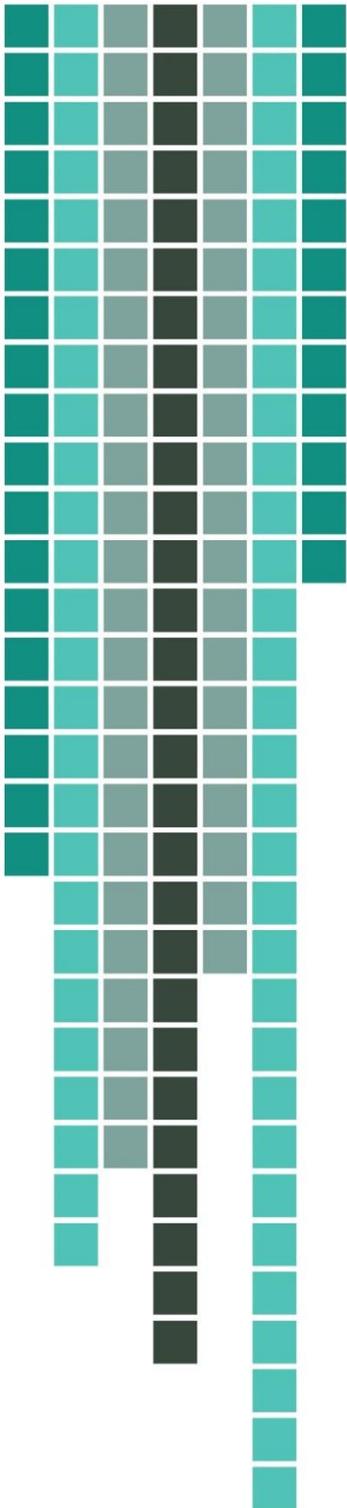




Eggar's School

Behaviour/Exclusions Policy



Reviewer	Deputy Head Teacher (MRe)
Dated approved	January 2018
Next review date	January 2021

Aims of the Policy

Our aim is for the behaviour of our community to be reflected in a happy school, where students and staff possess self-discipline and consideration for others, resulting in an atmosphere conducive to effective teaching and learning. We expect an impeccable standard of behaviour for achievement at all times at Eggar's.

Achieving Our Aim

Eggar's students are more likely to behave if they feel supported by and are part of our school community. Commitment to our Pastoral Statement provides the support. Creating an effective atmosphere for learning is more likely to be achieved where there is an emphasis on student success rather than failure. Our behaviour management is based on using a balanced and fair combination of rewards and sanctions

Pastoral Statement/Principles

We believe that the education of all children, regardless of race, gender, social class, sexuality, home background, academic ability, or behaviour, is intrinsically of equal worth and that all children have a right to experience success, challenge and support within a safe and stimulating environment. This principle of Equal Value lies at the heart of all we do in the school, and is the foundation of this policy. The school aims to do everything it can to foster the academic, emotional and social growth of all its students and to prepare them for participative and enterprising citizenship. We intend that all students should behave, and be treated, as responsible young adults; we expect them to increase in maturity as they progress through the school, and to behave accordingly.

We believe in the concept of mutual respect, and we acknowledge the individual's rights and the responsibilities that go with them. These include the right to be listened to and the responsibility to listen to others; the right to feel safe and secure and the responsibility to look after the safety and security of others; the right to learn and to teach, and the responsibility to help others do so.

It is the school's responsibility to encourage positive behaviour across the whole school community. By positive behaviour we mean that we shall show respect for ourselves, for others and for our environment; treat everyone with consideration and courtesy; be fully committed to our learning and teaching; take a pride in our school; contribute positively to the best of our abilities, and be honest, open and fair in dealing with one another. All forms of bullying are unacceptable in the school. We define bullying as persistent emotional, physical or verbal abuse directed against an individual or group by a stronger or more powerful individual or group.

We shall contribute to the School's overall aims by:

- Maintaining a positive ethos in the school by celebrating young people's success and praising their work whenever it is appropriate to do so.
- Maintaining positive relationships with our young people by according to them the respect and regard that we expect them to show to us.
- Ensuring that every student is known in depth and that the Pastoral System promotes the exercise of concern and responsibility to every member of staff.
- Encouraging all students to record all aspects of their development as part of the Eggar's pledge. This will help each student develop a positive self-identity, and promote self esteem
- Developing a Tutor Group as a community in which students support each other.
- Identifying those students who need additional support with their learning, personal and social issues, attendance or behaviour. To work with their parent/guardian in helping them overcome their difficulties and involving appropriate outside agencies.
- Providing a PPD programme which complements the pastoral care structure of the school by raising awareness and encouraging investigation of a whole range of related issues from relationships through health to study skills.
- Ensuring the spirit of our Home-School Partnership, by enabling parents to become active partners with the school in promoting the progress and welfare of their daughter/son.

- Supporting staff in order to actively foster in all our young people a sense of self-discipline by dealing with them in a non-threatening way that invites and enables them to empathise with anyone they have wronged and so develop a sense of personal responsibility by involving them in putting right any wrong they may do.
- Providing a structure in order to support pupils who require additional support.

Additionally:

- The Head Teacher and the Governors will ensure that parents/carers are fully informed of the Behaviour policy by communicating it through the school prospectus, home-school agreements, newsletters and other normally used channels of communication.
- The Head Teacher and the Governors will communicate the behaviour policy to all new and existing pupils through the school rules, school prospectus, notice boards, newsletters, school assemblies, and through its delivery by staff in every lesson.
- The Head Teacher and the Governors will seek to ensure that the policy and procedures are accessible to parents/carers and copies can be obtained in school in appropriate languages and formats where available.
- The Head Teacher and the Governors will ensure that all staff, students and carers are consulted regularly about the Policy and its implementation.

Teaching and Learning

In the Classroom

All staff are expected to create and sustain a positive, supportive and secure environment. Well planned, prepared stimulating lessons generate good behaviour and earn respect.

Staff will:

- Arrive before the class and begin on time.
- Be prepared for the lesson.
- Plan for specific behaviours and student absence or lateness.
- Keep everyone engaged and excited in their learning.
- Extend and motivate all students.
- Mark all work promptly.
- Set homework regularly.
- Encourage creative dialogue-confidence in discussion is important.
- Keep an attractive, clean and tidy classroom.
- Maintain interesting wall displays.
- Use first names.

Out and about the School

All informal contact contributes to standards of behaviour. Staff will control behaviour, by taking the initiative at every opportunity and will be expected to:

- Start the dialogue.
- Greet students.
- Deal with all misbehaviour – To ignore it, is to condone it!
- Set high standards of speech, manner and dress.
- Enjoy relating to students.

Acceptable and unacceptable behaviour

- The Head Teacher, Governors, staff and students define good behaviour as that which promotes courtesy, co-operation and consideration from all in terms of relationships within and outside of the school.
- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them.
- The school communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the school rules, school prospectus, home-school agreement, school assemblies, notice boards, newsletters and letters to parents/carers.

- The school communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook and the staff training programme.

Roles and Responsibilities

The EGGAR's code of conduct (ready and willing to learn) will feature in assemblies across all year groups and will be discussed and reinforced within tutorial time, in PPD, in other areas of the curriculum, and in extra-curricular activities. It will permeate the taught curriculum and all other school activities through the expectations we have of students and through the modelling of appropriate behaviours by adults and older students. For some students specific intervention work may be necessary – for example social skills and conflict resolution – this will be arranged by the SENCO in conjunction with the Progress team.

While promoting good behaviour is the responsibility of the whole school community, individuals and groups within the community have specific roles to play.

- The governing body will define the principles underpinning the school's behaviour policy and monitor its effectiveness
- The Head Teacher will establish and maintain an environment that encourages good behaviour and, together with the senior team, in organising support for implementing the policy.
- Staff will be responsible for ensuring that the policy is calmly, fairly and consistently applied and that students are taught how to behave well and are encouraged to attend punctually, as well as in providing mutual support for each other and modelling in all their professional behaviour the high standards that we expect from students.
- Students will shape and promote the TEAM EGGAR'S Code, supporting staff and other students, reporting incidents of bullying and other forms of misbehaviour, and taking responsibilities that contribute toward positive behaviour, for example as mentors in Year 10 and prefects in Year 11.
- Parents and Carers will take responsibility for their child's attendance, and their behaviour inside and outside the school, working in partnership with the school to maintain high standards of behaviour and attendance.

The Progress Leader at Eggar's

High quality pupil support is pivotal to the success of individuals and tutor groups as a whole. The Progress Leader is a determinant factor in this success through their leadership of the year group and the empowerment of tutors.

The Progress Leader motivates and inspires their tutor team, giving support to every tutor in fulfilling their role. They embody, and contribute positively to, the ethos of the school, through the consistent application of school policies. Thus, the Progress Leaders has a key leadership role to perform in the functioning of the school and in the way it seeks to meet its aims. Students will achieve their potential and experience success with the support of their Progress Leader. This is achieved by prioritising the monitoring, tracking and evaluating of the progress of all individuals in their year and intervening appropriately when necessary. Positive behaviour management is an important component of the role. This process will involve effective liaison with the Leadership Team, Curriculum Leaders, the SENCO and the More Able Co-ordinator. The ethos of care and support allows all students to progress in a supportive yet challenging environment. The Progress Leader has a substantial role to play in encouraging and developing: positive relationships within the year; good and effective home-school links; aspects of citizenship, which involve pupils taking responsibility and participating in activities both in and out of school.

The Form Tutor at Eggar's School

The form tutor is someone who helps their tutees learn and is a teacher whose subject is the pupil. The form tutor is therefore the most important person in the school. Tutors lead and motivate their tutor group and help individuals to progress and contribute positively to the school. The tutor's knowledge and understanding of each member of the group is vital in being able to respond to their needs. Creating the best conditions for pupils to make effective progress

as learners and to participate productively in school life involves encouraging positive relationships, teamwork and good home school links.

Key Responsibilities for Form Tutors and Progress Leaders

- Pupil Progress.
- Establishing Positive Relationships and Care.
- Leadership and Management of the Year Team/Tutor Group.
- Contributing to Pupil Support and Ethos.
- Promoting the Need to Take Responsibility.
- Monitoring Attendance.

TEAM EGGAR'S Code of Conduct

- T** Take part, work (collaborate) with other learners!
E Enjoy learning, support everyone!
A Active – sit up, get involved/ask questions!
M Monitor and review your learning: what do I know?
- E** Engage – what's in it for me?
G Gaps in understanding? Not sure? – Ask BBB (Book/Brain; Buddy; Boss)!
G Grow with the team – it's for life!
A Always on time, always present!
R Ready to learn in two minutes: every lesson!
S Success is on the way!

Scope

This policy, and the TEAM EGGAR'S Code, applies across the school day, before and after school including on the way to and from school and in any situation in which someone is identifiable as a member of the school community.

Rewards

At Eggar's School we are committed to rewarding achievement. It is very important that the positive aspects of praise and reward should have great emphasis. A good working environment is based on mutual knowledge, and the setting and respect of known standards. Students respond better to systems that recognise their strengths as well as their difficulties.

Opportunities to Reward are:

1. Praise

It is always effective. It is most effective when it is sincere and natural e.g.

- Spoken Praise.
- Written Praise.
- Display of Student's Work.
- Note to parent in a diary.

2. Positive Referral

A positive referral would be issued for good work, contributions to lessons or school life, positive behaviour and good attendance and punctuality. This would be celebrated by either a note or a personal visit to or from e.g.

- Tutor.
- Curriculum Leader.
- Progress Leader.
- SENCO.
- Assistant Head Teacher.
- Deputy Head Teacher.
- Head Teacher.

3. Positive Communication Home

All staff are encouraged to make positive communications home (within the departmental framework i.e. postcards). These may be further endorsed by phone calls or letters from e.g.:

- Tutor.
- Curriculum Leader.
- Progress Leader.
- SENCO.
- Assistant Head Teacher.
- Deputy Head.
- Head Teacher.

4. Eggar's Pledge

Throughout their time at Eggar's our students are encouraged to recognise their own achievement by compiling evidence of how they are achieving the challenges in the Eggar's Pledge - a record of everything they achieve, both inside and outside the classroom.

OTHER REWARDS

School Council

Students who are elected to represent their Tutor Group at School Council are presented with a School Council badge, a letter of congratulations is sent home and a certificate produced.

Prefects

When a new prefect is appointed, they are presented with a badge of Office by the Head Teacher and Progress Leader, a letter of congratulations is sent home and a certificate produced.

Displaying of Good Work

In reception there is an exceptional achievement display board. Any subject teacher can put work forward to be displayed here. Students recognise that it is a real honour for their work to be displayed in this area, as Reception is the first port of call for visitors, and therefore one of the first impressions of the school. This board is changed at regular intervals. Work that is viewed to be of an exceptionally high standard may be put forward for permanent display. These pieces are mounted and framed and hung around the School as a permanent fixture that all students, staff and visitors can enjoy.

Trips

At various times subject departments run trips to reward students. The Progress Leader team regularly run trips to reward students with minimal behavioural incidents. There are also numerous trips organised within subject areas to reward students such as trips to the Theatre, Historical and Religious Sites, Sporting events etc.

Newsletters

The school produces a newsletter every term, and each subject area is responsible for producing a Departmental Newsletter once a year. Many subject areas use the newsletter to highlight student's work and other achievements both in and outside of school.

Rewards Assembly

At the end of each term each Progress Leader hosts their Rewards Assembly. In the weeks leading up to the end of the term staff are asked to nominate students for recognition. The categories recognise students who have given an outstanding commitment of service to the School, as well as the students who have excelled in each subject area. All nominees receive a letter of recognition. Each category winner receives a Certificate of Achievement, and a gift voucher.

Sanctions

When a student fails to meet our expectations, the rules set down in each departments classroom plan or any other school rule, it may be necessary to employ some form of sanction/consequence to bring about improvement in his/her behaviour. The sanctions in the

classroom are hierarchical and should be followed as stages. It is important though that after any incident the student starts again in a lesson with a 'clean slate' as through following the discipline procedure the student has already experienced a consequence relative to their actions for the previous lesson. Consequences should not accumulate from one day to another.

A concerned member of staff should deal with behaviour problems within the curriculum area, in an effective and assertive manner. Any referral or increasing concern should be discussed fully as soon as possible with the Curriculum Leader, Tutor, Progress Leader, SENCO, Assistant Head Teacher, Deputy Head Teacher and Head Teacher.

Guidelines Sequence of Sanctions/Consequences relating to unacceptable learning and challenging behaviours:

Individual teacher acting independently around the school and in class:

- Discussion/resolution/reprimand.
- Change of seat.
- Extra work or task.
- Withdrawal of privilege.
- Individual detention (supervised by teacher) e.g. break or lunchtime.
- Clearing litter or graffiti especially if related to misdeed.

Referral to Curriculum Leader (and Tutor for information):

- Verbal discussion/reprimand requiring a verbal or written apology (copy filed).
- Warning (verbal with consequences outlined).
- Warning (written and recorded in the diary and on SIMS for Tutor > Progress Leader).
- Further extra work/detention e.g. dept. detention (break/lunchtime supervised by staff concerned or Curriculum Leader).
- After school departmental/homework detention.
- Phone call/letter to parents.
- Withdrawal from lesson (short term option).
- Parental Interview.

Referral to Tutor:

- Discussion/resolution/reprimand.
- Extra work or task.
- Phone call letter home.
- Report.
- Individual detention (supervised by teacher) e.g. break or lunchtime.
- Clearing litter or graffiti especially if related to misdeed.

Referral to Progress Leader by Tutor and /or Curriculum Leader:

- Discussion/resolution/reprimand.
- Detention e.g. break/lunchtime.
- After school detention.
- Report system.
- 'Round Robin' circulated.
- Phone call to parents.
- Referral to SENCO.
- Referral for additional support – multi-agency referral.
- Parental communication and interview.
- Phone call or letter to parents.
- Parental interview.

Referral to Assistant/Deputy Head Teacher:

- Discussion/resolution/reprimand.
- Detention e.g. break/lunchtime.
- After school detention.

- Report system.
- 'Round Robin' circulated.
- Phone call to parents.
- Referral to Education Welfare Service.
- Referral to SENCO.
- Multi-agency referral.
- Parental communication and interview.
- Phone call or letter to parents.
- Request parental interview.

Isolation from Lessons:

Supervised by:

- Tutor
- Curriculum Leader
- Progress Leader
- SENCO
- Assistant Head Teacher
- Deputy Head
- Head Teacher

Individual Contract/Agreement:

- Drawn up and agreed at interview by parents and student. Supervised by Progress Leader, Assistant Head Teacher and/or Deputy Head.
- Consequences of breaking contact clarified.
- Warning of exclusion discussed.

Exclusion/referral to Head Teacher:

- Fixed term nominated days
- Exclusion interview with parents, student, Progress Leader, Deputy Head or Head Teacher.
- Further fixed term exclusion(s).
- Governor involvement as required (e.g. GDP).

Pastoral Support Programme Planning Meeting:

- Planning Meeting involving all parties involved with the student.
- Attempting to provide strategies to avoid possible permanent exclusions.
- Formulation and implementation of Pastoral Support Programme.

Permanent Exclusion:

- Final stage following County Guidelines.

Reviewing effectiveness

Record keeping

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

The school maintains accurate records of behaviour incidents using SIMS

The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.

The school deploys appropriate clerical staff to undertake routine administration and record keeping.

Monitoring and evaluation

- The school monitors behaviour incidents in order to identify issues and trends by the school making effective use of ICT database facilities to support the implementation of its procedures.
- The school makes effective use of SIMS 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 (including racist, sexist and homophobic incidents).
- Critical days/times in the week.
- Critical places within/outside the school.
- Pupils involved.
- Profile of students involved (ethnicity, gender, age, SEN).
- Timeliness of response.
- Outcomes.

The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

The school ensures appropriate levels of confidentiality within its monitoring and reporting arrangements.

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

(i) individual measures:

- improvement of individual behaviour.
- academic progress.

(ii) Class/department/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.

The school ensures that behaviour issues are discussed with all parents and carers in general and when specific issues arise.

The school will report to parents' details of the implementation of the Behaviour management programme, through newsletter, website, letters etc.

Sharing good practice

- The school shares information on good practice gleaned from:
 - Reviews of individual practice.
 - Reviews of whole-school practice.
 - Reviews of practice in other schools.
 - Reviews of cross-phase practice.

- Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils in the school.

Use of exclusion

Under the law the Governing Body, LEA and independent appeals panel must have regard to the relevant guidance when deciding:

- Whether to exclude a pupil or (where applicable) to uphold an exclusion.
- the period of exclusion.
- Where applicable, whether to direct the Head Teacher to reinstate an excluded pupil.

The Governing Body and Head Teacher of the school are responsible for promoting good behaviour and discipline on the part of the school's pupils and for securing an orderly and safe environment for pupils and staff.

The school's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The school will ensure that the interests of the whole school are considered within any action taken.

Deciding whether to exclude a pupil

Only the Head Teacher or, in his or her absence, a senior teacher acting with his or her authority, can exclude a pupil from school. A decision to exclude a pupil will be taken only:

- In response to serious breaches of the school's discipline policy, and/or
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil is a matter of judgement for the Head Teacher who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

Before reaching a decision to exclude either permanently or for a fixed period, the Head Teacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies.
- Allow the pupil to give his or her version of events.
- Check whether the incident may have been provoked, for example by racial or sexual harassment.
- If necessary consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

Permanent exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Head Teacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another pupil or member of staff.
- Sexual misconduct.
- Supplying an illegal drug.
- Carrying an offensive weapon.

Fixed-term exclusion

In the case of fixed-term exclusions, the Head Teacher may exclude a pupil for up to 45 days in any one school year.

Lunchtime exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunch time exclusion is treated in the same way as any other fixed-period exclusion.

For a fixed period exclusion of more than five school days, the pupil must be provided with full-time education no later than the sixth day of the exclusion (part 5 of the Exclusions Guidance). The governing body's duty is to consider exclusions decisions and the timescales – (part 6 of the Exclusions guidance) and provide a procedure for an Independent Review Panel when requested and the timescales (part 8 of the Exclusions guidance).

Reintegration

A reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the school prior to a pupil returning from a period of exclusion and in the case of any pupil who has been excluded from another school. The meeting will establish a risk assessment of the pupil and identify the resources needed to provide the necessary support to the pupil.

Setting work

The Head Teacher will provide an individual education plan for all pupils on roll who are excluded for a period of 15 consecutive school days and which will set out:

- How the pupil's education will continue during the period of exclusion.
- How the time might be used to address the pupil's problems and, together with the LEA, what education arrangements will best help with the pupil's reintegration into the school at the end of the exclusion. The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LEA.

In the case of a permanently excluded pupil, the Head Teacher will plan for the pupil's reintegration into the school at the end of the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from the school roll.

Informing parents/carers

The Head Teacher will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, the school may notify the Social Services Department and the police if, in the school's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

The school staff in line with DfE guidance have the **Power to search without consent for "prohibited items"**

including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules

as an item which may be searched for.

School staff also have the **power to use reasonable force** in line with DfE policy (paragraphs 38 – 4)

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

(Completed following the DfE guidance – Behaviour and Discipline in Schools 2016, Exclusions from maintained schools, academies and pupil referral units in England (Sept 2017 and in relation to the Equality Act 2010, in respect of safeguarding and pupils with special educational needs)