

Whitecross Hereford: High School & Specialist Sports College

Policy: Behaviour and Exclusion Policy (PDBW/003)

Reviewed by: Personal Development, Behaviour and Welfare Committee
Approved by Full Board: 27 March 2017

Policy Aim

The purpose of this policy is to set out how we promote good behaviour, self-discipline and respect. At Whitecross, we want our students to have the best possible learning experience in an environment of mutual respect and tolerance. As such, we have developed this policy to ensure that every student can learn effectively, free from bullying, distraction and disruption.

Related Policies

This policy is directly linked to the school's Anti-bullying Policy, Equality Statement, Uniform Policy Attendance Policy, Safeguarding Policy, Allegations Against Staff Policy and Homework Policy. These policies are published on the school website or available by request from main reception.

Scope

"Teachers may discipline students for misbehaviour where the student is:

- Taking part in any school-organised or school related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a student of the school.

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

- Could have repercussion for the orderly running of the school;
- Pose a threat to another student or member of the public;
- Could adversely affect the reputation of the school"

(Taken from Section 90 of the Education and Inspections Act 2006 quoted in Behaviour and Discipline in schools DFE February 2014)

At Whitecross we extend that authority to all staff who have a responsibility for supporting students.

The Education and Inspectors Act 2006 gives schools a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. The Headteacher will exercise this power to protect the safety and well-being of members of the school and community.

Core Commitment

Every member of our school community has agreed to embrace a set of common values and behaviours, which form the basis of the school's Core Commitment. The values are: **Courage, Equality, Love, Perseverance, Respect and Trust**. These values are reflected by, and implicit in, all of our work with both colleagues and students and feature prominently in whole school assemblies.

We ask all students and parents to sign the Home School Agreement, which explains our expectations and commitment to enabling students to learn successfully at school.

Promoting Positive Behaviour in the Classroom

We expect our students to take responsibility for their actions by following the school's Code of Conduct. Our expectations of students' behaviour is laid out in the form of PROPER, which was created by students:

Personal Best

- We always try our hardest in every lesson. If we get stuck we use Brain, Book, Buddy, Boss;
- We know our targets and what we need to learn next to achieve them;
- We set ourselves high standards – in our learning, in our appearance and in the way we work together.

Respect

- We speak politely to everyone and we only use language that will not upset or offend others;
- We follow directions from our teachers straight away;
- We listen silently when someone is talking, taking turns to speak.

On Time

- We arrive at school before 8.45am ready to start learning;
- We move directly to where we should be;
- We complete homework to the best of our ability and hand it in on time.

Positive attitude

To show positive attitudes to learning in class we:

- Smile;
- Sit up;
- Listen;
- Ask questions;
- Nod to show understanding;
- Track the eyes of whoever is speaking.

Equipped for learning

- Every student must bring a blue or black pen and spare, a ruler, a pencil and a calculator;
- Every student is expected to be correctly equipped for specialist lessons like PE and Food Technology.

Responsible

- We take responsibility for our actions and do not make excuses;
- We recognise that all choices have consequences (both positive and negative).

Class teachers are expected to be pro-active in encouraging positive behaviour, rather than just reactive. Planning should take into account individual learning needs with appropriate challenge and pace. Positive relationships with students should also be established through contact outside the classroom and through the praise system. Good communication between class teachers, Subject Leaders and Learning Managers means that intervention from the Student Services team can be most effectively deployed.

We know that unacceptable behaviour in the classroom may occur at times and it can affect the learning of all students. When these incidents occur, they are dealt with promptly and effectively. Responsibility for dealing with poor behaviour in the classroom lies with the class teacher, with the support of line managers and senior leaders. At Whitecross we have implemented the Choices/Consequences System (C System), which exists to promote a consistent and whole school response to incidents of poor behaviour within the classroom. It does not remove the professional judgement of the teacher in the classroom; it provides a common background for those judgements, based upon our collective values. Before and during employment of the C system, the teacher will always use a range of strategies such as moving students, warnings or using a time out card, if issued.

Staff Support and Training

All new staff are provided with a mentor as well as having the support of their Academy colleagues. Training sessions are delivered on the key policies to ensure that they are fully understood and implemented.

The C System

The C system is a four-stage process which may ultimately lead to a student being removed from the classroom.

A C1 will be issued when a student has chosen to persistently behave in a way that has a negative impact on learning and intervention has not had the desired effect. The reasons for the C1 will be made clear to the student. Should poor behaviour continue, a C2 is then issued in the same way. If there is still no improvement then a C3 may be given which will be entered on SIMs (Student Information Management System) and will lead to an after school detention (lasting 1 hour).

Finally a C4 may be required and this will mean the student will be removed from the classroom. (See guidelines for C4). At each stage, the student is given the opportunity to choose to improve their behaviour and if behaviour does improve, the student will not progress any further along the system. However, good behaviour cannot “buy back” a C1, 2 or 3 once they have been issued.

Further intervention to support learning

- At C2 level (particularly if it is persistent across lessons), the class teacher may ask the student to stay at the end of the lesson or return to talk to them outside lesson time in order to try and re-establish expectations and relationships.
- Class teachers should also make time to contact parents (for example via a phone call, e-mail, note in the planner or even praise postcard) to keep them informed of any behaviour issues and improvements so that expectations can be reinforced at home.
- Where disruption is persistent in one subject area, class teachers will liaise with Subject Leaders to put students on a monitoring (Wave 1) report within the subject.
- Lack of equipment will be recorded on the SIMs system and followed up by the Form Tutor.

Detentions

These will usually take place after school, however we may also use lunchtimes, weekends (except those preceding or following a holiday) or In Service Training days. Parental consent is not required for detentions however we seek to work in partnership with parents and will make every

effort to ensure that the parent / guardian is aware of the detention. The safeguarding of students is paramount and the issue of a detention must never compromise this.

The C3 Detention

A one-hour detention after school is considered to be a significant sanction.

Our guidelines for a C3 detention are as follows:

- As a courtesy we give parents and guardians 24 hours' notice of any detention outside of normal school hours by giving the student a detention letter to take home. A text message and/or an e-mail will also be sent to alert parents and guardians that a detention letter has been issued.
- Detentions should be served as quickly as possible from the date of issue.
- If a student does not attend detention or behaves badly in detention, a Learning Manager will telephone home and the student will then be expected to attend detention the next day with the Learning Manager or Assistant Learning Manager.
- Time in detention should be spent constructively and students are expected to complete work or homework.
- On rare occasions automatic C3s do need to be issued in cases such as if a student is found to be smoking or involved in any other serious incident (eg a serious violation of Health and Safety procedures, vandalism or extreme rudeness).

Should the school experience prolonged difficulties with a student completing detentions, parents or guardians will be expected to assist in helping address the problem.

C4 Procedure

If a student's behaviour continues to disrupt learning after C3 has been issued, the student will then receive a C4 and be removed from the classroom.

Calling for the removal of a student

A member of staff should call main reception giving the student's name and the room. Reception staff will then arrange for the student to be collected. The teacher should record the C4 on SIMs.

Collecting and Supervision

Reception will contact the duty 'First Call' member of staff to collect the student and bring them to the Intervention Base to be supervised and to complete the work being conducted in the lesson. Should the Intervention Base be fully occupied, the student should be taken to their Learning Manager or Assistant Learning Manager for the remainder of the lesson.

Follow up to C4

The C4 detention will last for one and a half hours. A C4 that has been entered onto the system generates an automatic letter that is sent home. Strategy Group will receive a weekly update of all C3s and C4s. The Subject Teacher who issued the C4 detention should liaise with their Head of Department to seek to place the student with an alternative colleague within their department for the lesson following the C4. This is to allow reparation time between the student and teacher and ensure that any ongoing hostilities are diffused.

The 'Waves' Behaviour Management System

The vast majority of students work extremely well in school and make excellent progress in their lessons. The school C-system is designed to support this and deal with any incidents which could inhibit learning in the classroom. However, for a small number of students the C-system does not modify their behaviour and an additional system (the Waves System) is utilised to ensure that learning of the whole student body is not adversely affected. The waves system is about learning behaviours in the classroom. Issues with homework, kit, make-up or uniform (for example) are dealt with separately.

The Waves System has 6 stages which are hierarchical and build in seriousness, both in terms of the sanctions applied and the seniority of the individuals involved.

Wave 1

Wave 1 is applied to students where there is a behaviour issue in lessons within just one subject area. This will be led by the classroom teacher with support from the Subject Leader. Wave 1 can be triggered by:

- C4s and C3As in that subject (one to three depending on circumstances);
- Underachieving in lessons over a period of time;
- Repeated poor behaviour in lessons (e.g. repeatedly reaching C1s and C2s in lessons);
- Data from interim reports that proves underperformance.

A student will be issued with a Wave 1 report card by the class teacher and will have their progress assessed at the end of each lesson. The report card should have two learning behaviour targets on it which can be simply answered as yes or no (for example, to keep focussed throughout the lesson). After a short period of time (typically 4 lessons), the report card will be reviewed and a decision made to keep the student on Wave 1 or to remove the student from Wave 1. Failure by the student to complete the Wave 1 report satisfactorily will result in sanctions within the department. These might include keeping the student behind at the end of a lesson, providing the student with extra work to complete to make up for shortcomings in the lesson, arranging a meeting with parents so that school and home can together agree sanctions and rewards to modify behaviour or even sitting the student in another class within the subject area for a period of time. The C-system should not be used as a sanction for failing to complete Wave 1 effectively except where a student repeatedly fails to present their Wave 1 report card, when a C3O may be issued.

When placing a student on or removing a student from Wave 1, the class teacher (in conjunction with the Subject Leader) must inform parents/guardians and the student's Form Tutor. Learning Managers and Assistant Learning Managers should also be copied into this correspondence.

Wave 2

A student who is persistently poorly behaved in more than one subject area is placed on Wave 2 and a Wave 2 report is issued by their Form Tutor. The student collects their Wave 2 report from their Form Tutor every morning and takes it to each lesson where the teacher records if the student has achieved or has not achieved the learning behaviour targets set. The student needs to return this completed report to the Form Tutor with a parent's signature. If a student can return 10 good reports within 15 school days, then they will come off Wave 2 report. Should the student fail to hand in 10 good reports within 15 school days then they will move onto Wave 3.

When instigating a Wave 2 report, Form Tutors will have regard to interim report data and/or be aware that the student is on a Wave 1 report in 2 or more areas around the school. Form Tutors should enter on SIMS the length of the reporting period as a 'Wave 2 report card' so that all teaching staff are aware. They should also ensure that parents/guardians, Learning Managers and Assistant Learning Managers for their academy are aware. The Learning Manager/Assistant Learning manager will monitor the progress of this Wave 2 report by means of a display in their academy office.

Wave 3

At Wave 3 a student is directly managed by their Learning Manager or Assistant Learning Manager. Parents will be brought in for a meeting at the start of the process and an expected behaviour contract drawn up. Once again, the student is placed on report (a Wave 3 report card) and is required to achieve 10 good reports in 15 school days in the same manner as in a Wave 2 report. If a student does achieve this threshold, then they will move down to a Wave 2 report with their Form Tutor which will progress as set out above. However, if behaviour continues to be poor in class, then the student will move up to Wave 4.

At Wave 3, Learning Managers or Assistant Learning Managers will enter on SIMS the length of the reporting period as a 'Wave 3 report card' so that all teaching staff are aware. They should also continue to monitor progress via the display in the academy office.

Wave 4

By the time a student gets up to Wave 4, they will have failed to comply with the reasonable direction of a number of staff over a period of time. Therefore a different approach is taken. At Wave 4 a student is moved to work in the Intervention Base and will spend some time working away from the main student body in isolation. The amount of time they spend each day in the Intervention Base depends on their conduct the previous day as laid out below:

- Day 1; all day in the Intervention Base including breaks and lunchtimes. Students are escorted to get something to eat and drink through the day.
- Day 2: all lessons in the Intervention Base, but breaks and lunchtimes out with the rest of the student body.
- Day 3; English, maths and science lessons back in their normal classrooms, but all other lessons in the Intervention Base, monitored via a Wave 4 report.
- Days 4 and 5; All lessons in normal classrooms, monitored via a Wave 4 report.

Wave 4 is also entered onto SIMS by the member of staff leading the Intervention Base as a 'Wave 4 report card'

A student only moves up to the next day in the Wave 4 cycle on successful completion of the previous day. Should a student fail to behave well during any day on Wave 4 then they will return to Day 1 and the cycle repeated. Successful completion of Wave 4 returns the student to Wave 3 with their Learning Manager or Assistant Learning Manager to begin that process again. If after 15 school days the student has failed to complete Wave 4 successfully then they will move up to Wave 5.

Wave 5

Any student who moves up to Wave 5 has put themselves in a position where they are facing exclusion from Whitecross for persistent defiant behaviour. The Wave 5 process is managed by either a member of the Senior Leadership Team or the Head of Student Services. Parents are brought in for a meeting and a personal education plan is put together which may include a pastoral support plan (PSP). The student's timetable is revised temporarily so that any flashpoints are removed (which may include the issuing of a time-out card). A member of the Student Services team is brought in to assist (perhaps via family liaison or counselling) and the student is placed on the Student Services register which means their behaviour is checked weekly to ensure all appropriate interventions are made available. The student is checked by the SEN team to ensure there are no underlying issues that had not been picked up and addressed. The student must then report to the senior leader assigned to them every day for between 5 and 20 school days and their behaviour monitored. Should the student's behaviour improve within that time frame, then the student will be returned to Wave 3 with their Learning Manager or Assistant Learning Manager. If after 20 school days the student's behaviour is still difficult then parents will be warned that the student is at imminent risk of exclusion and the student is given a final 5 days to improve their behaviour or they will move onto Wave 6.

Wave 6

Wave 6 represents a solution to the education of the student outside of Whitecross. This may mean a temporary exclusion before a return to Wave 5 with a senior leader, if this is the first occasion that the student has failed to achieve Wave 5. However, for repeat offenders it is more likely to represent a move to another school, either as a temporary or permanent placement at a Pupil Referral Unit or as a managed move to another school. Should all other routes fail then the school retains the right to permanently exclude a student for persistently disruptive behaviour.

Banned Items

The following items are banned from Whitecross and the school has the right to search for these items without consent:-

- Any weapons or items that may be used as a weapon;
- Any alcohol, smoking or drug paraphernalia;
- Pornographic, homophobic or racist material;
- Lasers;
- Stolen items;
- Fireworks;
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

We will confiscate such items and keep them locked in the school office. A parent or guardian will need to collect items if they want them returned. Failure to do so after 14 days will result in the destruction or disposal of such items. Weapons, knives, extreme pornography and recreational drugs will be confiscated and police will be involved.

Digital Devices (mobile phones, tablets, smart watches etc.)

The school appreciates that mobile phones can be a useful resource on the way to or from school. If a student is in possession of any digital device or phone, it should be turned off and in their school bag. During PE lessons these items should be safely stored in the student's locker. These items should not be seen or heard in school. Should a digital device be visible to school staff during the normal school day it will be confiscated, taken to the school office for collection at the end of the day and a note placed in the student's planner to inform parents of the incident. Should a student be caught using a digital device on more than one occasion, the device will be confiscated and held in the school office for at least 24 hours or until such time as a parent or guardian can collect it or provide a note for collection via the student concerned. Repeated and flagrant breaches of these rules will result in the student in question being banned from having a mobile device on site.

Any parent or guardian urgently needing to contact their child during school hours should do so through the school office. If a student needs to make contact with home, they should ask to use the phone at reception.

Malicious accusations against staff

Allegations about a member of staff should be taken to the Headteacher who will follow the Allegations Against Staff Policy. An allegation about the Headteacher should be referred to the Chair of Governors. Should the allegation prove to be malicious then severe sanctions may be imposed. These could include exclusion; which may be permanent, or a managed transfer to another school.

Taking Statements

The school will always endeavour to investigate incidents in a fair and balanced way, seeking sufficient evidence to make a judgement on the balance of probability.

Any statements taken in school may be requested as evidence by the police or other outside agencies. In the event that a crime has occurred, students should be informed that the police may request a copy of their statement. The decision to provide statements to such agencies lies with the Headteacher or other designated member of staff. If, during an investigation of an incident, there is any indication of a child protection matter, the information should be passed onto the Designated Safeguarding Lead or one of their deputies with immediate effect. This should be done face to face to ensure a child in imminent danger is protected.

Restraint

Teachers are permitted to use reasonable force to restrain students from:-

- committing a criminal offence;
- injuring themselves or others;
- damaging property;
- acting in a way that is counter to maintaining good order and discipline at the school.

In the event that force is used, the teacher should make a written record of the incident and notify the Headteacher that a physical intervention has been necessary and the reasons why. Contact with parents will be made by an appropriate senior member of staff. Any incident resulting in physical intervention will require a formal review.

Isolation

Occasionally, because of a one-off serious incident or persistently disruptive behaviour outside the classroom it may become necessary to isolate a student from the rest of the community so that they can continue their studies away from their peers for a period of time. This can be done in a number of ways depending on circumstances. The following list, whilst not exhaustive, provides examples of where isolation may be used:

- A student may miss break and/or lunch time because of disruptive behaviour at those times;
- A student may be isolated for failing to wear the correct uniform despite a warning;
- A student may need to work in the intervention base due to threatening behaviour towards other students;
- A student may have the end or start of the day altered if this would help protect the safety of other students on site.

Parents or guardians will be informed of the reasons for isolation and of an exit strategy. The term of isolation should be known from the start and students should be very clear about why they have been isolated and what is expected of them during isolation. The level of engagement of the student can affect the length of isolation, positively or negatively. All cases of isolation need to be recorded on SIMs.

For the most serious cases (perhaps following a period of exclusion for a serious incident), the school will explore with parents or guardians creating a PSP where the normal school timetable will be suspended and replaced by a bespoke curriculum which may involve educating the child at different times from their peers. This would normally only be considered where there is a real risk that the child will be excluded from school for a significant period of time, perhaps even permanently. The PSP will be agreed with parents and will run for a finite and agreed amount of time.

Exclusion

Whitecross views exclusions extremely seriously and it is with regret that on occasions a student may be excluded from school.

- Exclusion is considered to be the most serious sanction and is used as infrequently as possible.
- We ensure that all national procedures regarding exclusions are followed.
- An exclusion can only be made by the Headteacher or by a Deputy Headteacher in their absence.

- A thorough investigation will be required and evidence compiled before an exclusion can be made. This investigation will be led by a senior member of staff at the school and presented to the Headteacher or a Deputy Headteacher for consideration.
- The length of exclusions should be regulated according to published guidelines set out below, and as such have been agreed by the Governors.
- Senior students who are excluded will not be permitted to attend the Year Eleven Leavers' Ball.

Guidelines for exclusion

The following are for guidance only. All cases will be considered individually, and decisions regarding the length of exclusions are the responsibility of the Headteacher or Deputy Headteacher.

We will provide work for students who have been excluded, and will organise alternative accommodation at another school for the term of the exclusion when it exceeds five days. Completed work must be returned to the school upon the child's return.

This list following does not represent the only incidents for which exclusion may occur.

Event	What this may look like	Outcome
Unprovoked and/ or premeditated assault on a student	A student causes deliberate and significant harm to another student with little or no warning.	2 to 4 days exclusion and 1 day isolation
<i>Considerations</i>	<i>Is there a significant difference in age or size? What was the degree of harm caused? Does the perpetrator have a record of similar offences? Does the student represent a further danger to the safety of staff and/ or students?</i>	
Swearing at a member of staff	Swearing directed at staff in a manner intended to cause offence.	1 to 4 days exclusion and 1-4 days isolation
<i>Considerations</i>	<i>How public was the offence? Was there a sexual or racial aspect to the language? Is this a repeat offence?</i>	
Assault on a member of staff	A student deliberately strikes a member of staff with the intent of causing harm or distress.	5 days – permanent exclusion and a significant period of isolation
<i>Considerations</i>	<i>Was the member of staff involved at the start of the conflict or intervening in a conflict between students?</i>	
Theft	A student indiscriminately takes the property of others with the intent of personal gain. This may involve stealing personal belongings from an unlocked classroom or changing rooms.	1 to 3 days exclusion and 1 day isolation Police may be informed.
<i>Considerations</i>	<i>Was the theft planned or opportunistic? Are there any underlying reasons behind the theft? How many people were directly affected by the theft? Does the perpetrator have a record of similar offences? Are the police to be involved?</i>	
Harassment of a member of staff outside of school	A student or group of students take action likely to cause distress to a member of staff outside of the school environment. For example, verbal abuse, on-line abuse, damage to property or defamation of character.	From 1 day isolation to permanent exclusion depending on circumstances. Police may be informed.
<i>Considerations</i>	<i>Does the perpetrator have a record of similar offences? Was the action planned or opportunistic? What was the severity of the harassment?</i>	
Possession of an illegal substance	A student has on their person an illegal substance.	2-5 days exclusion plus 2-5 days isolation. Police will be informed.
<i>Considerations</i>	<i>Were other students aware of the substance(s) presence in school? Did the student admit to possession? How much of the substance was possessed?</i>	
Supplying an illegal substance	Providing an illegal substance on school property to others.	10 days – permanent plus a period of isolation Police will be informed.
<i>Considerations</i>	<i>What is the classification of the substance? Has coercion been used by other persons? Was there any financial motive? Is there a significant age difference between the supplier and the receiver?</i>	
Possession of a dangerous weapon	A student has on their person, without a satisfactory reason, an item likely to cause significant harm if used to enforce a threat or menace.	1- 5 days plus 2-5 days isolation Police may be informed

<i>Considerations</i>	<i>Was the presence of the item known to others? Was the item kept in a place that made it easy to use, such as a pocket as opposed to the bottom of a bag or locker? What degree of harm could a student expect to inflict with the item?</i>	
Use of a dangerous weapon	A student makes use of a dangerous weapon to deliberately inflict harm or make threats on another person.	10 days – permanent plus a significant period of isolation. Police will be informed.
<i>Considerations</i>	<i>Was the weapon brought in to school with the intent of use as a weapon? Was the weapon already in school for legitimate use? eg. A craft knife. How much harm was inflicted/ intended? What was the potential for harm?</i>	
Bullying	Persistent, deliberate and conscious attempts to hurt the feelings, reputation or person of another member of the school community. This may take the form of name-calling, threats, excluding, spreading rumours, physical assaults, racial or sexual comments, attempts to harm, intimidation, cyber-bullying, etc, but is repeated and on purpose.	From 1 day isolation to permanent exclusion depending on circumstances.
<i>Considerations</i>	<i>Is the bullying one-sided? Has it persisted despite warnings and interventions? Have records of incidents been kept? Is it limited to one student, or are groups involved? Is there a racial, sexual or homophobic element to the bullying? Does it take place just in school? Are other agencies involved? Please refer to whole school Anti-Bullying Policy.</i>	

Re-admittance meetings

When a student returns from an exclusion, there must be a re-admittance meeting held between the child, parent or guardian and a senior member of staff (who will usually be the colleague who led the investigation). At that meeting a re-admittance form must be completed, the child and parents' commitment to the Home School Agreement reaffirmed, issues regarding the exclusion and re-integration discussed, and work collected before the student is permitted to return to lessons. Ideally, these meetings will take place before the start of the school day on the day the child is expected to return to class.