

Behaviour Policy



Redbridge Community School

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Introduction

Our behaviour policy is ultimately a relationship policy and has clear expectations regarding how each person from the Headteacher, staff members and students are expected to behave and conduct themselves in the school. Our behaviour/ relationship policy is underpinned by our four school values, which drive every interaction, each in part sustaining and developing our culture.

- Aspiration:* Being a better version of yourself and learning acceptable/ unacceptable behaviours.
Opportunity: Seizing the opportunities in and out of school to develop your character.
Respect: Welcome others, understand and enjoy being you.
Excellence: To learn from the best to be the best.

Intent

Our behaviour policy sets out our expectations of acceptable behaviour, through day to day modelling, by all staff and students. This is founded on high expectations where excuses are not used as a reason for poor behaviour. The school sets out its inclusive agenda over various policies and this behaviour policy is the overarching driver of these.

- Our culture is created by our understanding and adherence to our school values and our ethos is driven by the social contact every person experiences. This must be through mutual respect, dignity, kindness and respect.
- Our policy has established principles based on fairness. It is reasonable and fair, and is driven by conflict resolution strategies where in most cases issues are resolved through conversation and talking issues through. Whilst our policy will be consistently applied; understanding it may not.
- Offer a safe, orderly environment in lessons and around the school.
- Develop systems that allow students to take responsibility/account for their own actions.
- Develop 'inclusive' practice whilst making necessary adjustments for those who need it.
- Understand that behaviour is an outcome, and maybe because of unmet needs.
- Develop further systems to support and develop individual character and well-being.
- Demand better from all with high expectations.

Character Curriculum

The school has a detailed character curriculum that links to our personal development ambition of our students. These are behaviours based on:

- Resilience
- Empathy
- Self-awareness
- Passion
- Excellence
- Teamwork

Various activities have been designed in the school curriculum to develop these further; such as our 'great outdoors curriculum', the facilities in the school; like the climbing wall and assault course, and this curriculum has been mapped to our personal development character curriculum.

Our pastoral and inclusion team have bespoke roles in enabling this policy to be implemented throughout the academic year.

The Role of School Leaders

The schools senior management team, including the Headteacher, should be highly visible in the school, where they regularly engage with students, parents and staff on setting and maintaining a behaviour culture. This will lead to an environment where everyone feels safe and supported.

In addition, senior manager's, including the Headteacher, have a key role in ensuring all staff understand behaviour expectations and the importance of monitoring them. This includes a clear induction programme for new staff.

It is essential that everyone plays a role in creating, enhancing and developing further the culture and ethos within the school.

All staff will continue to receive training with respect, safeguarding, Prevent, SEMH and SEN(D), resulting in a fair application of this policy. Under no circumstances will any child be off-rolled defined by acting in the interests of the school.

The Role of Teachers and Staff

All teachers and support staff must contribute to a safe, calm and orderly environment by establishing clear boundaries by supporting the whole school approach to behaviour. This includes teaching and modelling behaviour and a continued focus on positive relationships.

All staff must continue to communicate school expectations, routines and values through teaching in every interaction, including lessons, break duties, clubs, trips and activities.

The staff guide sets out professional expectations required by all paid and unpaid employees regarding expected conduct and behaviour of students and themselves. New staff will be inducted with our values and expectations of behaviour. Our staff guide and behaviour motivation booklet is given to all teachers as part of their induction.

The Role of Students

All students will be made aware of our behaviour expectations, the school values, the standards, expected pastoral support and the consequences of their behaviour.

New pupils will be inducted into these expectations.

The Role of Parents

Parents and carers play a crucial role in helping schools develop and maintain good behaviour. The schools behaviour policy will be accessible on the school website and will be sent in September with a clear expectations that parents discuss and share the contents of the policy to maintain good behaviour in the school.

Where parents/ carers have concerns over the application of the policy; they must raise these with the school, but must continue to work with the school.

Redbridge Community School will continue to build positive relationships with parents and will continue to keep parents updated with behaviour through our rewards and sanctions with school

reports, letters, phone calls and any other information deemed useful. Rewards will also be communicated to parents in a timely manner.

In addition to this, the school will seek to hold workshops to support parents with our Family Engagement Worker, inclusion team and SENDCO.

Behaviour Expectations and Pupils with SEND

Redbridge Community School will continue to review its whole school behaviour approach and how it impacts on pupils with SEND. Our school will continue to promote our high challenge, low threat learning culture; adapted where necessary for pupils with SEND.

Our behaviour systems will continue to promote our strong learning culture resulting in a calm environment which will benefit all students, but in particular those with SEND, enabling them to learn, and the school understands that a calm environment supports learning for our SEND pupils.

Under requirements of the Equality Act 2010, and where a student has a recognised disability, reasonable adjustments will be made commensurate with EHCPs or learning/ behaviour plans. See *our accessibility plan*.

However, it does not mean that every behaviour is assumed to be part of a child's SEND and professional practice should reflect this when dealing or supporting a child with SEN(D).

Where a child is identified as having SEND; a graduated approach will be used to assess, plan deliver and review the impact of the support to ensure it continues to meet needs and continually improve behaviour.

The law requires schools to balance a number of duties which in turn has influenced our behaviour policy, where:

- The Equality Act 2010 – ensuring that a disabled child is not at detriment or disadvantage by the schools policies or practices.
- The Children's and Families Act 2014 – where Redbridge Community School is using 'best endeavours' to meet the needs of those with SEND. In particular, those where an EHCP is in place and provisions secured whilst working positively with the local authority.
- Please see our *accessibility plan* for more details.

Responses to Behaviour

Rewards

Maintaining our school culture, underpinned by our school values and this requires constant work so the atmosphere is conducive to learning. Our behaviour policy will be applied fairly and proportionately, but where necessary reactive to secure a safe environment. In addition, with respect to good behaviour:

- Arbor points will be used to encourage and reward good behaviour
- Verbal praise will be offered using positive language to encourage students
- Letters home, Hot 100 lists, celebration assemblies, wheels of fortune and reward events like Winter Wonderland, Party in the Park and BBQs will continually reward behaviour
- The VIP Hub will be utilised to offer reward in tutor and lesson time

- Leadership opportunities, privileges and our two vending machines play a role in promoting good behaviour with prizes; including books.
- Announcements over our PA system will continue to highlight student whose conduct continues to improve and/ or surpass standards set.

Punishment

With respect to misbehaviour:

- A member of staff should use the schools published behaviour policy so a calm environment is restored following any misbehaviour or using the established systems in Arbor and CPOMS for reporting.
- Members of staff must use school processes to de-escalate and this is set out in this behaviour policy.
- By using the mantra 'certainty not severity'; this will empower members of staff to promote the school's culture and ensure that all misbehaviour is followed through to completion.
- Our restorative practices will enable any breakdown in relationship to restore balance and harmony; and this includes student to student behaviour and any student/ staff member. This policy will therefore:
 - Offer a deterrence
 - Offer protection
 - Provide opportunities to improve and review practice

Our sanctions are outlined in this behaviour policy, which play a significant role in promoting and maintaining our strong learning and positive behaviour culture.

As a school we understand that misbehaviour can be a sign of unmet needs, trauma, child abuse or other factors. We believe behaviour is an 'outcome' of something and as such we will use this as an opportunity to identify and support our young people; through processes such as our Internal Multi Agency Group (IMAG), where individual children will be discussed and signposted internally and appropriately. The school reserves the right to use its professional judgement when considering a sanction. This also covers 'Keeping Children Safe in Education' and our safeguarding procedures.

What the Law Allows

- Teachers can sanction students where conduct falls below the standard expected of them.
- Sanctions can be issued at any time and this includes school trips.
- Sanctions can be used for behaviour outside of school hours.
- Any sanction, for it to be lawful, must meet the following criteria:
 - Decision to sanction is made by a paid member of the school staff.
 - The decision is taken on school premises or while a pupil is under the lawful charge of a member of staff.
 - It does not breach other legislation; such as SEN and human rights.
 - Corporal punishment by school staff is illegal in all circumstances.

Student Support following a Sanction

Following a sanction; various strategies may be used:

- Discussions on the behaviour incident, understanding how it has gone wrong and what action would be taken to ensure it does not reoccur.
- Communication with parents by telephone, email, letter or meetings. Communication with Virtual Heads for Looked After Children (LAC) would take place.
- Referencing school systems to scope out behaviour trends with data, such as 'hot spots', for behaviour incident, times and location.
- Use of our safeguarding procedures and data on CPOMS.
- The development of plans, conduct reports (High 5) and targets.
- Referrals to our inclusion team.

Detentions

- Redbridge Community School uses detentions to maintain a strong behaviour culture.
- Detentions can be used before, during or after school and can be applied if:
 - Issued on the same day and is reasonable in length.
 - Out of school hours.
 - The student is under 18.
 - Can be used and communicated by the Headteacher to parents.
 - Detention can be used on a school day.
 - Weekends, during term time (except when they fall either side of a holiday).
 - INSET days; but not bank holidays, notwithstanding holiday and end of term/ beginning of term.

At Redbridge Community School all teachers can set detentions to sanction behaviour. Support staff will refer any concerns to SMT who will sanctions the detention through year teams on their behalf.

When a detention is set:

- Parental consent is not required.
- Lunchtime detentions must allow students time to eat, drink and visit the toilet.
- Issuing detentions must not run contrary to safeguarding concerns or child protections plans e.g. known caring responsibilities. It is expected parents will make plans if a student is set a detention and is required to collect a younger sibling.
- A detention must be changed if a student has a known medical appointment.
- Whilst no notice is required to inform parents, reasonable steps must be taken to ensure a child can get home safely, including the use of public transport or assisted transport.
- Teachers must use their discretion and judgement regarding the length of a detention and notice given to parents.
- Students are responsible for informing parents of a detention.

The use of Reasonable Force

This reasonable force section covers how we enforce our restraint policy and it is guided by the terms 'reasonable'; in that 'using no more force than what is necessary'. Importantly, members of staff have the legal power to use reasonable force to:

- Prevent pupils' committing an offence or a serious breach of our behaviour policy.
- Injuring themselves and others.
- Maintain good order and discipline.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, causing disorder, refusing to follow instructions to leave or after repeated attempts, in the school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At Redbridge Community School reasonable force can be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
 - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
 - Restrain a pupil at risk of harming themselves through physical outbursts.
- Elements of restraint and reasonable force policy will apply and in most cases the person will be held by the forearm and under the arm. Any assault of any member of staff will be reported to the Police and action is likely to be taken.

For further information on this refer to the schools physical restraint policy.

In addition, reasonable force can be used when searching for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks (including snaps/ caps) and pornography; on the grounds they have reasonable suspicion and are likely to be used to commit an offence or harm.

Force may not be used to search for any other items banned under school rules. *See our Restraint Policy.*

Searching, Screening and Confiscation

At Redbridge Community School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty.

The law protects staff from all liability in any proceedings brought against them for loss or damage to items they have confiscated; provided they acted lawfully.

Confiscation must be proportionate, reasonable and fair.

The Headteacher and staff, authorised by the Headteacher, have the power to search students or their possessions, if necessary without consent, where they suspect the student has a "prohibited item". Prohibited items may be passed to the police.

Prohibited items include:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Vapes; including vape fluid and vape machines

Fireworks

Pornographic images

Articles likely to be used to commit an offence, cause personal injury or damage to property

Items banned by the school rules.

As the school is private property, the school can use private firms to sweep and/or search for prohibited/unlawful items.

As set out in Section 91 of the Education and Inspections Act 2006, school staff can seize any prohibited item found as the result of a search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a student refuses to be screened, the school may refuse to have the student on the premises.

Health and Safety legislation requires the school to be managed in a way which does not expose students or staff to risks to their health and safety, under the Health and Safety at Work Act 1974

Electronic devices (such as a mobile phone) can have their files or data examined. Following examination, a member of staff can decide to return the device, retain the device, dispose of the device, and erase any data or files in the device if they think there is good reason to do so. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device, it is up to the member of staff to decide whether they should delete the material or retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The school does not require consent of the student or parent when conducting a search. Refusal to agree may infer guilt on the grounds of non-compliance and the Police may be consulted.

More information can be found within DFE guide for "Screening, Searching and Confiscation" (2012) and "The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012".

Removal from the Classroom/ Learning Space

Students can be removed from classrooms at Redbridge Community School for a short period of time by being sent out, but for no longer than 5 minutes, spending time with a member of staff pastoral team or being placed in our Alternative Exclusion Room. In all cases, they must be supervised.

Work set must be meaningful in all circumstances.

When a student is removed and taken to the Alternative Exclusion Room, the sanction must be proportionate, no longer than 5 school days and consideration given to any SEN or disability. Where this does conflict, alternatives must be sought.

Removal should be used for:

- Maintaining the safety of pupils and staff, and to restore stability following unreasonably high levels of disruption.
- To enable disruptive students to continue their education.
- Regain calm in a safe area of the school.

At Redbridge Community School our Alternative Exclusion Room is used for sanctions for poor behaviour and as an alternative to external exclusion.

For the purpose of this document Edu-K8, nurture groups, the ARB, Hearing Impaired Unit, pathways and inclusion groups do not constitute removal from lessons.

Removal is therefore governed by:

- Clarity in this behaviour policy.
- Use of behaviour data to review practice and create plans to meet potential unmet needs.
- Clarity offered to all and the reason for the removal.
- Parents are notified as soon as is possible, in this case by letter or phone call.
- The behaviour policy will outline the principles in governing the principles of removal.
- An opportunity to assess behaviour data; looking for trends and patterns.
- Removal is governed by Children and Families Act 2014, the Equality Act 2010 and regulations under that Act.
- Social Workers and Virtual Headteacher's must be notified if a student is open to them.
- The Headteacher/ SMT reserve the right to use their professional discretion to place a students in SER to maintain a safe, orderly and functioning school.

Managed Moves

A managed transfer request will normally be initiated by the student's current school. Requests for managed transfers will not be considered without the signed agreement of the parent/carer. Students on managed moves will still stay on our school roll. It is a fresh start with opportunities to develop new relationships. It is likely to have a positive impact upon the student's progress and inclusion in a mainstream setting.

Justification for the transfer of students in public care or the subject of a statement of Special Educational Needs will need to be especially strong. An early annual review for a student with a statement should be held to consider the appropriateness of the current placement in line with Department of Education recommendations.

There should never be more than four weeks between planning a move and starting at a new school. It will usually be easier for a student to join a new school at a natural break, either at half term or at the beginning of new one. Managed transfers will consist of a trial period in the new school prior to taking a student on roll, however initial weekly/ fortnightly reviews of progress and the effectiveness of support offered to the pupil will form part of the integration plan for a maximum of 6 weeks. This can be extended with the agreement of all parties.

Southampton City Council operates a highly effective managed move protocol and the twelve secondary schools use these to support students who may need a fresh start or some time away from their school for safeguarding reasons. It can be a highly useful strategy; resulting in significant success for young people where a change/ fresh start can help them thrive. In some cases it validates that the leaver school is in fact the best school for them.

Redbridge Community School plays an active role in this and as such is committed to these protocols. This means that by law:

- A child should remain on the school roll of the sender school.
- Reviews take place in a timely manner to review progress, set new objectives and extend or terminate a managed move.
- In successful placements; a managed move student is offered a place at the host school.
- These processes are reviewed annually by Southampton City Councils Inclusion Team.

Note: Due to a recent change in guidance the school is seeking further advice from SCC and the DfE.

Alternative Provision

At Redbridge Community School we rarely use third provider 'off site' provision and consequently use our in house inclusion provision. By doing so, students remain at Redbridge with individual plans designed for success. Edu-K8 is a flexible solution where students can still access the mainstream and pathways in the school. Plans are reviewed regularly for individual students and this has maintained the needs of that student. The school has not and will not off-roll. The school does not support Elective Home Education (EHE) in all circumstances, including when advised by a medical professional or the Hospital School.

The use of in school inclusion and managed moves do not constitute off rolling.

Monitoring School Behaviour

A range of data is used frequently to assess, model and review all behaviour systems. This includes:

- Arbor data
- On-call/ AER data
- Attendance and exclusion data
- Reward points
- Surveys; including learning surveys
- CPOMS
- Pupil Panels and Headteacher breakfast meetings

Child on Child Sexual Violence and Sexual Harassment

Redbridge Community School is clear that sexual violence and sexual harassment is unacceptable in any circumstance and will not be tolerated and all staff and students must challenge and report inappropriate language and behaviour between students, between staff and students and staff to student to a member of staff; whether this be verbally, physically or online. Redbridge Community School will undertake the following:

- Never normalise sexually abusive language as 'banter', but report on Arbor concerns; copying in Head of Year and the Senior Management Team.

- Appropriate investigations should be undertaken and where necessary reported to the Police.
- Refer to the relevant guidance in our safeguarding policy.
- Review practice and ensure a safer culture is continually provided through our PSHE curriculum.
- To work with specialised partners if required.
- Support any victim.
- Support and rehabilitate the offender.

Behaviour Incidents Online

Online misbehaviour, whether this is bullying, sexual harassment or making false allegations; can undermine the culture of Redbridge Community School, resulting in a false perception that the school is an unsafe place.

Any inappropriate behaviour will be challenged under this behaviour policy, mobile phone policy and any other policy relevant to it and where necessary sanctions applied.

Any nude, semi-nude or pictures that meet the threshold of indecent; the school will take appropriate action under our safeguarding policy and mobile phone policy. *(See safeguarding policy/mobile phone policy)*

Parents are responsible for the behaviour of their children but such behaviour can affect the culture of the school. Therefore, school policies can be used to resolve issues and issue sanctions if required.

Mobile Phones

Mobile phones, if used appropriately, are modern methods of communication, research and enjoyment. However, there are times when the freedoms can be abused. Redbridge Community School has a very clear mobile phone policy that outlines acceptable usage and students must sign a contract and abide by its terms. The policy outlines the actions the school can take if the provisions are infringed. Redbridge Community School is of the view “it is not a right to bring in a mobile phone, but a privilege”. As such, privileges can be withdrawn.

Suspected Criminal Behaviour

In cases where the school suspects that criminal behaviour has taken place, the Headteacher, with SMT, will make an assessment using information and evidence to decide whether a referral needs to be made to the Police.

If a criminal offence is suspected, any evidence will be retained in the schools safe and the school will work with the Police in the scope of their investigations.

Therefore, as long as the schools procedures do not prejudice any criminal investigation, Redbridge Community School is free to apply its own sanctions and the Headteacher reserves the right to do so.

Other Strategies to Continually Develop and Promote Excellent Behaviour

Jankers

Students who struggle to maintain sociable behaviour during break times (littering or running through corridors are examples of anti-social behaviour) must report to ‘Jankers’ in the canteen.

Names will be logged by the Senior Management Team and students will be required to aid caretakers in clearing the school site as an immediate punishment. This is designed to develop accountability.

On Call support

All incidents are recorded immediately for analysis of hotspots. Department follow up, for after the event, is essential. The on call support teacher will try to help resolve the issue within the department, but if this breaks down then the student will be taken to their Head of Year.

Blind referrals/Learning Survey

Behaviour data is monitored closely within school and students who are repeatedly appearing on this can be subject to the blind referral process. Internal behaviour data includes our Sims referral system, on call data and Alternate Exclusion Room tracking. In addition to this staff and students are able to nominate 'learning blockers' within their groups. These will be the names of students who prevent others from learning. The repeat names from the above will be part of the year group blind referral.

This runs annually for each year group and constitutes a two week period of monitoring by staff. The student will be unaware that the process is running and will receive individual feedback from the Headteacher once the process is over. Staff record all incidents involving the student, both positive and negative throughout.

At the end of the blind referral fortnight and subsequent meeting with the Headteacher actions will be taken should the reports be negative.

This is likely to involve a period of time of the student being isolated.

This is designed to create a voice for those students to take an active part in their school by providing a safe opportunity to report concerns, without fear of retribution. This process is supportive and students have opportunities throughout to modify behaviour.

Assembly 'Pull Ups'

These are used within assemblies to highlight the negative referrals being received by students. The ultimate aim of the 'Pull Up' procedure is to publicly acknowledge counterproductive behaviours, leading to subsequent behaviour improvement. Given this is well publicised, it is important for students who are 'pulled up' take responsibility for their actions and so that all students can see that 'justice is seen to be done'. Due diligence will be undertaken with regards to students with SEN(D).

Support Agencies

A range of outside agencies may be contacted to support students in school. An appropriate member of the pastoral team will usually lead contact. Currently these agencies include educational psychologists, family and mental health groups, student support services, Education Welfare officers, social workers, the Youth Service and Voluntary Sector Youth Support groups, The Youth Offending Team and Health Service representatives including our inclusion team. Parents will be contacted prior to the involvement of any of these agencies.

In School Support

Over recent years Redbridge Community School has invested significantly in additional in school support. This has included:

- A fully trained ELSA
- Nurture groups in Years 7 & 8
- Family engagement worker
- A trained counsellor
- A wellbeing/mental health nurse
- A dedicated therapy space to support emotional wellbeing.

Edu-K8-Our In-House Inclusion Service

Our Edu-K8 programme operates as a school within the school. Edu-K8 provides students at risk of permanent exclusion or repeated short term exclusions with an opportunity to remain in school. Attendance at Edu-K8 will help young people to prepare for adult life through a range of educational experiences which are planned to motivate, inspire & support learning.

Students will benefit from smaller class sizes, a range of extended learning projects, a balanced core curriculum (English, Mathematics, Science, PE, Art, PSHE, ICT) with vocational learning, counselling services and nurture group work. To give Edu-K8 its own identity the school day will be personalised to meet individual needs.

Students who are struggling with their mental health or suggest they are being bullied and this is a barrier to school the student will come under the care of Edu-K8 our inclusion team.

Exclusions from School: Suspension and Fixed-Term Exclusion

Exclusion from School

The Headteacher can decide whether to suspend or permanently exclude a student, for a fixed-term or permanently, in line with the school's behaviour policy, taking into account all of the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

A-Procedure for Fixed-Term Suspension

On reaching the decision to exclude a student, the Headteacher, Senior Management Team or an appropriate member of the pastoral team will contact the parents/carers and discuss the reasons for the exclusion. In a letter, the Headteacher will formally notify the parents/carers about:

- The reasons for the exclusion
- The period of a fixed-term exclusion
- Parents/carers rights to make representations to the Governing Body
- How representations can be made
- Date of reintegration meeting
- Any process to contact the governing body

Parents/carers have the right to make representations to the Governing Body about any exclusion and the Governing Body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. The school has a duty to provide suitable full-time education for excluded students from the sixth school day of any fixed period of exclusion of more than five consecutive school days. A student's Social Worker and/ or Virtual Headteacher must also be informed.

Parents/ Carers

Parents/carers have a clear role in making sure their child is well behaved at school. If they do not, the school or LEA may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or LEA may issue a penalty sanction of £50 (rising to £100). Parents/carers must also ensure that their child attends the suitable full time education provided by the school Governing Body or the LEA from the sixth day of exclusion.

Parents/carers are expected to attend a reintegration interview following any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or LEA apply for one.

In both cases the LA must be informed of a suspension and/ or permanent exclusion.

The school can legally direct a student off site for safeguarding reasons and the circumstance to do so must be evidently demonstrated that it is in the best interests of the child.

Procedure for Permanent Exclusion

Permanent exclusion is rarely used at Redbridge. However, there are some occasions when the Headteacher may reluctantly exercise the right to do so. Permanent exclusion at Redbridge may be used for one or more of the following reasons

- An irretrievable breakdown in the relationship between the student and the school due to a persistent refusal to co-operate and respect the school community
- Preventing other students from learning with persistent disruptive behaviour when an interaction has failed.
- Serious and extreme verbal abuse towards or physical assault of a member of the school community
- The safety and welfare of staff is of paramount importance when conducting their professional duties around the school. In the event of a fight between students, staff will forcibly tell the students to stop fighting and separate. If this command is ignored and a member of staff is struck, intentionally or unintentionally, whilst trying to intervene, the Headteacher will recommend permanent exclusion of the student responsible
- The use or sale of prohibited banned and illegal substances
- A severe threat to the health and safety of the school

In the event that a student wilfully activates the fire alarm the matter will be referred to the Headteacher who may consequently recommend permanent exclusion to the Governing body

The Process

On reaching the decision to permanently exclude a student, the Headteacher or a member of the Senior Management Team attached to that Year group or the Lead of EDUK8 will contact parents/carers and inform them of the decision. A letter will be sent within 24 hours confirming the decision and providing the parents/carers with the Local Authority (LA) contact for advice and support

The school, through its Pastoral Team, will make arrangements to send work home and organise arrangements for it to be marked once it is completed.

The LA will be informed of the decision.

The Governing Body will be informed and an arrangement will be made to review the decision to permanently exclude.

All school documentation relating to the exclusion, for presentation at the Disciplinary Hearing, will be sent to the parents/carers at least 48 hours before the meeting.

The Headteacher may cancel a permanent exclusion (known as withdrawing/ rescinding a permanent exclusion) as long as the governing body has not received documentation in the agreed hearing. Once the hearing begins, the PEX must be completed and cannot be withdrawn once started. Virtual Heads and Social Workers must be informed along with LA and the parent(s).

At the exclusion hearing, the Governing Body will review the evidence submitted by the Headteacher, parents/carers and the LA

The parents/carers and the school will be notified of the Governing Body decision in writing within 24 hours of the hearing.

Should the Governing Body overturn the decision to exclude the school will make arrangements for the student's return as soon as possible. In most cases this will be with support from outside agencies in order to ensure a successful outcome.

Where the Governing Body upholds a permanent exclusion parents/carers have the right to appeal the decision to an Independent Review Panel. Parents/carers may request an SEN expert to advise such a review. The LEA are under duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

More information about exclusion can be found within the statutory instruments document on the DFE website.

False Allegations against Staff

DFE guidance protects teachers from malicious allegations and strengthens their authority in the classroom. It makes clear that the Headteacher can temporarily or permanently exclude students who make false allegations against members of staff, including the Headteacher. In extreme circumstances the Headteacher may even press criminal charges against the student.

Visitors to the School

Other Individuals.

Redbridge Community School is private property and people do not have an automatic right to enter the school. Parents and visitors have an 'implied licence' to attend for appointments, to attend a school event or to drop off lunches and property at their own discretion Section 547 of the Education Act 1996 makes it a criminal offence for a person to be on school premises without legal permission to cause or permit a disturbance.

To cause a nuisance, an individual must have been previously banned under Section 547, Education Act 1996 for aggressive, abusive or insulting behaviour, notified by letter from the Headteacher. In addition, once the Headteacher (or member of staff) has asked on at least three occasions for someone to leave, and refusal is evident, their implied licence has been exceeded and withdrawn, they can be removed by the Headteacher or SMT after at least three warnings. The governing body will require the Headteacher and SMT to do so under this precedence and this policy is reviewed annually. If the professional judgement is that the Police should be called, they will advise on what action to take. If any adult is to be removed, the Police will be notified.

Behaviour addendum (Covid)

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in allocated groups or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- If behaviours continue and the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with exclusion guidance.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will assess this on an individual basis and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as No Limits, Educational Psychologists or Early Help. We will also utilise our in school support mechanisms including our ELSA and Family Engagement Worker.

Pupil's working from home

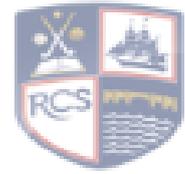
If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school.

Behaviour out of school hours

We expect every member of our community to adhere to the recommended Government guidelines on social distancing. Should the school receive information that a student has been taking part in risk taking activity that could jeopardise the health and welfare of themselves or our any of our community, this will be investigated and they may be asked to continue their learning from home.

Suspension Exclusion Checklist



<input type="checkbox"/> Reason – see codes	
<input type="checkbox"/> Letter generated and sent	
<input type="checkbox"/> LA informed same day (now a legal requirement)	
<input type="checkbox"/> Any Social Worker involved with child informed	
<input type="checkbox"/> If child is LAC – Virtual Head informed	
<input type="checkbox"/> Online work set for student	
<input type="checkbox"/> Statement from suspended child collected	
<input type="checkbox"/> Statements from other students collected	
<input type="checkbox"/> Incident recorded on Arbor	
<input type="checkbox"/> Incident recorded on CPOMS	
<input type="checkbox"/> Above completed	
Signed:	Name:
Dated:	

Permanent Exclusion Checklist



Reason for the Permanent Exclusion:

- Serious breach/ persistent breaches of the school's Behaviour Policy
- Allowing the pupil to remain in school would seriously harm the education or welfare of the pupils and/ or others in the school

Underlying issues that may have contributed to the incident:

Parental notification and letter contents:

- | | | |
|---|--------------|--|
| <input type="checkbox"/> Initial 6 th day provision letter sent to parents | Date: | |
| <input type="checkbox"/> Parents informed that a pending fixed term exclusion is now permanent (6 th day of exclusion) | Date: | |
| <input type="checkbox"/> Reason for the exclusion explained | | |
| <input type="checkbox"/> The fact the exclusion is likely to be permanent explained | | |
| <input type="checkbox"/> Link to organisation that can advise parents on permanent exclusion | | |
| <input type="checkbox"/> Work pack included with the letter | | |
| <input type="checkbox"/> Permanent Exclusion Hearing letter sent (5 days before hearing) | Date: | |
| <input type="checkbox"/> Parental representation explained in the letter | | |
| <input type="checkbox"/> How representation can be made explained | | |
| <input type="checkbox"/> Parents can legally attend the Hearing explained | | |
| <input type="checkbox"/> Social Worker/ Virtual Headteacher notified (if applicable) | | |

Pre-Hearing Paperwork

- | | | |
|---|--------------|--|
| <input type="checkbox"/> Statement requested from the student in question (evidence this) | Date: | |
| <input type="checkbox"/> Statements from students regarding the incident | | |
| <input type="checkbox"/> Statements signed, dated and anonymised accordingly | | |
| <input type="checkbox"/> LA documents completed and returned (to be done ASAP) | Date: | |

Clerk to Governing Body Actions:

- | | | |
|---|--------------|--|
| <input type="checkbox"/> Chair of Governors notified so hearing panel can be organised (3 Governors) | Date: | |
| <input type="checkbox"/> Notify the LA of the pending permanent exclusion | Date: | |
| <input type="checkbox"/> Hearing organised within 15 days of the permanent exclusion notification | Date: | |
| <input type="checkbox"/> Parents, Headteacher and LA Representative invited to the hearing | Date: | |
| <input type="checkbox"/> Permanent Exclusion Evidence Pack sent to all attendees 5 days before hearing (Parents, Headteacher, PL, Governors, LA Representative) | Date: | |
| <input type="checkbox"/> Meeting space booked | | |
| <input type="checkbox"/> Notification and Invitation sent to Virtual HT/ Social Worker (if applicable) | | |

Will the student miss a public examination?

Action (if applicable):

No.

Contents for Permanent Exclusion Evidence Pack:

<input type="checkbox"/> Contents Page
<input type="checkbox"/> Chronology of events with clear actions and reviews
<input type="checkbox"/> Notification of Permanent Exclusion (LA Form)
<input type="checkbox"/> Boxall Profile for Secondary Schools (LA Form)
<input type="checkbox"/> Detailed report of the incident
<input type="checkbox"/> Copies of signed witness statements (including the student in question)
<input type="checkbox"/> Pupil's Behaviour Diary
<input type="checkbox"/> Pupil's complete attendance for all school years
<input type="checkbox"/> Pupil's most recent school report
<input type="checkbox"/> Correspondence from the school to parents
<input type="checkbox"/> Account of any meetings with Panels/ Carers to discuss pupil difficulties together with details of any past/ current support programmes
<input type="checkbox"/> Individual Education or Behaviour Plans including reviews and minutes of education meetings
<input type="checkbox"/> Interventions from other agencies/ copies of referrals made to external agencies
<input type="checkbox"/> Alternatives sought (managed moves, COMPASS, respite, Edu-K8 etc)
<input type="checkbox"/> Evidence of referral to EP
<input type="checkbox"/> CPOMS record – anonymised accordingly
<input type="checkbox"/> Evidence of impact
<input type="checkbox"/> Risk Assessment (LA Form)
<input type="checkbox"/> SEN statement and Policy (if applicable)
<input type="checkbox"/> School's Behaviour Policy (and Home School Agreement)
<input type="checkbox"/> DoFE Exclusions Policy