



## **Newquay Tretherras Behaviour Policy/Exclusion Policy**

### **Introduction**

We believe everyone deserves to feel safe and valued. We encourage good manners and for everyone to be respectful of others. We have a shared responsibility to ensure everyone has the right to learn and teach in an environment, which is free from disruption and from behaviour which prevents others from learning.

As a member of Newquay Tretherras we are expected to:

- Respect learning
- Respect ourselves and others
- Respect the environment

We expect our students to behave as good citizens, both in school and in the local community. When students are in school uniform they are representing Newquay Tretherras, hence their behaviour should reflect a positive image at all times, and this includes their arrival and departure from the school.

Education is a partnership between the school, student and parents/carers, and we expect parents/carers to encourage their children to show respect and support the school's authority in disciplining its students. (We ask all parents to sign the Home School Agreement).

### **Behaviour within the Classroom**

The classroom teacher has the main responsibility for managing the behaviour of the students they teach and must create the conditions in the classroom, which promote good behaviour for learning.

Teachers are asked to refer to the Staff Guide for information on promoting positive behaviour; booklet entitled *Promoting Good Behaviour*.

The school uses *epraise* to reward students for their effort and commitment. Teachers should award *epraise* to students for work which exceeds the normal expectations. The aim is to encourage students to do that little bit extra.

The school also recognises outstanding achievement, progress and effort by nominating students for Tretherras Way Certificates, attendance certificates and prizes, Star Awards, special subject postcards, and articles in the local press.

If a student is misbehaving in class, the person to correct the student's behaviour is the classroom teacher.

The first action the teacher should employ is the Three Stages.

### **STAGE 1**

**If a student disrupts a lesson:**

- Reprimand them
- Move or isolate them from the room for a short time
- Write in their student planner
- Give them a department detention

### **STAGE 2**

**If a student repeatedly disrupts a lesson:**

- Issue a yellow card
- Inform Head of Department (HoD), Form Tutor (FT) and Head of Year (HoY)
- Student seen by HoD and given warning
- Department detention

### **STAGE 3**

**If a student misbehaves in a subsequent lesson:**

- Issue a second yellow card

**AFTER TWO YELLOW CARDS, STUDENTS ARE ISSUED WITH A RED CARD BY THE HEAD OF DEPARTMENT AND**

- Sent to the student support base (room 80)
- HoD/FT/HoY/Parents involved
- After school detention
- Students monitored by HoD, HoY, Senior Assistant Head, Special Educational Needs Co-ordinator.

**STUDENTS WILL BE SENT TO THE TOP OF THE STAIRS IF THEIR BEHAVIOUR IS:**

- **VIOLENT**
- **ABUSIVE**
- **DANGEROUS**
- **DEFIANT**

**THEY WILL BE SEEN BY A MEMBER OF THE LEADERSHIP TEAM**

**THEY WILL REMAIN WITHDRAWN FROM THAT LESSON AND STAFF INVOLVED WILL BE INFORMED OF THE ACTION AND RESPONSE TAKEN**

**PARENTS WILL BE INFORMED AND DEPENDING ON THE INCIDENT A NUMBER OF SANCTIONS WILL TAKE PLACE eg:**

- **Internal exclusion**
- **Fixed term exclusion**
- **Permanent exclusion**

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

Parents/carers have the right to make representations to the governing body (or members of the Teaching and Learning committee) about the exclusion, and the governing body must review the exclusion decision in certain circumstances, which include permanent exclusions. If the governing body upholds a permanent exclusion parents/carers have the right to appeal the decision to an independent appeal panel.

The school will provide suitable full time education for an excluded student from the sixth day of any fixed period exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full time education for the sixth school day of a permanent exclusion.

For additional information on exclusions – please refer to Statutory Guidance on Exclusion, at [www.education.gov.uk](http://www.education.gov.uk)

### **Support**

As an inclusive school, we use a range of support measures to help to prevent students displaying unacceptable behaviours. These may include:

- Providing a mentor
- Counselling
- Issuing a report card
- Reduced mainstream timetable

- Referral to outside agencies (EWO, Locality Team, White Gold, Careers South West, Health and CAMHS)

### **The Use of Reasonable Force**

The school has a right to use reasonable force to restrain a student as outlined in The Education Act 1996 and Education and Inspection Act 2006. The school has published a Positive Handling Policy outlining the procedures of the use of reasonable force and staff and parents/carers should refer to the policy for additional information.

### **False Allegations and Abuse Against Staff**

The school will fully investigate any claims of abuse towards a student. If during or at the conclusion of the investigation it is found the allegation against the member of staff was false, then the school must decide in the interest of all those involved if the student should remain at the school.

It may be appropriate to withdraw the student from Newquay Tretherras and place him/her in another secondary school (Managed Move).

All staff have the right to feel safe, valued and respected and should never have to feel threatened by students or parents. If a student is known to be physically or verbally abusive towards a member of staff, this can result in either a fixed term or permanent exclusion. If it becomes known that a student is cyber-bullying a member of staff this can result in either a fixed term or permanent exclusion, and the staff member has the right to refer the matter to the police for harassment.

Parents/carers are expected to be supportive and respectful towards members of staff. If a parent is verbally or physically abusive the member of staff should remove him/herself immediately from the situation, and report the incident to the senior leadership team (SLT). The matter will be referred to the Headteacher and if needed to the police.

### **Screening, Searching and Confiscation**

The school has a right to screen students as outlined in The Education Act 1996 and Education and Inspection Act of 2006.

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, cause personal injury to, or damage to the property of any person.

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The school has an additional right to confiscate any items which may disrupt the learning of a student or those around him/her. This includes the confiscation of and searching of mobile phones, iPods and mp3 players (see home school agreement concerning mobile phones).

For further information please go to:-

[https://www.gov.uk/government/uploads/system/attachment\\_data/file/279245/searching\\_screening\\_confiscation\\_advice\\_feb14.pdf](https://www.gov.uk/government/uploads/system/attachment_data/file/279245/searching_screening_confiscation_advice_feb14.pdf)

## **Exclusion of pupils policy**

### **1. Introduction**

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy;
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Head (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Racist or homophobic behaviour
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the behaviour of the student.

**This is not an exhaustive list and there may be other situations where the Head makes the judgment that exclusion is an appropriate sanction.**

## **2. Rationale**

This policy deals with the procedures and practice which informs the school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- The first is to ensure the safety and well-being of all members of the school Community and to maintain an appropriate educational environment in which all can aspire and achieve beyond outstanding.
- The second is to realise the aim of reducing the need to use exclusion as a sanction.

## **3. Exclusion Procedure**

Most exclusion is of a fixed term nature and is of short duration (usually between one and three days). The DFE regulations allow the Head to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

The Governors and SLT have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days and made arrangements for working in partnership with the area Behaviour for Learning Partnership to provide for education on the sixth day.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate.

It is school practice to have a readmission meeting with the parents, a report card administered and, where it is deemed necessary, a Pastoral Support Plan will be drawn up. This needs to be agreed with the school, student and parents. Internal isolation in the Student Support Base is sometimes used as a means to reintegrate a student who has served an external exclusion.

During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the premises, and that daytime supervision is their responsibility, as parents/guardians. The school will provide work for the student to complete at home during this time.

#### **4. Permanent Exclusion**

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

- The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on school premises.
- The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another student or a member of staff.
  - Sexual abuse or assault
  - Supplying an illegal drug
  - Carrying an offensive weapon\* (\*Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.)
  - Arson

The school will consider police involvement for any of the above offences. These Instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

#### **5. General factors the school considers before making a decision to exclude**

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the school will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy and Equality Opportunity Policy
- Allow the student to give her/his version of events.
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- Ensure that where witness or staff statements are collected, that they are signed, dated and collated.

If the school is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome. Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the school's decision to exclude. This Committee will require the Head to explain the reasons for the decision and will look at appropriate evidence, such as the student's school record, witness statements and the strategies used by the school to support the student prior to exclusion.

### **6. Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive will be internally excluded and monitored by Staff in Student Support.

### **7. Behaviour Outside School**

Students' behaviour outside school on school "business" for example, school trips and journeys, away school sports fixtures or a work experience placement, is subject to the school's Behaviour Policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school.

For behaviour outside school but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the school may decide to exclude.

### **8. Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the school will act in accordance with its published policy on drugs and will also seek advice from the LA's Drugs Education Advisor. The decision will depend on the precise circumstances of the case and the evidence available.

In some cases fixed term exclusion will be more appropriate than permanent exclusion. The school will make a judgement set against the criteria in the school's Drugs Policy.