price & Buckland – on the school website.

- ❖ Cavendish Tracksuit bottoms – or just plain black
- ❖ Cavendish Polo Shirt
- ❖ Cavendish Black shorts
- ❖ Cavendish Socks
- ❖ Cavendish School PE Hoody (optional) for PE **ONLY**

MISCELLANEOUS

Strong drill apron to cover clothing during practical design sessions.

ALL ITEMS SHOULD BE CLEARLY MARKED WITH THE STUDENT'S NAME

HAIRCUT

The following is **NOT** acceptable for school:

- Extremely short (less than 0.2)
- Patterns / lines
- Unnaturally coloured hair
- Dip dyed

Any student with a hairstyle that is we deem to be unacceptable will be isolated until it has become acceptable.

MAKE UP

Make up is not allowed in school this includes the following:

- Eye liner
- Lipstick
- False eye lashes
- Nail polish
- Foundation
- Blusher
- Mascara
- False nails

JEWELLERY

One small ring, one plain silver/gold stud in each ear lobe and one watch only is permitted.

The following is **NOT** permitted:

- Facial piercings (nose, lip, eyebrow, chin etc.)
- Piercings of the tragus and top of the ear.
- No clear retainers.
- No stretchers in ears.
- No bracelets of any kind including charity.
- No necklaces.

TATTOOS

Tattoos/henna tattoos are not permitted.

Appendix 3

Exclusion Sanctions

(Note this is a guide and the Headteacher will decide on an appropriate length based on the circumstances)

Sanctions – Sanctions Tariff (General Guidelines) Behaviour

Fighting or physical assault – no premeditation

Fighting or physical assault – with premeditation and/or planning.

Conspiring to cause a fight – even if the student is not actually involved in the assault. The school will not tolerate “onlookers” who instigate fights.

Unprovoked physical assault resulting in actual bodily harm. The school will always take note of the “ferocity” of any assault and in most cases, would report the matter to the police

Assault of any type with a weapon with the intent to cause harm.

Theft or deliberate damage of another person’s property.

Receiving stolen goods in full knowledge of the situation

Abusive language or behaviour towards staff

Aggressive behaviour towards staff

False and/or malicious allegation made against a member of staff (see appendix entry below for further details)

Refusal to follow staff instructions on a repeated basis

Sanction

1 day internal or 1 day fixed term external exclusion depending on the level of provocation and concept of reasonable self defence. A previous history of physical assault will almost certainly add to the duration of the exclusion.

3 – 7 days external exclusion. The degree of disregard for the victim and any lack of empathy will influence the duration of the exclusion.

3 – 5 days internal or external exclusion.

3 – 7 days fixed term exclusion.

In most cases, such an incident would lead to a permanent exclusion, except in some instances where extenuating circumstances such as self-defence exist. 1 – 3 day fixed term exclusion (repeated behaviour will result in longer term or even permanent exclusion). Compensation or return of property will be required. It is likely that the police will be informed in all cases of theft.

5 day fixed term exclusion

1 – 3 day fixed term exclusion

5 – 10 day exclusion. Permanent exclusion if the aggression represents a real threat to personal safety or well-being or is repeated behaviour.

Fixed term or permanent exclusion depending on the nature of the allegation and the possible extent of damage caused to the member of staff by the allegation.

1 – 3 day fixed term exclusion

Persistent refusal to wear appropriate school uniform (including infringements on jewellery) and after adequate communication with home.	1 – 3 day fixed term exclusion (after other sanctions have proved inappropriate, including sending home to change/dress appropriately). The reason for exclusion will cite "refusal to accept the reasonable authority of the school"
Persistent bullying of another student(s) and failure to respond to warnings.	3 – 5 day fixed term exclusion (permanent exclusion will follow if the behaviour persists)
Persistent disruption of learning and failure to respond to support	1 – 5 day fixed term exclusion (permanent exclusion will follow if the behaviour persists)
Wilful disruption of an examination (internal or external)	1 – 3 day exclusion
Supplying (or sharing) class 'C' illegal drugs	3 – 10 day fixed term exclusion – permanent exclusion if offence is repeated or supply has been for financial gain. Permanent exclusion – referral to the police.
Supplying (or sharing) class 'A/B' illegal (e.g. cocaine, heroin, crack, LSD. Amphetamines, ecstasy)	
Possessing or consuming class 'C' illegal drugs during school time or on a school activity or excursion	3 - 7 day exclusion (permanent exclusion if offence is repeated)
Possessing or consuming class 'A/B' illegal drugs during school time or on a school activity or excursion.	Permanent exclusion - referral to the police.
*Carrying an offensive weapon in school or on any school approved activity (sports fixtures, school trips, visits etc.). 'Carrying' also includes storing the weapon for easy access later (for example, in a locker, in another student's bag or elsewhere on the school premises)	Permanent exclusion –referral to the police.
*Using an offensive weapon.	
Abuse/wrongful use of fire alarm and other safety installations (such as fire extinguishers)	Permanent exclusion –referral to the police with a strong recommendation for prosecution (through normal police procedures).
Racist and/or homophobic abuse towards another individual or group	3 – 5 day fixed term exclusion
Physical violence – actual or threatened to a member of the school staff	1 – 5 day fixed term exclusion (in some cases, internal isolation will be appropriate) Permanent exclusion (on rare occasions, this punishment may be commuted to a fixed term exclusion if the student is of previous "good character" and there are extenuating circumstances for the offence).
Poor behaviour on the school buses – such as throwing items, physical abuse and use of threatening language, smoking or consumption of alcohol.	Exclusion from the bus for a fixed period of time determined by the nature of the offence and any previous history

1. In all cases where a student has committed a criminal offence, it is highly probable that the police will be informed. For exclusions lasting more than 5 days, the school will provide work in an appropriate setting for example, at Longdean School on the 6 day protocol agreement, and including ICT based learning via the school's virtual learning environment. For the student's return to school a suitable reintegration meeting will be held with a senior pastoral leader and/or member(s) of the Senior Leadership Team. For serious offences and/or repeated behaviour, the reintegration meeting is likely to be with the Headteacher.
*An offensive weapon means any article made or adapted for causing injury, or intended to cause injury. Included in this description are knives or other sharpened implements, baseball bats, replica guns, metal bars, knuckle dusters, heavy jewellery such as large rings, marshal arts weapons, some common place tools such as screwdrivers and Stanley or craft knives (where "intent" is obvious). The Headteacher, or designated Assistant Headteacher, are the only members of the school staff able to issue fixed term or permanent exclusions.

PASTORAL SUPPORT PROGRAMME

MAIN PRINCIPLES

A Pastoral Support Programme (PSP) is a school based intervention to support individual children and young people who have had several fixed term exclusions that may eventually lead to a permanent exclusion, or who may be at risk of failure at school through disaffection or rapidly deteriorating behaviour (DfES circular 11/99). This may include non-attendance at school.

A PSP is to help individual students better manage their behaviour by identifying clear and precise behavioural outcomes for the student to address with the help of the school staff, parents/carers and where appropriate outside agencies.

A PSP provides an opportunity for staff and parents/carers to prevent behaviour from deteriorating further.

Clear targets are set at the PSP planning meeting which are both reasonable and achievable (SMART).

The Special Educational Needs Code of Practice states that the PSP should not replace the Individual

Education Plan (IEP) provided that the IEP reflects appropriate strategies to meet behavioural needs.

In the case of children or young people in care to the Local Authority, the PSP may be incorporated into the

Personal Education Plan (PEP).

A PSP should not be a paper exercise which leads to exclusion.

A PSP is time limited. Circular 11/99 suggests it should last for up to 16 weeks with regular reviews.

CONSIDERATIONS BEFORE DRAWING UP A PSP

Have a range of school based strategies been tried and outcomes recorded? Has there been regular contact with parents/carers?

Is the school able to nominate a member of staff to act as coordinator and prepare the PSP? Ideally this will be a senior member of staff who can ensure the implementation of the PSP throughout the school. For children in care, it will be the designated teacher for looked after children.

Has thought been given to how progress will be monitored and shared with staff?

It is necessary to consult with the School SENCO to help with the preparation alternative planning arrangements for a student learning difficulties?

If the student is disabled, has the guidance in the Disability Code been followed?

Has consideration been given to which agencies to involve in the development of a PSP? It is likely that it will only be those who can offer direct support or advice.

Who are they for?

A PSP must automatically be set up for any student who is at serious risk of permanent exclusion. One may also be written for a student who shows signs of extreme disaffection and is failing to progress.

Procedures

PSP's are to be co-coordinated by a LWO/Director of Learning or SLT link who has responsibility for ensuring that documentation is accurate, up-to-date and reviewed regularly.

Exclusion reports are also written using PSP information so it is vital that the information is kept centrally on the student file. The turnaround of these reports is extremely quick, so having the information to hand quickly is imperative.

Please make sure that you use the proforma provided so that consistency across the year groups is maintained.

Things to Consider:

- Staff questionnaires – should be used at all reviews
- Student questionnaires – an excellent starting point that can identify strengths and weaknesses students are involved in dialogue that will not necessarily happen at a meeting with parents present
- Meetings should always finish on a positive
- Meetings should happen before or during school to encourage a positive contribution from the student (not to be seen as a punishment)
- Minutes must be sent home and the information given to Wendy W for filing
- The support should be in place 16 weeks to have the desired effect unless the students continues to breach the behaviour policy
- All incident forms need to be used, as exclusions will need the evidence. Please ensure they are signed and dated.

SPECIFIC VULNERABLE GROUPS OF STUDENTS

If a school is considering developing a PSP for a child with special educational needs and/or a disability, or a child in the care of the Local Authority, it is necessary to have regard to the following

Children with Special Educational needs “A PSP should not be used to replace the special needs process. Rather than set up a PSP for students with an IEP, schools should ensure that IEP's for students at risk of exclusion or disaffection reflect appropriate strategies to meet their educational needs...” (DfES Circular 10/99).

Students who have had their needs identified are likely to have an IEP. If they are at risk of exclusion their pastoral targets should be included on the IEP. The IEP planning and review structure should be sufficient provided the targets are small and achievable.

SEN and Disability Act 2001

Every effort should be made to avoid excluding students whose difficulties are considered to be severe and complex enough to merit a request for formal assessment under the 2001 Education Act. Their needs should be met by revising the IEP to include pastoral targets.

For students already with a Statement, any change in need, provision or requests for change of placement should come through the Annual Review Process. In some cases this may mean the Annual Review will need to be brought forward.

In addition we follow Paragraph 9.4 – of the SEN code of Practice. Ensuing that the Local Authority are contacted for an emergency review of the students statement takes place.

The school should also review its Behaviour and Discipline Policy and have clear guidelines for preventing exclusion which are approved by the Governing Body.

Please refer to the Additional Educational Needs Policy Children in Public Care of the Local Authority

The Guidance for the Education of Children and Young People in Public Care (DFEE/DOH 2000) includes statutory duties. One of these is that all young people must have a Personal Education Plan. When a PSP is required, it should form part of the Personal Education Plan. This will ensure that the targets and outcomes are known to the Social Worker. It is important that the Social Worker and Carers are actively involved in the development of all targets so that they can support the student when not in school.

WHEN TO DRAW UP A PSP

The DfES guidance states that a PSP must always be developed if a student has had two or more fixed term exclusions adding up to more than 15 days in one term, or is exhibiting behaviour which may eventually lead to permanent exclusion.

A PSP should also be developed if there are reasons to suggest that the student is at risk of failure at school through disaffection.

This may include:

- Persistent bullying
- Racial/sexual harassment
- Persistent truanting
- School refusal
- Severe behavioural problems
- Continued drug or substance abuse
- When school based strategies have shown little progress despite regular reviews involving the student and his/her parents/carers.

BEFORE THE MEETING

Once it has been decided that a PSP is necessary the LWO or DoL should:

1. Nominate a person to chair/lead the meeting
2. This person should ensure that evidence is collected prior to the meeting. This may take the form of:

- Behaviour strategies already tried with outcomes
- Copy of SEN statement or PSP
- Subject strengths and weaknesses
- Attendance record
- Information from other agencies if they are not attending in person.

Invitations should be sent at least 5 working days before the planned meeting should invite:

- The student and their parent/carer

- School staff involved – SENCO, Director of Learning, Learning Manager and Teaching Assistants
- LEA support services where appropriate - Intergration Officer (as the County representative), Parent Support Advisor, Children in Care Educational Coordinators.
- Outside agencies who are directly involved eg TYS
- Request confirmation of attendance.

In all cases where a student has committed a criminal offence, it is highly probable that the police will be informed.

For exclusions lasting more than 5 days, the school will provide work in an appropriate setting for example, at Longdean School on the 6 day protocol agreement, and including ICT based learning via the school's virtual learning environment. For the student's return to school a suitable reintegration meeting will be held with a senior pastoral leader and/or member(s) of the Senior Leadership Team. For serious offences and/or repeated behaviour, the reintegration meeting is likely to be with the Headteacher.

*An offensive weapon means any article made or adapted for causing injury, or intended to cause injury. Included in this description are knives or other sharpened implements, baseball bats, replica guns, metal bars, knuckle dusters, heavy jewellery such as large rings, marshal arts weapons, some common place tools such as screwdrivers and Stanley or craft knives (where "intent" is obvious). The Headteacher alone (or designated Deputy) is the only member of the school staff able to issue fixed term or permanent exclusions.

Appendix 5

This section should be read in conjunction with the school's "Child Protection Policy".

Following receipt of an allegation², the school will use published procedures for arranging a full and impartial investigation. It is accepted that on occasions, such an investigation may be carried out by an external agency or even the police.

An allegation would by necessity indicate that the member of staff involved will have behaved in such a manner as to have broken the school's published Code of Conduct Page 17 of 18

Substantiated: there is sufficient evidence to prove the allegation

The matter will be dealt with under the Code of Conduct for employees and appropriate and proportional disciplinary action taken. The child will be afforded all possible support as outlined in our Child Protection Policy

False: there is sufficient evidence to disprove the allegation

The Headteacher will come to a conclusion as to the degree of intent of the child who made the allegation. For example, it may be evaluated that the child misinterpreted the situation or incident but did not intend to cause specific harm or damage to the teacher or member of support staff concerned. The Headteacher will determine the level of sanction applicable (see table above)

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate attempt to deceive

It is almost certain that the Headteacher will apply a sanction of “permanent exclusion” and refer the case to the governors’ disciplinary panel for consideration. It is also likely that the matter will be referred to the police for further investigation/consideration. The school’s designated officer is likely to refer the matter to the social care services to determine whether the child concerned is in need of support from external services, or may have been abused by someone else.

The implications for staff members subjected to false allegations can be extremely serious and, in considering whether or not to take disciplinary action against the student concerned, the Headteacher may need to consider the wider context aside from any “special needs” the child may have.

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. That is, there has been no determination of guilt or innocence

The school’s designated officer is likely to refer the matter to the social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.