



Respect and Courtesy Always

BEHAVIOUR POLICY

(Includes Assertive Discipline)

(Includes Exclusions)

A summary of elements of this policy is published in writing every year in the school planner and “New to Newbridge” booklet which is found on the school website

Update training completed	
Manual Handling EDR	Aug 2018
Booster sessions	Aug 2014
Assertive Discipline	Aug 2015
Guidance booklet	Sept 2016/2017

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Links to other Policies

- Admissions
- Aim of School
- Anti-bullying (includes Cyber-Bullying)
- Attendance
- Child Protection and Safeguarding Children
- Complaints
- Equal Opportunities
- Self Evaluation
- Teaching and Learning
- Trips

The school acknowledges our legal duties and the equality act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN)

BEHAVIOUR POLICY

Department for Education "Behaviour and Discipline in schools" (Jan 2016)

Key points

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head-teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Head-teachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. 4
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Legal powers and duties – summary

- Child must attend punctually and regularly.
- Parents' clear role to make sure their child is well behaved at school. If they do not, schools can ask for them to sign a parenting contract.
- Parents must take responsibility for their child if excluded.
- Parents are expected to attend a reintegration interview following any fixed term exclusion.
- School must have a behaviour policy stating standards expected, rules, rewards, sanctions and measures to prevent bullying.
- School MUST promote good behaviour, self-discipline and respect, prevent bullying, ensure students complete assigned work and regulate the conduct of students.

Key Points

Staff have a statutory duty to discipline students, whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, (includes school visits, on the way to and from school). Teachers have the power to impose detention outside school hours and to confiscate students' property.

AIM

The aim of this policy is to provide clarity and information for staff, students, parents and other stakeholders regarding behaviour at Newbridge.

Our policy aims to keep all students safe, to promote good behaviour and respect so that they are able to learn and to enable staff to teach and promote learning without interruption or harassment.

It aims to clearly explain our expectations, our ethos, values and procedures (which include a very specific assertive discipline plan) and the sanctions that demonstrate that misbehaviour is not acceptable.

ALLEGATIONS

Allegations made against staff will be taken seriously, dealt with quickly and fairly in a consistent way that provides effective protection for the child as well as supports the person who is the subject of the allegation. Students who make malicious accusations against staff will be dealt with very seriously – usually exclusion.

(See APPENDIX D)

ANTI-BULLYING

In the context of behaviour expectations and our values our principles are:

- We believe everyone has the right to come to school without fear.
- We do not accept bullying in any form.

(See Anti-Bullying Policy)

BASIC PRINCIPLES

- Newbridge believes in a positive climate for learning to enable students to progress and meet their targets.
- Newbridge strives to be an emotionally healthy school.
- Behaviour will be regulated fairly and in accordance with our equal opportunity policy.
- It is agreed that good behaviour has to be taught and understood regularly and that the accent should always be on praise and reward.
- It is agreed that the behaviour policy should be founded on an agreed set of rules, rewards and sanctions within and beyond the classroom known by all and applied consistently.
- Newbridge staff will strive to be fair and consistent and ensure all students and their parents understand the links between good behaviour/attendance and attainment/progress.
- Newbridge believes in a strong partnership with home and families.
- A home-school agreement which clearly states the expectations and responsibility is signed by the student, their parent/carers and form tutor every year. Tutors go through the contents in the first half term of the new school year, parents are emailed a copy to read in preparation to sign on the tutor parents evening. A copy is stored for future reference.
- We believe in the importance of self-discipline, self-respect, honesty, good manners, fairness and politeness in our behaviour with each other. (Respect and courtesy always/BE KIND).

These qualities are promoted and developed in all lessons, assemblies, tutor sessions, theme days and PSHE lessons in every classroom and around school.

It cannot be emphasised enough that the school believes it is very important to very regularly explain to students our expectations and the meaning of terms used e.g. respect.

Behaviour is promoted, taught and regulated using Assertive Discipline (see APPENDIX A)

COMMON VALUES

We encourage a strong sense of identity, fellowship and pride in our school.

This is fostered through our tutor group and rewards system, our traditions and inter-form activities, special days, weeks and events.

The wearing of uniform is a symbol of this sense of belonging.

The way we all treat each other is very important.

We regularly teach our mantra "Respect and Courtesy Always/Be Kind"

We ask all staff to reinforce and teach good manners, respect and courtesy all over the school.

CONDUCT OUTSIDE SCHOOL GATES

Staff have the power to discipline students for misbehaviour outside the school premises (to such an extent as is reasonable). The school will respond to non-criminal bad behaviour and bullying off site if witnessed by a staff member or reported to the school when the student is:

- taking part in a school related activity / trip
- Is travelling to and from school
- Is wearing school uniform
- Is in some other way identifiable as a student at Newbridge

(Any or all of the above)

The school will also respond whether or not the conditions above apply if the behaviour:

- Could have repercussions for the orderly running of the school.
- Would adversely affect the reputation of the school.

In all cases of misbehaviour the members of staff will only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member e.g. on a school trip.

CURRICULUM

We operate a well-planned, broad, stimulating and effectively taught curriculum with lessons that motivate students and keep disruption to a minimum.

EXCLUSIONS

(See APPENDIX D)

INTENSE SUPPORT

A small number of students may not respond to the rewards and sanctions operating within the school's assertive discipline plan and need more support and teaching.

An experienced and caring pastoral team offers mentoring, coaching, behaviour support, specialist courses, conflict resolution, mentoring and nurturing.

Youth workers, attendance and welfare officer, YISP, counselling, school nurse, educational psychology service and other agencies are involved.

Weekly meetings ensure students are offered bespoke interventions with clear aims and with the impact measured. This occasionally provides alternative curriculum for those who need it.

The school supports and attends the Northwest Leicestershire and Behaviour and Inclusion Partnership panel to request support packages and liaise with local schools and agencies (using the passport).

ISOLATION

Disruptive students may on occasions be placed in isolation for short periods of time. Isolation is used as a sanction when students have been persistently disruptive within a short period of time in line with the assertive discipline plan (see What Happens Next?). Students will usually spend their isolation time with senior staff or Pastoral Managers and will be supervised at all times.

Isolations are also utilised as a place of calm whilst investigations of incidents take place. On occasions isolation will be used as internal exclusion from school for students where a formal exclusion would not be deemed safe for the student or when exceptional circumstances make it the best option.

MANAGING STUDENT TRANSITION

The incoming Pastoral Manager / Year Head visits year 6 students at least twice at their primary school. Detailed handover meetings take place at the KS2/3 and KS3/4 transition points with extra visits and Student support plans for some students working with the Special Needs Coordinator (SENCo).

MONITORING AND EVALUATION

Review of the policy takes place every year led by the Personnel and Inclusion Committee, with revisions when an update is needed.

Monitoring and Evaluation of behaviour takes place regularly and routinely.

- Student Voice
 - Governor visits
 - Sample questionnaire
 - Sample interviews
 - Healthy Schools Survey
 - In departments through M&E
- Staff Voice
 - Staff questionnaire
 - Line management and regular meetings
- Parent Voice
 - Surveys at Parents' Evenings
 - Parents View on Ofsted site
 - Compliments/Complaints/concerns/Visits/Meetings
- Leadership M&E
 - Department SEF "Behaviour and Safety"
 - Learning walks and Drop ins
 - Lesson observations
 - Scrutiny of reports ABCDs
 - Scrutiny of Removes
 - Pastoral team's evaluation of success of contracts and interventions

NORTHWEST LEICESTERSHIRE LEARNING AND INCLUSION PARTNERSHIP

Every four weeks senior staff from all Secondary Schools in Coalville and Ashby meet to discuss and organise provision and agency support for students with complex needs, many of whom have difficulties with behaviour appropriate for mainstream education.

All schools fund the work to ensure all students receive an appropriate education and to prevent exclusions.

The NWL LIP has for a number of years prevented permanent exclusions and continues to do so.

POWERS TO DISCIPLINE, SEARCH & CONFISCATE

All paid staff have the power to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. (Powers can be extended to volunteers in charge of students).

Power to discipline applies to student behaviour in school and outside school, in certain circumstances e.g. on the way home and on school trips.

Reasonable sanctions include (should be proportionate):

- Confiscation
- Retention or disposal of students' property
- Detention
- Isolation
- A request for the family to visit and meet with the Head of school or senior staff
- Exclusion (Head of school or Deputy in his absence)

School staff are allowed to search students with their consent for any banned item. At Newbridge it is usually SLT who conduct this search with the assistance of other staff.

The Head of school or SLT with other staff authorised by SLT to assist, will search for items banned by the school in the rules e.g. mobile phone / iPod / aerosols / metal cans, and store them safely for collection by parents.

The Head of school or staff authorised by them have a statutory power to search students or their possessions without their consent where they have reasonable grounds for suspecting students have weapons, dangerous or potentially dangerous items, knives, alcohol, illegal drugs, stolen items, cigarettes, tobacco and cigarette papers, fireworks, pornographic material and any article that staff suspect have been or are likely to be used to commit an offence or are likely to cause injury or damage to person or property. A search may include a school locker and bag.

Staff will seize any prohibited/banned items as a result of a search or any item however found, that they consider harmful or detrimental to school discipline.

Certain items including dangerous items and phones will be retained to pass on to the police if senior staff have reasonable belief that a crime has been committed or to safeguard children.

Electronic devices will be searched and data/files may be erased if there is good reason to do so i.e. if it is suspected that the data or file has been or could be used to cause harm, disrupt teaching or break school rules.

If inappropriate material is found on a device the material may be deleted or retained as evidence (of a criminal offence or breach of school discipline) or retained for involvement of the police.

REASONABLE FORCE

All school staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. (See APPENDIX C)

RESPONSIBILITY

Responsibility for a good climate for learning including good behaviour and behaviour for learning falls to all staff and students at Newbridge supported by their parents.

Staff are responsible for:

- (1) A determination to teach what good behaviour is.
- (2) A leaning towards praise/rewards rather than sanctions to help students want to behave well and see the benefits of doing so.
- (3) Consistency in operating the assertive discipline plan as stated.
- (4) Supporting students and colleagues in a continuous drive for good/outstanding learning at Newbridge.
- (5) Operating measures to prevent bullying.
- (6) Seating students differently to assist learning and prevent disruption.

The Head of school is responsible for amendments and taking the policy to Governors for ratification and review.

SERIOUS ASSAULT

Students suspected of committing an assault (including on the way to or from school) will be kept separate from the rest of the school, usually in isolation, whilst the incident is being investigated.

Serious assaults will be reported to the police. In most cases the student found to have committed an assault will be excluded.

TRAINING AND VOICE

Following original training when assertive discipline was adopted, training sessions take place at least once every 2 years for all staff and in the first few days for new staff as part of induction.

Refresher sessions (short) take place regularly.

Materials to refer to are saved in the "Teaching and Learning Toolkit" for all staff to share good practice, and to go to for strategies and advice. The toolkit has a separate section on "Behaviour Management".

Two members of SLT participated in EDR training, this was cascaded in the August 2018 teacher training days.

They conducted research and studies including taking students' views.

Every year all staff are trained (updated re: behaviour policies and procedures) through the staff handbook update every July.

The views of students, staff and parents is sought and published regularly usually every term.

VERBAL/PHYSICAL ABUSE AND THREATENING BEHAVIOUR

Students who are unkind, bullying, offensive or abusive will be disciplined in accordance with the Assertive Discipline Procedure (see APPENDIX A)

Students who verbally abuse a member of staff, including swearing directly at them, or threatening or intimidating them will usually be excluded, unless there are very exceptional circumstances.

SSP = Student Support Plan

SLT = Senior Leadership Team

ASSERTIVE DISCIPLINE

Assertive discipline is not the only system teachers use to maintain good discipline in the classroom. Teachers command respect in a number of ways using their personality, specific expectations for their subject/classroom and often use their own systems, seating plans, humour and rewards. There may be occasions when practice is adjusted due to individual students' needs and circumstances or where new practice/ideas are being explored'

ASSERTIVE DISCIPLINE PLAN

"Assertive Discipline" is the system used at Newbridge to encourage everyone to behave well and achieve their best. It aims to make students responsible for their own behaviour and is based very heavily on praise and rewards for good behaviour.

Assertive Discipline is a long established programme of behaviour management. It is designed to help teachers increase their effectiveness in the classroom. It also aims to empower children with the skills that will become the foundation for their self-esteem, self-discipline, and future success.

Assertive Discipline is applied calmly and firmly following a clear agreed set of rules. It means that all teachers and students assert their rights to have an uninterrupted learning environment. Both teachers and students can enjoy lessons more when the atmosphere is relaxed but purposeful, and when they have a sense of achievement at the end of lessons.

WE WILL NOT ACCEPT ANYONE DISRUPTING OUR LEARNING ENVIRONMENT WE WILL NOT ACCEPT BULLYING OF ANY KIND

The key elements of the Assertive Discipline system at Newbridge are:-

- a set of shared expectations and classroom rules
- these expectations and rules being taught regularly
- a system of positive recognition, or rewards, that students will receive for following the rules including the motivation of boost points leading to rewards and recognition.
- a set of consequences, or sanctions, that will result when students choose not to follow the rules, (this ensures fairness for all).

PRAISE AND REWARD

Verbal praise, reward points and boost points

Praise is the most important reward given. Staff take every opportunity to give praise wherever and whenever it is due. Staff attempt to 'catch students being good' and to praise them for doing what is asked of them; praise is not reserved solely for "special" efforts, behaviour etc.

Students will be issued with 10 reward points each day for:

- Doing what we expect of them:
 - Being present
 - Being in uniform
 - Having equipment
 - Being on time to school and lessons
 - Doing as they are asked
 - Completing homework on time
 - Behaving well

- Working hard
- Being polite and respectful to others
- Treating the site with respect

Display

Work is often chosen for display to motivate other students, help students to learn and to celebrate success. Displays of students' work are a regular feature both around school and within classrooms and allow everyone to see and celebrate each other's work. Students often contribute articles to "Newbridge News".

Boost Points

Individual children receive 10 reward points per day, they can gain boost points for additional above and beyond recognition. For example:

- Exceptional work
- Exceptional effort
- Book of excellence
- Representing the school
- All A's on report
- 100% attendance

Staff may also use group targets for reward points or offer a small reward if the target is met within a specified time, to foster peer group pressure to meet expectations.

These common school recognition systems are used by all members of staff in all areas.

Boost points lead to other rewards

- Students are rewarded for gathering boost points. When students reach key thresholds in each block they will receive a non-uniform day (parents will receive an email and the student is informed by their tutor if they have earned this extra reward).
- Those students who achieve over 50 boost points will be invited to a head of school breakfast/tea. The tutor group with the most points will be given a treat - being able to go into the Diner a little early for lunch.

The students who maintain gold or move into platinum for the majority of the six reward blocks are invited on a trip during the last half term of the academic year.

	Runner up	Bronze	Silver	Gold	Platinum
For each block	16 + PENALTY points	11-15 PENALTY points	6-10 PENALTY points	0-5 PENALTY points and/or 10 - 49 BOOST points	0-5 PENALTY points and 50+ BOOST points

Head of schools book of excellence

Students who produce excellent work or who make an excellent effort are asked by their teachers to present their work to the Head of school. Presentations of this nature will be recorded in the Book of Excellence. Other outstanding achievements and efforts are recognised in this way too.

Other rewards

Other rewards include:

- Inclusion in News from Newbridge Album
- Sports certificates, log book and wall of fame
- Star of the month awards
- Achievement board and Achievement assemblies
- Class trips

Newbridge record of achievement/Progress file

Students are encouraged to recognise and celebrate their achievements.

At least twice a year students set targets with their tutor in a student support session.

Students regularly review and record achievements, as well as practise presenting themselves to others.

This becomes a record of their achievement both in and out of school and records examples of work they are proud of from each year. It will be taken home at the end of Year 9 and becomes a valuable record of their educational and personal success at Newbridge, including the skills they have developed.

NEWBRIDGE RULES

Classroom rules:

- 1. Listen attentively at all times**
- 2. Follow all instructions without argument**
- 3. Keep hands, feet and unkind words to yourself**

The following are not permitted:

- Cans and glass bottles
- Phones (to be handed in at office)
- High sugar and caffeine drinks e.g. Monster and Red Bull
- Aerosols
- Offensive logos/messages
- Sharp or dangerous items
- Long nails (false or natural)
- Dangling/hoop earrings, tongue, nose or lip piercings.
- Gum
- Play-fighting and pile on type games
- Sugary fruity drinks out in class (water permitted in most rooms)

Consequences

To maintain Newbridge as a disciplined learning environment, everyone must be prepared to act according to the Newbridge expectations. Anyone who chooses not to do so will find that defined consequences result from such behaviour.

If a student has to be reminded to get on with their work, empty their mouth, sit in a suitable place to learn, remove their coat, stop talking, stop using unsuitable language, etc. this will be interpreted as behaviour that stops learning.

Certain behaviours are unacceptable such as:

- Pushing, barging, throwing, tripping and messing about with furniture and resources.
- Name calling, bullying of any kind, unkind words and taking of belongings.
- Messing about and silliness during learning time.
- Wandering around, leaving seat or leaving the class without permission.
- Rudeness, verbal abuse, swearing.
- Intimidation

The following set of consequences or sanctions will be applied in the event of inappropriate behaviour during a lesson.

STAGES

- Stage 1 Formal warning given by the teacher.
(It is best if the student does not argue at this point as this may lead to further stages. They should talk to the teacher politely at the end of the lesson if they believe they should not have received the stage.)
- Stage 2 Student is often asked to sit apart from the class or change seat. Students must not break another rule or they will be removed. (It is best if the student does not argue at this point as this may lead to further stages. They should talk to the teacher politely at the end of the lesson if they believe they should not have received the stage.)
- Stage 3 Student is asked to wait outside the classroom with their belongings and wait for Pastoral Managers or SLT to collect. They will either be required to work with the curriculum leader of that subject or with SLT/Pastoral Manager. A teacher led conversation (TLC) will take place between the teacher and student to reflect on what happened and to establish a positive learning environment for all in future lessons. Parents/carers will receive a message informing them of their child's behaviour and to issue an afterschool detention on the third remove.

NB: Students should not argue when they get a stage but use the stage as it is intended – an opportunity for them to choose to keep to the rules and get on with their learning.

An instant Stage 3 is usually given for the following:

- A student acting in a way that compromises health and safety of self and/or others/or equipment.
- Racist, homophobic or offensive language or behaviour
- Dangerous behaviour

NB: Drinking water from a plastic bottle is usually permitted. This will be made clear by the teacher.
(Students should keep their drink away from electronic equipment and computers)

Systematic/Repeated Poor Behaviour

When three Stage 3s are reached in a 6 week period, students will be issued with a green contract by their tutor. If the Stage 3s are in one department area the contract will be for that subject, supervised by the Curriculum Leader of that subject area. Students can go onto report (contract) in one or more subject areas.

If the Stage 3's are from different subject areas the student will have to meet their tutor and go onto green contract, which enables parents to support improvement by viewing the contract each night. As with all contracts, good behaviour is praised linked to specific improvement targets and any lapses mean a short detention must be served. Students must keep to the operations of the contract. Further Stage 3s will lead to a day of isolation and a request for parents/carers to visit school to discuss how behaviour can improve. The student will go onto Amber Contract to the Pastoral Manager. If behaviour does not improve tests and assessments will take place led by the SENCo and pastoral manager.

Particular students will be given special priority and support in "the interventions room" where Pastoral Staff can use therapeutic activities to help students to cope better with mainstream school.

If the student's behaviour continues to deteriorate they will be excluded for persistent disruption.

(See Appendix A)

This is a serious stage to reach as an exclusion will always stay on the student's school record.

A decision may be made to refer the student to the LIP (Learning and Inclusion Partnership).

Students must work while they are excluded from school and catch up all class work and homework.

After exclusion, a week on re-entry contract with the Head of School is served to monitor behaviour and attitude (Red Contract), reward improved behaviour and serve consequences for any lapses. This lets students demonstrate how they can get back on track.

Stage Four (for seriously unacceptable behaviour e.g. fighting or lack of co-operation at stage 3).

Referred to Leadership Team. The student will be isolated and parents contacted.

The incident is dealt with at senior level (Head of school/Deputy/Assistant Head teacher).

Parents will be asked to come into school to meet with the Head of school.

Drop Down

Student starts a lesson on a Stage 1 or 2 for a period of time because of regular poor behaviour. The student should be notified in advance before the next lesson if possible.

This aims to prevent repeated low level disruption that hinders learning and progress.

A whole class should not be placed on drop down unless every single child in the group has misbehaved.

Seating Plans

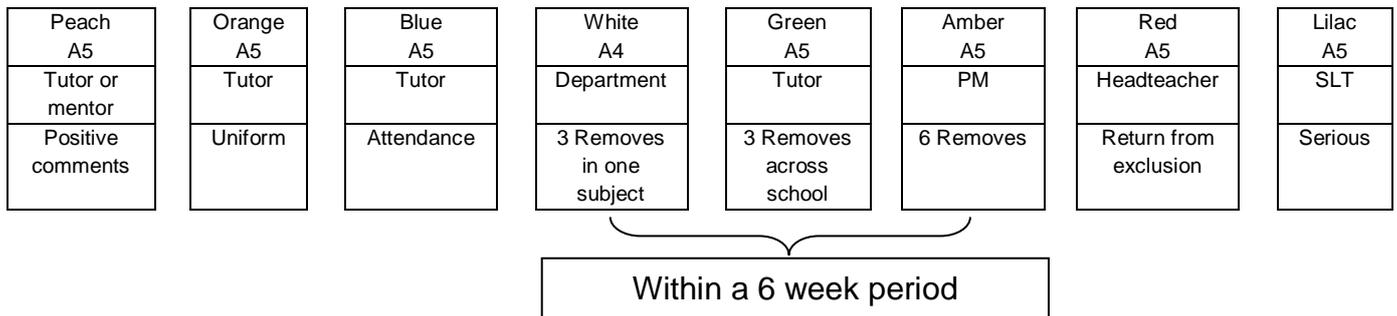
Teachers will seat students in a manner that enables most effective learning. This may be paired or in different groupings.

Teachers may change a seating plan entirely or to girl/boy for example and students must sit where they are asked to sit. Students must not argue with this decision which is a teacher led strategy for managing the learning

On Contract/On Report

- A period on report monitored by either Tutor, Curriculum Leader, Pastoral Manager or member of the leadership team. This helps for a short period when students can show how well behaved they can be, and receive extra praise.

- Parents can request a contract for their child after discussion with the tutor or Pastoral Manager if they need a boost (usually peach contract)
-



Out Of Classroom/Poor Behaviour (Blue Slips)

Good behaviour is praised and rewarded with reward points every day.

A blue slip detention is given for inappropriate/unacceptable or dangerous behaviour outside the classroom including being late for tutor time. Again, our ethos is to praise and reward students being good, if possible, so an initial warning is often used. A blue slip detention is served as a lunchtime detention. In the majority of cases with their tutor in their tutor room for 20 minutes.

Other sanctions

Verbal reprimands, written tasks, staying in at break to complete work, community service e.g. helping in the Diner are used at times.

Loss of Privileges

We do not take away rewards i.e we do not take away reward points that have been gained through good behaviour. We do not remove the opportunity to wear non-uniform on own clothes days that are there to celebrate the end of term/half term and that raise funds for the school council's good causes etc. but keep the sanctions separate.

The EXTRA BONUS non-uniform day that is given to students who are exceptionally well behaved occurs on the Monday after each block ends (remain or achieve gold/platinum during the 6 weeks) Occasionally a student will be removed from a school trip if recent behaviour means that the trip leader does not believe it is safe to take them.

Privileges offered by staff and students as extra to the normal running of the school e.g. The prom, the final end of year rewards trip and tutor organised outings are extra; and will be offered to those students who are invited. For these privileges students will be told in advance that if there is bad behaviour they will not be invited to the event or their invite will be removed.

Exclusion (See Appendix A)

Exclusions always remain on a student's record and are reported by the school to the Local Authority. At times it is the only option available in response to incidents or as a result of persistent disruption. When students return to school following exclusion they must attend (with their parents) a 'return to school' meeting with a member of the senior leadership team, in order to discuss the way forward and to show a commitment to improvement.

A week on re-entry contract is served to monitor behaviour and attitude and to enable students to show that they have learnt from the experience.

From September 2007, a legal requirement was set in place so that parents are required to take responsibility for ensuring their excluded child works at home during the school day on tasks provided by the school. Parents may be subject to a fine if this regulation is not adhered to.

APPENDIX A

EXCLUSIONS POLICY

Fixed Term Exclusions

Only the Head of school (or in their absence the Deputy) can exclude students for up to 45 days in any school year.

The Department for Education supports the Head teachers in using exclusion as a sanction where it is warranted.

The school recognises that particular groups of students are more vulnerable to exclusion and will work pro-actively with parents/carers to try to prevent exclusion:

- children with special educational needs
- looked after children
- black Caribbean
- travellers/gypsy/Roma
- children from families under stress
- pregnant schoolgirls and teenage mothers

Exclusions as a result of persistent poor behaviour

Before a decision to exclude is reached for persistent breaches of the behaviour policy, a range of alternative strategies will be used, such as:

- individual counselling by class teacher, Curriculum Leader, tutor and Pastoral Manager,
- Assessment of needs
- asking for information from staff
- observing student in class
- inviting parents/carer to talk
- setting targets and agreeing contracts
- Intervention work
- classroom support
- contract/report
- school counsellor if student wants this
- student support plan (in some cases)
- passport - in some cases
- outside agency support (often)

Exclusion as a result of unacceptable behaviour

Unacceptable behaviour outside school, e.g. on school trips, away sports fixtures, will be subject to the school's behaviour policy, and therefore could lead to exclusion. For behaviour outside school, but not on school business, a student may be excluded if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. Students' behaviour in the immediate vicinity of the school, or on a journey to and from school and whilst in school uniform, can be grounds for discipline including exclusion.

Unacceptable behaviour in school that is likely to lead directly to a fixed term exclusion:

- Assault
- Threats of violence with intent
- Verbal abuse to a member of staff or visitor
- Possession of illegal drugs

- Possession of a weapon
- Repeated defiance
- Persistent bullying
- Repeated intimidation of others especially younger students
- Stealing

In exceptional circumstances, usually where further evidence has come to light, a fixed term exclusion may be extended.

Permanent exclusion

A decision to permanently exclude a student is a very serious one. It will be taken only as a last resort in response to a serious breach or persistent breaches of the behaviour policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Permanent exclusions for a first or 'one off' offence are allowable in exceptional circumstances, such as:

- serious actual or threatened violence
- sexual abuse or assault
- possession or supply of an illegal drug
- carrying an offensive weapon (NB. schools now have the power to screen and search students for weapons)

A decision whether to inform the police/other agencies will be made if a criminal offence has been committed.

Procedure for fixed term and permanent exclusion

(The student should be encouraged to participate at all stages).

The following procedure clarifies what needs to be done when supportive action and other sanctions are not bringing about any change in behaviour.

1. A decision to exclude will usually be taken by the Head teacher after consultation with other staff, and a thorough, properly recorded investigation into any incidents, or following a period of persistent poor behaviour.
2. Except in cases of severe misconduct, when very swift action may be necessary, the Pastoral Manager will collate material to support the decision, e.g.
 - incident/concern logs
 - reports/contracts
 - Stage 3 Removes
 - letters to and from parents/carers and/or notes of 'phone calls/interviews
 - records of any work with the student in school over behaviour
3. Once the decision to exclude is reached, the Head teacher will inform the student.
4. The Head of school will write to parents, and inform the Governing Body (via the Clerk to Governors). If it proves impossible to inform parents/carers in full detail of the reasons for exclusion by letter on the day of exclusion, the Head of School will do so by phone or brief interim letter. The letter will state the period of the fixed term exclusion or, for a permanent exclusion, the fact that it is permanent. Parents/carers will be informed about relevant sources of free and impartial information.
5. Copies of the letter to parent/carer will be sent to the Pastoral Manager to file. The Tutor/Attendance Officer must record absence as Excluded.
6. The Head of school will keep copies of the letter to parents.

7. The Admin. Assistant will keep a register of all exclusions, and ensure Governors are informed of any permanent exclusion and any that would result in a student being excluded for more than 5 days in a term.
8. If the period of exclusion is to be between 1 – 5 days, the school will set work to be completed by the student. The parent has responsibility for supervision.
If the period of exclusion is longer than 5 days, the school will arrange for the supervision and education of the child from the 6th day through school visits.
9. Prior to return the student and parent/carer will meet the Head of school for a reintegration interview before joining classes and if this goes well will be returned to school, put on re-entry contract for one week to the Head of school.
10. A meeting of the Governors' Disciplinary Committee must consider any fixed term exclusion(s) amounting to 15 days or more in one term and any permanent exclusion, and must meet if requested to review any exclusion by the parent/carer. Hearings for appeals against permanent exclusions where the Governing Body has upheld the exclusion will be arranged by the L.A. (See www.gov.uk/government/publications/school-exclusion)
11. Where a student's name is to be deleted from the school's admissions register because of a permanent exclusion the school must make a return to the local authority.

NOTES:

- Lunchtime exclusions are counted as half a school day for statistical purposes.
- Unofficial exclusions, such as sending students home to 'cool off' are unlawful even if this is with the agreement of parents/carers except to meet medical needs of needs of a risk assessment in exceptional circumstances.
- Whilst exclusion may still be an appropriate sanction, the Head of School will take account of contributing factors (identified after an incident) e.g. where it comes to light that a child has suffered a bereavement, has mental health issues or has been subject to bullying.
- Documentation of all incidents and interventions will be stored carefully so that they can be made available for decision making and in the future if required.

Home School Agreement



Name:

Home / School Agreement

The School will:

- guarantee a high standard of teaching and learning and provide a curriculum which meets the needs of all students, so they can achieve their full potential.
- provide a secure and caring environment by promoting the values of self – discipline, responsibility and respect and courtesy.
- work in partnership with parents to make the behaviour of children at school good.
- provide parents with information on children’s progress by means of termly reports, parents’ evenings and other information.
- not tolerate bullying, harassment or similar behaviour.

Signed:

(by Tutor when Tutor Group is known)

The family will:

- get actively involved in their child’s education and attend parent’s evenings and other events which support their child’s learning
- take responsibility for their child’s behaviour and actively encourage a positive attitude to learning by supporting the school’s rules and expectations.
- Support and encourage the completion of homework
- Work in partnership with the school to ensure the good behaviour of their child
- support the school’s stance on bullying, harassment or similar behaviour.

Signed:

(the person with legal responsibility for the student)

I will:

- come to school regularly and on time wearing the correct uniform, and with the right equipment each day (including homework and the school planner)
- follow school rules and expectations and take responsibility for my actions
- work hard to meet my potential and be a responsible and active member of the school community
- tell an adult at home or at school if I have a problem or difficulty.
- not bully or harass others and show respect, kindness and courtesy to all

This agreement will only be successful if communication between the school, family and student works well.

Signed:

(Student)

APPENDIX C*POSITIVE HANDLING AND REASONABLE FORCE**KEY OBJECTIVES:*

- The maintenance of the safety of all students and staff
- To prevent serious damage to property occurring

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. Reasonable force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Minimising the need to use force

1. At Newbridge it is important to create a calm environment that minimises the risk of incidents occurring that might require reasonable force to be used. Students are taught how to manage conflict and strong feelings.
2. It is important to try to stay in control, avoid confrontation and de-escalate potential conflict if it arises. Reasonable force should only be used when the risks involved in doing so are outweighed by the risks involved in not using it.
3. The schools teaching and learning toolbox sets out the sorts of strategies and approaches which staff should use to decrease the likelihood of challenging behaviour occurring, and to defuse incidents and avoid the need for physical intervention. This includes the use of Assertive Discipline and agreed approaches with individual students who have been involved in incidents causing concern.
4. It is important for all staff to be aware of any specific arrangements for individual students on whom risk assessments and positive handling plans will be in place. (Student support plans and risk assessment are accessible on Google Drive)

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Head of school has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on an organised visit.

NB: Staff will be kept informed about particular risks as a result of SEN and/or disabilities and/or other personal circumstances such as domestic violence. Student Support Plans (SSP's), risk assessments (RA), and special meetings are used.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- 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.
- It should be used when the consequences of not intervening are sufficiently serious to justify considering the use of force.

NB: In deciding what is "sufficiently serious", staff should consider:

- Students behaviour and level of risk presented at the time
- Effect on the other students and staff (on occasions members of the public)
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
- Staff should minimise highest risk by calling for assistance from SLT and alerting the office if the Police need to be called (e.g. if a weapon is involved or suspected to be involved).

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so (although it may be more sensible to remove the rest of the class in some situations).
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Using reasonable force:

1. Any force used should be reasonable and the minimum required for the shortest possible time to achieve the desired result. If it is judged necessary, then:
 - a. If possible give a clear verbal warning to the student that force may have to be used;
 - b. Care should be taken not to use excessive force;
 - c. Any form of restraint that is likely to injure a student (particularly anything that could constrict breathing) should only be used in extreme emergencies where there is no viable alternative;
 - d. Adults need to be sensitive to issues of gender and to their own strength and body weight;
 - e. Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate conduct; and
 - f. As far as possible, force should not be used unless or until another responsible adult is present to support, observe and call for assistance.

2. Under the Disability discrimination Act 1995 schools must:
 - a. Not treat a disabled student less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
 - b. Take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled (known as the reasonable adjustments duty).
3. Reasonable force may also be used in exercising the statutory power, introduced under Section 45 of the Violent Crime Reduction Act 2006, to search students without consent for weapons where there are reasonable grounds for suspicion that the student has a weapon. However, where resistance is expected, staff are advised not to search, but to call the police.
4. It is always unlawful to use force as a punishment.

What happens if a student complains when force is used on them?(See Complaints Policy)

1. All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
2. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
3. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
4. Suspension must not be an automatic response when a member of staff has been accused of using excessive force.
5. School should refer to the “Dealing with Allegations of Abuse against Teachers and other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
6. School must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
7. If a decision is taken to suspend a member of staff, the school should ensure that they have access to a named contact who can provide support.
8. Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against them.
9. As employers, schools have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.
10. Legislation does not make staff immune to complaints or charges that they have acted inappropriately, and staff should be aware that they may need to justify their actions if they have used physical intervention. Complaints procedure will be used.

Other physical contact with students

1. It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
2. Examples of where touching a student might be proper or necessary are listed below but those in italics are much more common with younger students and less likely to be appropriate for secondary school age students.
 - *When comforting a distressed student*
 - *When a student is being congratulated or praised*
 - To demonstrate how to use a musical instrument
 - To demonstrate exercises or techniques during PE lessons or sports coaching; and
 - To give first aid

Staff Training

1. Decisions about training will be made by the SLT, the Pastoral Team and the SENCo, in conjunction with advice from parents, other schools and/or outside agencies where appropriate.
2. The Head of school will consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so.
3. Training will be planned in accordance with the school's Professional Development policy.

Recording Incidents

1. Every incident in which force has been used should be recorded using the attached recording form (Annex A).
2. The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future inquiry.
3. Each member of staff directly involved in, or who witnesses an incident should complete a copy of the incident report and give it to the Head of school who will check it and provide the member of staff involved with a copy of the final version.
4. Parents will not automatically be given a copy of the report, but it will provide a helpful basis for the information they receive.

Reporting Incidents

1. The parent will be advised of an incident involving their child, either immediately or at the end of the day. Wherever possible it is best to telephone the parents as soon as possible after the incident before confirming details in writing.
2. A copy of the report will be held on the students record, to which parents can be given access, on written request, within 15 days.
3. When recording such incidents, staff should bear in mind that, if this information is later passed to the police, it may be included in a disclosure. Schools should retain records of such incidents until the member of staff has reached normal retirement age or for 10 years from the date of the allegation, if that is longer.
4. All injuries should be recorded in accordance with the school's procedures and will be reported to the LA and the Health & Safety Executive.
5. Where a member of staff is assaulted or suffers injury as a consequence of using reasonable force or restraint, the member of staff is advised to contact their professional organisation or trade union. Assaults on staff which result in physical injury will be reported without delay by the Head of school to the LA and the Health & Safety Executive.

Post-Incident Support

1. If injury or severe distress is suspected, prompt medical attention must be arranged, via First Aid procedures initially.
2. Staff and children should be given separate opportunities to talk about what happened in a calm and safe environment, when those involved have had an opportunity to regain their composure.
3. Debriefing staff and students may help in identifying exactly what happened, the effect on the participants, and possible ways of preventing the need to use force in the future.

4. It is good practice for parents to be involved in agreeing subsequent actions and support, particularly for students whose behaviour is associated with SEN and/or disabilities. Such plans should include strategies to prevent and deal with any recurrence of behaviour that could lead to the use of force.
5. A decision may need to be made whether to involve which, if any, multi-agency partners (eg the LA's children's services, CAMHS, YOT).
6. Where a student is responsible, they should be held to account so that he or she recognises and repairs the harm caused or which might have been caused. In some cases, an incident might lead to an exclusion.

Monitoring And Review

1. The impact of this policy will be reviewed by the Head of school which follows any incident where force has been used and any changes or developments will be made as deemed appropriate.
2. Any alterations to this policy required by changes to the law covering the restraint of students or use of force will be made as they arise.
3. This policy will be reviewed by Governors' Personnel and Inclusion Committee every four years.

ANNEX A

NEWBRIDGE HIGH SCHOOL

Complete same day and hand in to the main office

RESTRAINT OF STUDENTS – INCIDENT REPORT

<u>DATE OF INCIDENT:</u>	<u>TIME OF INCIDENT:</u>	<u>LOCATION OF INCIDENT:</u>
<u>NAME(S) OF STAFF INVOLVED:</u>		
<u>NAME(S) OF STUDENT(S) INVOLVED:</u>		
<u>NAME(S) OF OTHER STAFF/STUDENTS WHO WITNESSED INCIDENT:</u>		
<u>BRIEF DESCRIPTION OF INCIDENT:</u> (Please be objective and factual, outlining how incident began and progressed, details of student’s behaviour, what was said by each of the parties, steps taken to defuse/calm situation, degree of force used, how applied, and for how long.) Please continue on a separate sheet if necessary.		
...cont/d		

REASON THAT REASONABLE FORCE WAS NECESSARY:

DETAILS OF ANY INJURY SUFFERED BY THE STUDENT, ANOTHER STUDENT, OR MEMBER OF STAFF, OR ANY DAMAGE TO PROPERTY:

RECORD OF CONTACT WITH PARENT/CARER

Headteacher:

County Hall informed:

SIGNED:
.....

DATE:

APPENDIX D*Allegations of Abuse Against Teachers and Other Staff***KEY POINTS**

An allegation will suggest that a member of staff has:

1. Behaved in a way that has harmed a child or may have harmed a child.
2. Possibly committed a criminal offence against or related to a child.
3. Behaved in a way towards children that would suggest that he or she would pose a risk of harm if they work regularly or closely with children.

The following definitions should be used when determining the outcome of an allegation:

1. Substantiated – the allegation is proved with evidence.
 2. False – there is sufficient evidence to disprove the allegation.
 3. Malicious – there has been a deliberate effort to deceive.
 4. Unfounded – One that has been misinterpreted or mistaken.
 5. Unsubstantiated – there is insufficient evidence to prove or disprove the allegation. The term therefore does not imply guilt or innocence.
- A quick resolution should be a priority. Any unnecessary delays should be eradicated.
 - In response to an allegation all other options should be considered before suspending a member of staff. Suspension is not the default option. If it is deemed appropriate, the reasons and justifications should be documented and the individual should be notified. Schools should also consider whether the result that would be achieved by suspension could be obtained by alternative arrangements. For example, redeployment so that the individual does not have direct contact with the child concerned, or providing an assistant to be present when the individual has contact with children. This will however, depend upon the nature of the allegation. Schools should consider the potential permanent professional reputational damage to teachers that can result from suspension where an allegation is later found to be unsubstantiated, unfounded or maliciously intended.
 - Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving the reasons for the suspension. The person should be informed at that point who their named contact is within the organisation and provided with their contact details.
 - Employers have a duty of care to employees and should provide effective support with a named contact if they are suspended.
 - If suspension is the only option but the allegation is proved false, unfounded or malicious, most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The school should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a student at the school.
 - Allegations that are found to be malicious should be removed from personnel records and not to be referred to in references.
 - Students who have made malicious allegations are likely to have breached school behaviour policies and the school can consider permanent or temporary exclusion as a sanction, as well as police referral if a criminal offence had been committed. If an allegation is determined to be unfounded or

malicious, it should be referred to local authority children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else.

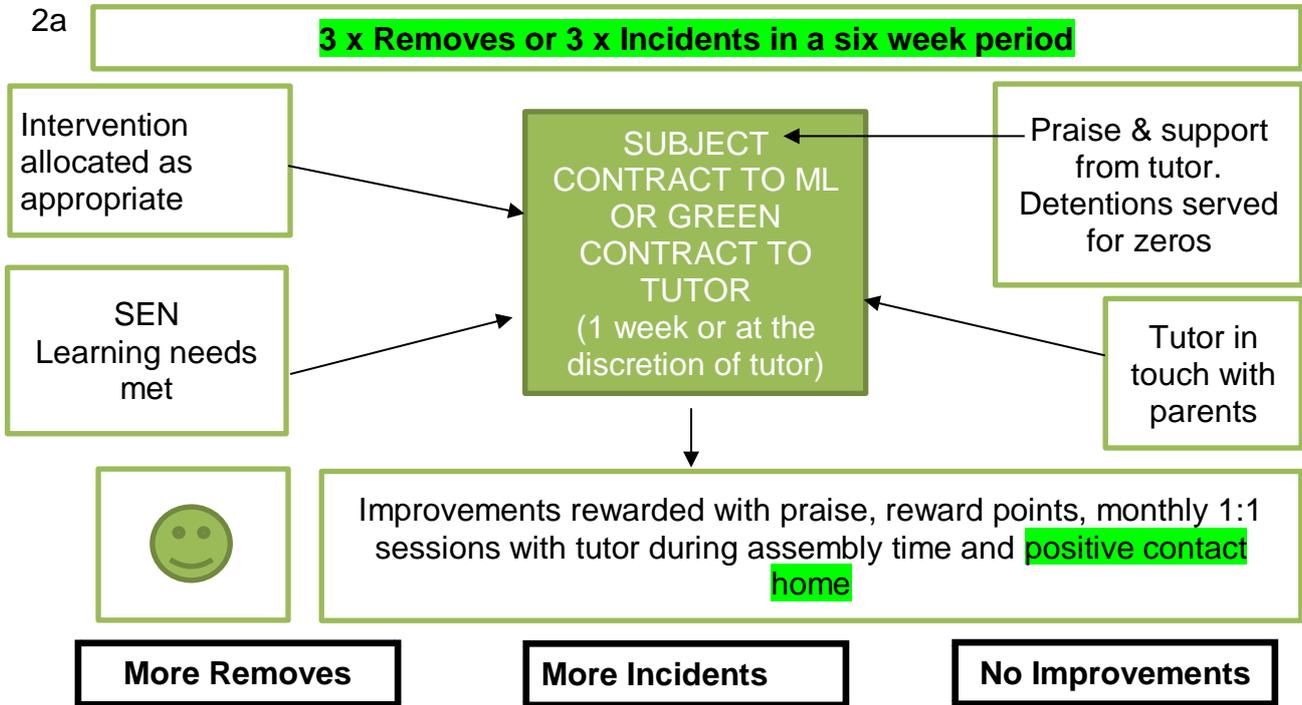
- All schools should have procedures for dealing with allegations, all of which should be reported immediately to the head teacher. There should be a designated person in place to report to if the allegation is against the head of school.
- It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. In accordance with the Association of Chief Police Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police might depart from that rule, e.g. an appeal to trace a suspect, the reasons should be documented and partner agencies consulted beforehand.)
- It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

APPENDIX E

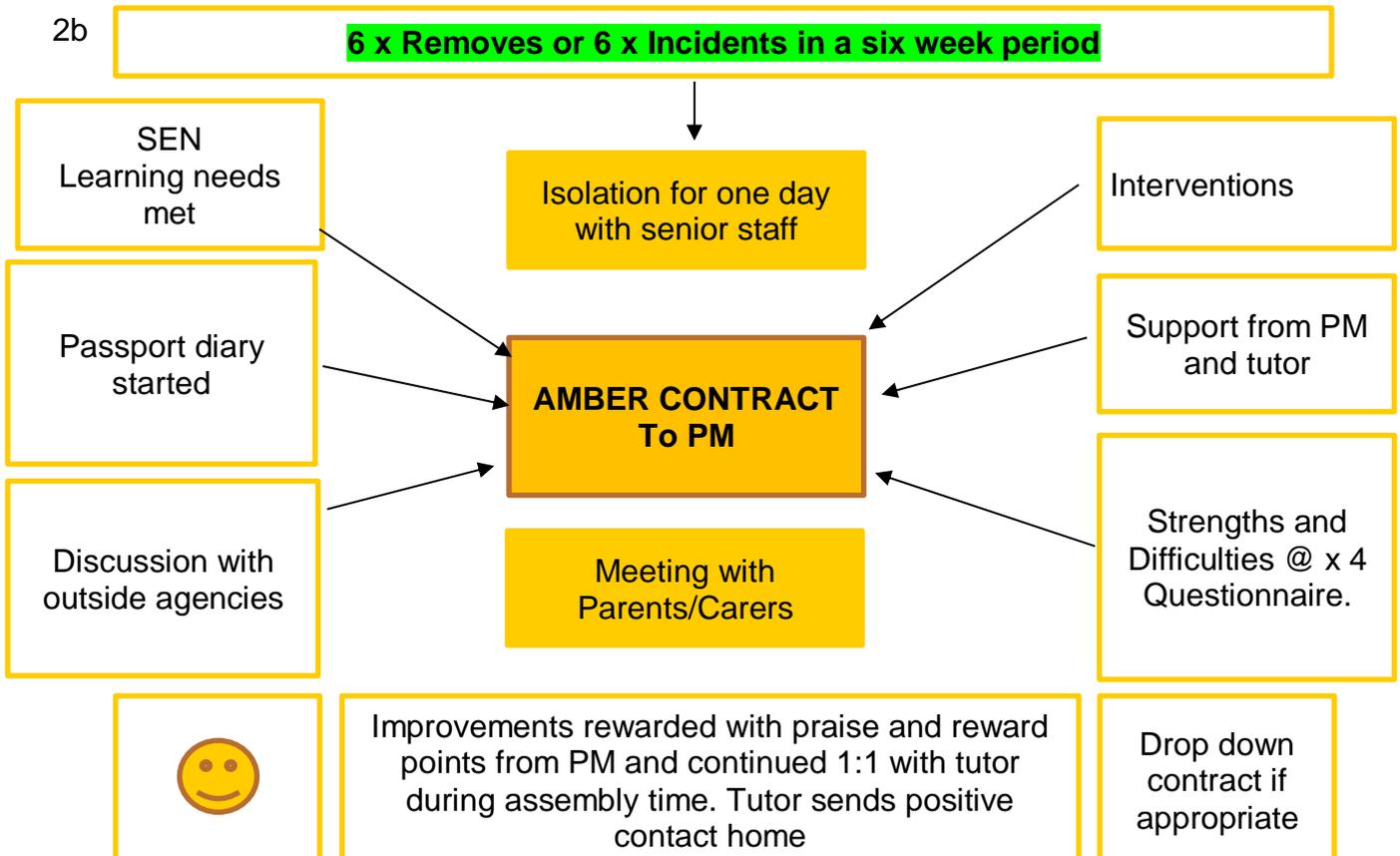
WHAT HAPPENS NEXT (2017 UPDATE)
(Within context of Professional Judgement)

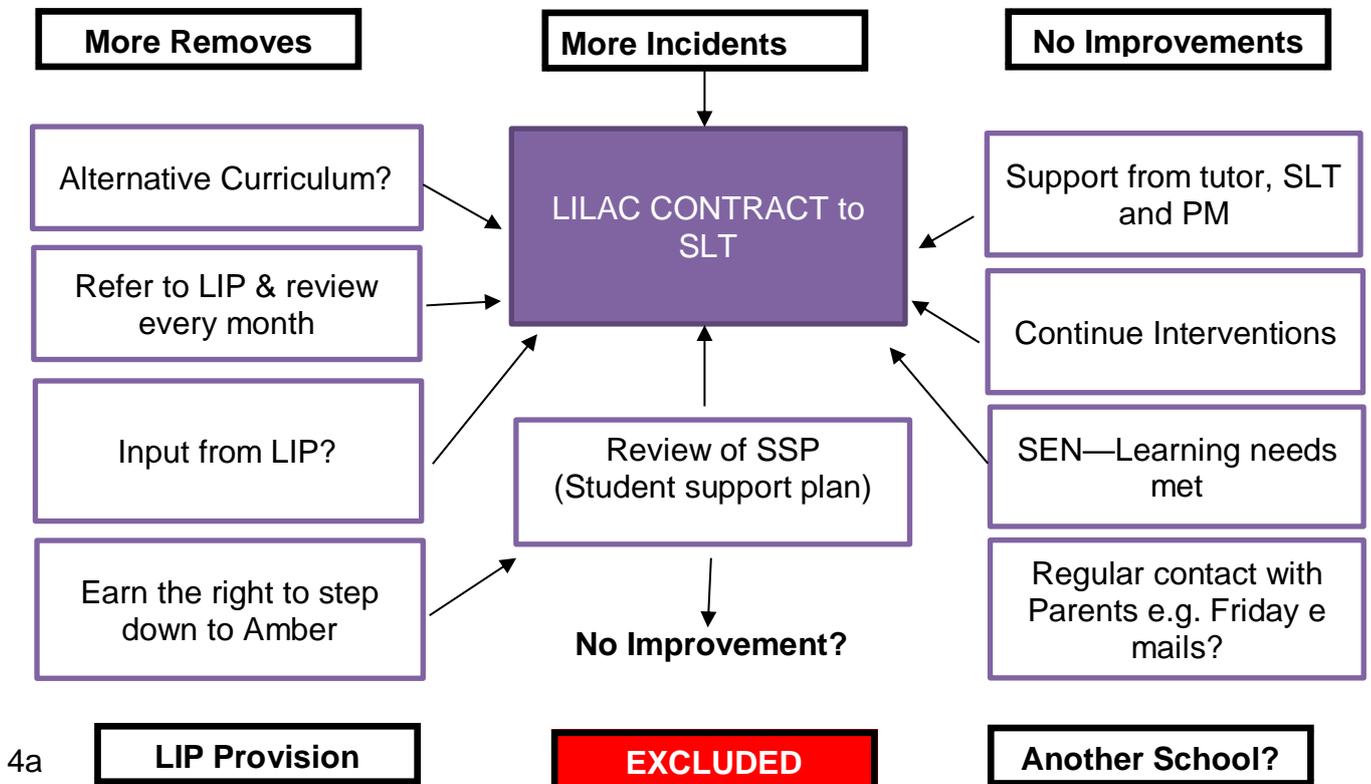
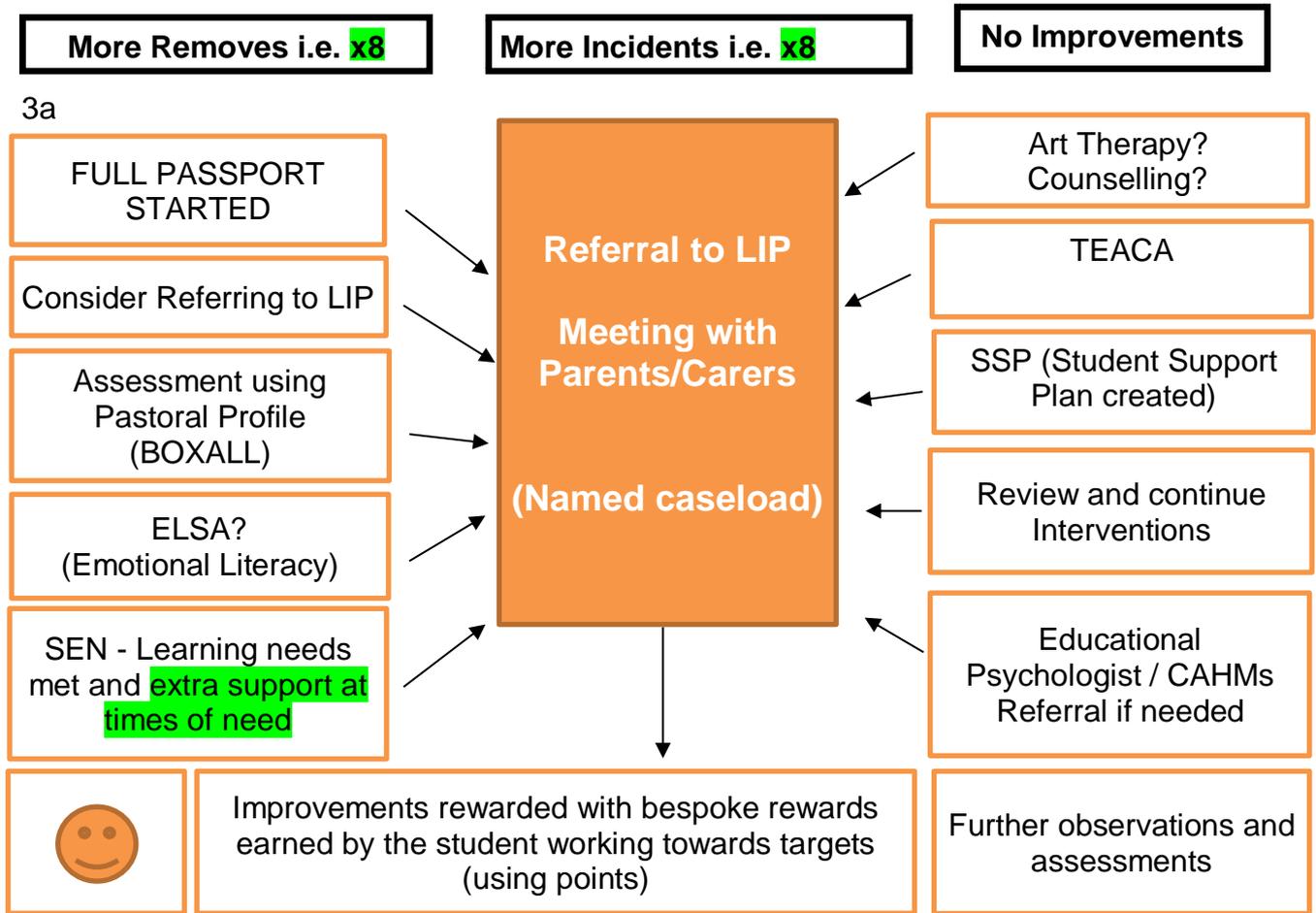
NB: If a student is removed from a lesson twice in one day they often go to the PAV for the rest of the day to prevent further problems

2a



2b





LAP = Learning and Inclusion Partnership
SSP = Student Support Plan
SLT = Senior Leadership Team

HP = High Profile Students
DH = Deputy Head
PM = Pastoral Manager