



Behaviour Management Policy

Incorporating Pupil Discipline,
Exclusion Policy, Rewards & Sanctions

Introduction

At Cavendish School we believe that Every day is a Fresh Start- this allows pupils to put right a wrong and move on in the knowledge that they will be given the opportunity to start a fresh the next day.

Behaviour management is not a discrete, separate element of school life. All behaviour is communication, and are in response to a feeling, experience and or stimulus. Behaviour is also an individual's personal response to their own perception and or interpretation of a situation and or an event.

Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contribute to behaviour management. It is therefore crucial that staff consider their own behaviour at all times. At Cavendish School we understand that this is where behaviour management beings.

We endeavour to create an exciting dynamic learning environment for all involved at Cavendish and draw upon a wide range of creative ideas to place social emotional growth, development and awareness at the centre of all we do. Interactive displays that involve the students are an extremely valued tool to support the ongoing dialogue and developing awareness of how individuals are feeling and the impact these feelings can then have on behaviour. All classes develop ways to support children in becoming increasingly more able to regulate their emotions and manage their feelings safely. This is explored during tutor time and 1:1 sessions with their tutor and supports this process.

Our behaviour management, and related policies enables all involved to focus on that aspect of school life and bring coherence and consistency to the variety of interactions we all have with children every day. This awareness promotes a positive and safe response as far as possible to potentially challenging behaviours and therefore achieves the best possible outcome for all involved.

Any behaviour management policy will only be as effective as the work of the staff that put it into practice. As the Elton Report (1989) points out, there are no simple remedies. It is the totality of the responses the child receives and

the quality of teaching and environment that will ultimately affect their behaviours for good or ill. So any policy has to be applied with humanity, sensitivity and consistency.

Parents / Carers and pupils views are sought through a questionnaire during Academic Review Day, also through Tutor Time and through ongoing dialogue which inform the review process. When annually updated, the policy is shared with parents / carers via the school web site and parents and carers are advised of the updated version.

General

In adopting this policy the school has consulted widely to include the Head, staff, parents and students at the school. It will be reviewed annually or earlier if necessary.

School Ethos

It is expected that the school will be a place where:

- all individuals are respected and their individuality valued;
- where students are encouraged to achieve;
- where self-discipline is promoted and good behaviour is the norm; and
- where rewards and sanctions are applied fairly and consistently.

The School's Code of Conduct

The school's code of conduct reflect the school's policies, and that the highest moral standards are aimed for, in particular the school will not tolerate bullying towards students or staff and will not accept anti-social behaviour of any kind. The school recognises that many of the problems that the school is likely to encounter have underlying causes that originate elsewhere and not in the school itself, yet with these facts in mind the school will take account of these challenges and do its best to counter them and will always strive for success.

Responsibilities

The Headteacher

The Headteacher's role is to determine the detail of the standard of behaviour acceptable to the school, in consultation with SMT. The Headteacher has the day-to-day responsibility for maintaining discipline in the school, which will include making rules and provision for enforcing them.

The Head is expected to:

- promote self discipline and proper regard for authority among students;
- encourage good behaviour and respect for others, and to prevent all

- forms of bullying among students;
- secure that the standard of behaviour is acceptable; and
- otherwise regulate the conduct of students.

All Staff

All staff are expected to follow and promote the expectations set by the Headteacher of good behaviour and respect for others in students, and to apply all rewards and sanctions fairly and consistently. Well planned, interesting and demanding lessons make a major contribution to good discipline. Teachers are charged with using their best endeavours to ensure that programmes of study and the methodology used in the subjects are well thought out and of a consistently high standard.

Standards of Behaviour

The school has high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school.

All staff are expected to promote self-discipline amongst students and to deal swiftly and appropriately with any unacceptable behaviour.

Punctual attendance at school and lessons is required.

All absence from lessons must be explained and unexplained absence will be followed up by teachers and tutors.

It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated. Swearing and unacceptable language of any kind is not tolerated and will be challenged by all staff.

Through regular meetings the school endeavours to ensure that staff apply all standards consistently and fairly.

Pupil behaviour and attendance is tracked using an MIS system:- Scholar pack. Staff enter and log all details of communications and meetings with parents and students on a daily basis. They also enter details of attendance and behaviour/conduct is also monitored through this system.

Rewards and Sanctions

All rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating.

Rewards

The most important aspect of pupil behaviour in Cavendish School is that of creating a positive and appropriate ethos. Students need to see that their efforts and progress are recognized and rewarded this may be by them being selected as student of the week for their academic efforts and achievements. Students can gain merits throughout the day for their attitude, effort and approach to work and learning, as well as behaviour that promotes the positivity of the school and the smooth running of the school. All awards and achievements are recorded on Scholar Pack. The merit charts are displayed in the tutor rooms alongside the attendance charts to encourage and act as an incentive. This is an outline of the statement of the aims, principles and strategies for rewards and sanctions to be found at Cavendish School and has been developed through a process of consultation with staff.

Staff are to encourage the highest standards in collective and self discipline. The ethos of the school and the planning of the curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards.

Aims

Our aims for discipline are that all children will:

- be tolerant and understanding of the feelings and needs of others;
- develop a responsible and independent attitude towards their roles in the community;
- develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
- learn to have respect for others and to behave courteously towards them;
- contribute to a safe environment;
- be able to work in an orderly atmosphere;
- be able to understand the role of and need for discipline as a positive part of school life.

Principles

The school's belief that good discipline is a result of consideration for others is encapsulated in the School's Ethos and Code of Conduct.

The Code of Conduct is a shared expression of expectations.

Discipline and the development of self-discipline are achieved through a co-operative process involving parents as well as teachers.

All members of the community work towards the school's aims by respecting the children as individuals.

- Providing a well-ordered environment in which all are fully aware of.

- Creating an effective learning environment.
- Providing equality of opportunity through different teaching approaches.
- Behavioural expectations.
- Encouraging, praising and rewarding good behaviour.
- Promoting a sense of belonging to the community.
- Providing good role models.
- Supporting one another.

Strategies

All members of the school community must be made aware of and agree with the expectations of behaviour. This is to be achieved through staff induction, insets, training and regular discussions at staff meetings.

Parents do receive a clear explanation of the schools' ethos before they choose the school, and a description of the schools' policy is available from the school office or website.

Students are made aware that home and school are working in partnership, and regular communication between home and school is maintained with the strict aim of achieving positive outcomes.

In order to foster and promote good discipline, teachers:

- ensure the safety of all students and staff
- actively look for the positive
- praise, give positive feedback and reward good behaviour
- reinforce examples of correct behaviour wherever noted - in the children themselves, in books, on wall charts, in related incidents (news), and through discussions.
- model good behaviour and provide clear, consistent expectations of behaviour
- use appropriate assessment approaches and set realistic targets for Learning and behaviour
- provide realistic and achievable targets for students, both academically and behaviourally
- monitor behaviour and provide support for change
- encourage, support and educate
- incorporate outside agencies to support and enhance school life

Reporting and Recording

A good relationship between parents and school is essential. Parents should feel welcome at the school and should have access to the teacher. This can be through personal communication; tutors speak to parents almost on a daily basis and at least three times a week. This close communication allows the school to maintain a working partnership with parents/home, which allows a system of care that benefits the student and supports the family. The Head

teacher will always endeavour to respond within 24 hours of a request for a meeting and will normally respond before the end of a working day. Parents are welcomed into school and are encouraged to attend for regular supportive meetings especially if there is a continuing concern surrounding a student such as attendance or behaviour.

Reports on Development

- daily verbal reports - by phone
- texts and emails to parents/carers
- letters home to parents/carers
- informal / formal meetings
- written reports to support requests for assessments (CAMHS)
- annual reviews of EHCPlans.
- academic review days, key stage 4 examinations meetings
- All communications are logged on Scholar Pack by the tutor/teacher/adminteam

Rewards and Sanctions

Cavendish school has its own specific systems and procedures, all of which are outlined in the Rewards and Sanction Policy. These can be found in the key stage booklets that are made available to each student/home when they join the school.

It is the responsibility of all staff to make themselves aware of the systems operating in the school. Staff use a recording and reporting system called Scholar Pack that is used to monitor and compare the number and frequency of rewards and sanctions given to a student in order to ensure that there is a shared understanding of standards and expectations in implementing the system.

The most important aspect of pupil behaviour at Cavendish School is that of creating the appropriate ethos, where all students recognise the need for and value the worth of self discipline. Creating such an ethos through the regulation of pupil behaviour by means of a fair and consistently applied structure of discipline must be seen as an important role for all staff.

Sanctions should not be confused with discipline; a sanction is a response to breaches of discipline. It should be employed for two reasons; firstly to point out to the offending pupil that his/her behaviour is incorrect and secondly to send out a message to other students that behaviour of this sort is unacceptable and cannot be tolerated.

Rewarding good behaviour is the most effective way of establishing the correct values amongst students. Staff should not hesitate about making distinctions of this kind when responding to individuals and groups of students with the offering of rewards. Rewards can take many forms; verbal praise and encouragement, comments to tutor, phone call / text/ email/ note / letter to

parents, tutor awards, certificates, prizes, recognition in assembly for good work or behaviour- such as student of the week, as well as end of term award ceremonies. Students can gain merits awards for work or behaviour and at the end of the term those with the most merits are awarded certificates and vouchers for first and second place as well as those students demonstrating significant improvement.

Positive relationships between students and staff are critical in establishing and maintaining the good behaviour of students at Cavendish School.

Staff need to be;

- approachable, supportive, caring and fair.
- as a group, united, consistent and firm so that all students know where they stand and appreciate their position under the guidance and the supervision of all staff who have a responsibility for their welfare and development through out the school.
- committed to communicating to parents/carers positive feedback concerning behaviour as well as sensitively pointing out areas requiring improvement.

Rewards and Incentives

It is the overall policy of Cavendish School to promote the more positive aspects of our students to which end the Pupil Discipline Policy in conjunction with the Behavioural Management Policy become the most important policies in the school.

Weekly Incentives

Each week in assembly a student is chosen from each curriculum area as representing extra effort or hard work during the week and they are awarded a certificate for student of the week. In addition to this at the end of term the student with the most awards goes out for a meal with their tutor.

Merits

These are awarded to any student who has shown exceptional or consistently good behaviour or who has increased the smooth running of the school in any way or who has worked exceptionally well or has produced an exceptional piece of work. When students join the school the merits are explained to them and how they are awarded and the number they can achieve for specific things.

Examples of these are:

- A student who is consistently punctual to school
- Attends tutor time at am and pm sessions
- A student who is consistently punctual to lessons

- A student with an exceptional attendance record
- A student who has shown care and consideration towards other students and staff.
- A student whose behaviour has improved significantly over a period of time
- A student who is making a real effort to improve their work or behaviour
- A student who goes out of there way, without being asked, to help with tasks in school or assist staff in any way
- An exceptional piece of work

These are just examples but all nominations will be considered on its merits.

Prizes

All merits are collected and counted at the end of term. Certificates and vouchers are awarded to the winner and the runner up to the value of £10 and £5 respectively. Good attendance is also recognized and a £10 voucher is awarded to the best attender. Vouchers are also awarded to those students that have made a significant effort or who have improved their behaviour. All awards take place at the end of term Commendations and Award Ceremony.

Termly Incentives

- At the end of each term prizes and certificates will be issued to students at a Commendation and Award Ceremony.

Subject Commendations (KS3 and KS4)

- Subject teachers give an award to a student from each key stage who has achieved or who has made progress during the term.

Tutor Award

- Tutors select a tutee from their tutor group who they feel deserve the award.

Activity Awards (certificate and medals)

- For sporting and recreational activities.

Additional Achievement Awards (certificate)

- Whole school – for the student who has contributed most to the school
- Head teacher – for the student who excelled over all be it academically or behaviourally (in addition to the certificate a book will be awarded / Voucher to the sum of £10.00)

- Fresh start- -turning around behaviour significantly during the term
- Best achiever-for the student who has achieved most academically
- Best attendance- for the student with the best record of attendance-paying attention to independent travellers. A voucher for £10 is awarded.
- Sportsperson of the term- for the student that has not only achieved the most but displays a good attitude.

Knock Out Competitions and Sports Day

During the last week of term there will be knockout competitions as well as Sports Day- we aim to encourage a spirit of fairness, cooperation and team spirit within the school with all students given the chance to compete. The competitions will cater for all abilities and all interests. Awards are given not just for sporting ability but also for team work and fair play. The winners will be awarded a certificate and a small prize.

Sanctions

Developing an awareness and ownership of behaviour

A period of reflection or “Time out” is used to “Think about It” when the student, usually with a staff member, considers their actions, what effect their actions are having on others and also what are they considering doing in the future. This may involve students with staff taking a walk around the park or a student taking “Time out” in the garden. It allows students to develop their critical thinking skills as well as reflect on their behaviour and to come up with strategies themselves as regards putting right a wrong and understanding other people’s feelings and points of view. Staff ask the student to reflect on what happened and how were they feeling, as well as who has been affected by their behaviour and in what ways, and critically what needs to happen now to put things right and do you need some help in doing that?

It is important that students should acknowledge and take responsibility for their behaviour. It is the responsibility of all the staff within the school to ensure that our students are aware of and understand the consequences of their actions. A Behaviour Management Report can help a student to focus on elements of their behaviour that are giving cause for concern. The targets that they need to work on are arrived at collaboratively between the student and the tutor. The student is then monitored against these targets throughout the day.

Student, parents and carers must be made aware of the school’s code of conduct at the time of the student’s admission and this will need to be revisited and discussed with students and home from time to time. The code of conduct and any school rules must be displayed in all classrooms and discussed during tutor time.

The school upholds the law, and will always use the process of the law and the

justice system. However the school will offer support and counselling as well as character references if required during court cases and trials.

On joining the school and during tutor time students are made aware of and understand the rewards and sanction policy. Prior to starting at the school and usually at the initial visit by the parent/carer and student they are also made aware of the schools position on drugs/alcohol in the school and that the school does not tolerate bullying of any kind, whether physical or verbal –this includes, racial, homophobic, or bullying of any sexual nature.

In all incidents of behavioural problems the following hierarchical strategies may apply:-

- Teacher speak to student in class- this may be in the form of a warning, putting their name on the board etc. It must be made clear to the student that:-
- It is expected that this behaviour will stop.
- If the behaviour continues and learning is being disrupted, and the smooth running of the lesson is threatened, then students should be asked to leave the classroom for a period of “Time out” or removed from the immediate classroom. If they refuse to move, then the rest of the class are moved the aim is to isolate the student so that there is not an audience. This usually has the effect of calming the student down quite quickly.
- Students are encouraged to explain what the problem is and for staff offer any help that may be needed. It may be that the staff member needs to arrange for mediation between two students or a restorative meeting may need to take place.
- Offer any support, and offer to scribe for the student if they want to make a record of events leading up to the incident.
- Set any strategies in place, with time scales that are achievable and realistic.
- Arrange for student to go back into class, possibly with support as they have missed some of the lesson and need help to catch up as well as being kept focused.

As far as possible always reward non-offenders or those that do not join in with merits.

Incidents and behaviour requiring sanctions may be categorised in the following manner:

- Low level incidents
- Major incidents and assaults
- Major incidents that have become emergencies and require outside intervention i.e. police response
- Persistent behavioural issues
- Drug or alcohol abuse

All incidents, even minor incidents are recorded and logged on the same day that they occur using Scholar Pack as a method of reporting and recording incidents. Minor incidents are referred to the tutors and Incidents requiring action (IRA) are then brought to the Round up Meeting where they are discussed and an appropriate sanction imposed based upon:

- Seriousness of the offending behaviour
- Persistency of the offending behaviour
- Circumstances surrounding the behaviour
- Domestic or school issues that offer mitigation
- The student's special educational need as detailed on their EHCP.

Types of Low Level Incidents:

- Persistent refusal to wear school uniform
- Persistent lateness
- Walking out of class
- Disturbing lessons
- Swearing
- Damage to own work or others
- Disrespecting school property-kicking doors, kicking over chairs
- Writing on walls, tables etc
- Throwing things-pens, rubbers
- Persistent eating in class
- Misbehaving at lunch or break time
- Playing or misbehaving with their food-

These incidents are reported to tutors by using Minor Incident Report slips and discussed in the "Round up" Meeting. Tutors should monitor the reports they receive and look for any pattern of behaviour. Details of all minor incident reports are placed on the students profile page on Scholar Pack. The decision to impose a sanction and what type this should be is decided by the tutor at the "Round up" Meeting and a record kept.

A phone call home will follow the meeting to discuss with the parent/carer the nature of the incident and that a sanction has been imposed.

A Behaviour Management –Day to Day procedures below shows possible steps and resulting actions.

Not following school rules:-

- **Refusing to go to class,**
- **Coming out of class during lesson time without permission**
- **Rudeness to staff**

All staff to enquire as to why the student is behaving in this way and then to mediate and encourage them to conform. Praise to follow if the student response is positive and the student is conforming to the staff request.

Remind them that there will be a sanction, but that this can be avoided encourage the student to comply again with the request.
Referral to tutor with a recommendation depending on the severity.

Not wearing uniform

- a) student waits in the meeting room with staff member. Tutor called to speak to student- the reason for school uniform is explained and the student given uniform today but that they are expected to wear their uniform tomorrow.
- b) Parent advised at the end of the day that the student needs to be in school uniform.

All information to be put on Scholar Pack

Bullying

This includes, verbal, physical as well as threatening and intimidation. It also includes setting others up and acting as look-outs.

Staff to challenge and tell the aggressor to stop and move along.
Isolate/ take away the student being bullied. Tutor/staff to get an account of the incident. Staff to write up the account and student signs it. .

Tutor or staff to get an account of what happened from the aggressor.
Write up account.

If possible check the CCTV- making a note of times and any preceding footage that may have influenced the actions.

Discuss in Round Up.

Contact parent especially if physical involvement and possibly Police liaison officer.

f) Restorative meeting if appropriate. It may be useful to allow student to view the footage as it can help them to appreciate their bullying behaviour.

Persistent bullying behaviour (this may be when the aggressor constantly targets the same individual or when an aggressor persistently targets others)

Follow steps for ongoing issues- but it needs to involve police as well as parent/carer and there needs to be a behaviour contract. It needs to be made clear that their behaviour is endangering others and if it does not stop then a change of provision will have to follow. The LA will need to be informed if a change of provision is to be considered as this will need to be within the annual review procedure process. The LA will require to know all the steps that the school have taken to rectify the problem.

It is important that all these steps are documented on Scholar Pack and that the written accounts are filed in the students file.

Disrupting Lessons

This is very serious and it forms the major reason of why students in mainstream school are excluded.

Teacher to remind student to focus and that they have help.
Teacher remind student of good work that have done previously.
LSA directed to work with student if not already doing so.
LSA directed to take student with work and go outside the class.
Tutor informed- and tutor to speak briefly to student. Arrange for student to meet with tutor later in the day. LSA/Teacher to give report (written or verbal) to tutor.
Meeting with tutor and student- to find out what the problem is? Work or Behaviour? What help is needed to effect a change.
Plan expectations for the following lesson-
Praise student for their role in arriving at the solution.

The conclusion may be an apology to teacher or complete the missing work in a detention or take work home.
Again log on Scholar Pack as there may be a pattern.

Extreme Rudeness

Verbal abuse towards staff

Staff to challenge- as it is not acceptable and undermines the whole staff team.

Student to be removed or sent to tutor. Suggest a period of calming down- or "Time out" and this may be better carried out away from the school building- but staff to use professional judgement.

Tutor and student meeting with a view to solving the problem.

Restorative meeting to include putting right a wrong with the knowledge that there may be an additional sanction.

Incident added to Scholar Pack.

Student under influence of drugs /alcohol

- Student put in meeting room with a staff member (radio/bucket)
- Parent called and an explanation given. Ask parent to come and collect student. Student can be in the medical room but not alone.
- Staff explain to student the reason why they are in the meeting room and explain to them their suspicions. Ask student what they have used
- Call an ambulance if at any point alarmed by student's condition.
- Tutor informed.
- Arrange a meeting after school on the next day if possible.
- Contact other agencies- parent aware school to involve drugs counsellor, police and social care, with a view to them contacting the parent as regards child's vulnerability. School to consider safeguarding implications.

If parent refuses to collect student:- School has a duty of care to the student- keeps on site- isolation in medical room. Parent made aware that school will contact Social Care- drugs counsellor and police. Arrange for after school

meeting ASAP. Request that Social Care/ Police Liaison officer at that meeting.

All staff involved to complete a drugs suspicion form.

Referrals to relevant support agencies. All information to be entered on Scholar Pack. This will involve DSL as well as tutors

Refusing to be searched or wanded.

Student does not come through the double doors. NOT ALLOWED IN THE SCHOOL. This is considered a Health and Safety concern.

- a) Tutor called. Tutor speaks to student. If still refusing:-
- b) Parent called and it is made clear that if the student is refusing to be wanded- then they will be coming home as it is a Health and Safety/Safeguarding concern.
- Parent speaks to student- but if still refusing- they are sent home.
- Police liaison officer informed.
- If the student is suspected of carrying a weapon or drugs/dealing drugs then Police- 999 are called immediately.

Meeting with parent/student/tutor and police liaison officer within the next day or two. Student not in until this meeting has taken place.

Report in usual manner and incident and follow up entered onto Scholar pack.

Throwing food- misbehaving as regards food/ refusing to clear up food they have dropped, thrown on the floor, causing someone to spill their food or drink intentionally.

- Meeting with tutor.
- Packed lunch- depends on the incident.
- Detention
- Parent informed as to the incident and the students refusal to put it right and the consequences.

Behaviour Management –Persistent and Ongoing Issues

Table displaying Persistent and Ongoing issues.

Step	Action
1	Meeting between student and tutor (1;1 unless tutor suggests another staff member being present). Seriousness explained to student. Put student on daily report. Record on Scholar pack.
2	Issue and student discussed in Round up. Nature of incidents described, strategies already tried described and a new action arrived at. Reported in the minutes. Record on Scholar pack
3	Phone call home and explain current situation:- reasons for the school concern and serious implications if there is no change. Record on Scholar pack

4	Meeting between student, tutor and a teacher(representing curriculum). Targets agreed and strategies agreed on. Phone call to parent to explain how the meeting went. Record on Scholar pack
5	Review meeting with student, tutor and teacher. Phone call to parent to discuss review meeting. Record on Scholar pack
6	Meeting between:- student, parent/carers, tutor and teacher. Consider the targets and the strategies-what needs to change. Record on Scholar pack
7	Meeting between, student, parent/carer, tutor, teacher, head teacher. (it may be appropriate to involve police liaison officer depends on the issue) Record on Scholar pack
8	Individualised timetable:- keep others safe, gives the student more in class support, less disruption- am, pm or AS time table. This is for a specified period. If the student does not comply or no change is seen then.....move to stage 9. Record on Scholar pack
9	Discussion with the LA as regards the suitability of our provision- awareness of reduced provision. Record on Scholar pack
10	Consider options:- Referral to alternative provision or Permanent exclusion. Change of provision is arrived at by an annual review and the Local Authority being present. Record on Scholar pack

Possible Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval.

All staff must seek to ensure that sanctions are proportionate to the offence, and should enable students to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

The following sanctions may be used in the school in appropriate cases:

- Apology letter
- Loss of break- detention to catch up on work, or discuss their behaviour with their tutor.
- Daily Report card or Behaviour Monitoring Report- The BMR allows the tutor and the student the chance to select two or three important targets for the student to focus on. At the end of each lesson the teacher will comment briefly on the targets- were they met and if not why not. It provides instant feedback- but it also allows the teacher to refocus a



student if they are losing direction. It is seen as a means of correcting behaviour so a more positive outcome is achieved.

- Phone call home
 - Trip ban
 - Letter home
 - Isolation-(working in a class with a staff member)
 - Isolation-(at meal times eat alone with a staff member)
 - Tutor meeting
 - Parent/carer meeting(last stage before issue becomes a major concern)
 - Internal exclusion
 - Meeting with police liaison officer
 - Police liaison officer contact home
 - School contacts home of poor attendees- visits to the home.The school works hard to actively engage parents of poor attenders, by visits to school for coffee and a general supportive chat.
 - Completion of any missed work at school or at home
 - Detention in school hours (or at lunchtime/breaktime or outside school hours provided that the parents have been notified at least 24 hours previously);
 - Removal from the group/class or particular lesson;
 - Withdrawal of break or lunchtime privileges such as ICT;
 - Withholding participation in educational visits or sports events which are not essential to the curriculum;
 - Reduced provision during the school day or after school provision
- Fixed and permanent exclusion

All incidents and sanctions to be recorded on Scholar Pack.

Major Incidents that include assaults

Sanctions for major incidents must be dealt with within 24 hours. Although all incidents must be dealt with individually and mitigation should be considered in all cases it is important that sanctions issued for major incidents are consistent.

There are a number of types of major incident:

- Assault on staff
 - Assault on another student
 - Damage to property
 - Breach of Health and Safety Regulations
 - Incident that brings the school into disrepute
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- Every staff member that is involved, witnessed or had some information that affected the incident MUST fill in an Incident Requiring Action that same day.

- The reports must be handed to the Head teacher that same day. The Headteacher may need to further complete a form detailing all the events and the witness statements. If an exclusion is to follow all the details are entered on Scholar Pack by the Administration Team. If there is no exclusion then the staff member that wrote the IRA enters it onto Scholar Pack. All safeguarding concerns are referred to the Designated Safeguarding Lead. These details are then entered on Scholar pack by the tutor or a member of SMT. Should following an investigation that indicates a possible safeguarding concern a Cause for Concern form is completed and the Early Help Team/ MASH Team are contacted in line with the schools safeguarding Policy.
- The Incident is discussed fully in the Round Up Meeting.
- The nature of the sanction needs to be decided upon.
- The Head teacher will take advice but it is the Head teacher only that can sanction any exclusion whether it be fixed term or permanent or make a change to a child's provision. A pupil cannot be excluded for a condition clearly described and accepted by the school on the student's EHCplan. In the Headteachers absence SMT has the authority and can implement an exclusion
- Depending on the nature of the incident, the Headteacher may have to involve the police.
- Parents/carers need to be informed as soon after the event as possible, as to the nature of the incident and the sanction. There may be a readmission meeting, and an adequate time slot needs to be arranged for the meeting- usually after 2.30pm.
- If the student involved remains on site, time out should be given to that student in the form of one to one support in a room away from classes.

Following a major incident, the negative impact on other students needs to be considered. If appropriate rewards should be issued to students who were not involved in the incident or who assisted in resolving the situation in some way.

Persistent Behavioural Issues

- Offsite, internal truancy, smoking, lesson interruptions
- Bullying, verbal and physical assault, constant play fighting
- Encouraging others to:-leave the school site, not follow instructions,
- Bringing items into school to sell.
- Refusal to hand in mobile phone on arrival to school, refusal to be wanded or searched by staff on arrival to school or if a staff member

believes that a student may have something on them.

- Drug use- arriving at school under the influence of drugs(this will involve the drug education programme and police liaison officer)
- Bringing offensive weapons to school or objects that can be used to do harm (this will involve the police liaison officer).

It is recognised that persistent behavioural issues nearly always lead to more serious incidents. Therefore it is vital that these issues are addressed quickly. It is important that students take responsibility for their behaviour and try to set targets and strategies followed by rewards when they are met. There should be a whole staff approach, whereby tutors prepare a profile of each student and all staff are asked to share strategies for behaviour and sanctions.

Recognising persistent behaviour patterns and offenders

Please refer to the Behaviour Management –Persistent and Ongoing Behavioural issues procedures chart.

Tutors have a variety of ways of monitoring behaviour including:

- Minor incident Reports
- BMR
- Incidents Requiring action (IRA) written by all staff involved
- Causes for Concern-written by the Head teacher or DSL as it is perceived as a safeguarding concern. This may be referred to the MASH Team following an in house discussion with SMT.
- Round Up Meetings- notes are kept on each pupil's daily activity.
- IEP Meetings
- Tutor Meetings-between tutor and student
- Tutor Group meetings- these take place on a Friday –where the Tutor Group staff discuss each child's weekly progress and any areas of concern are noted.
- Re-admittance meetings after an exclusion

In the first instance a meeting must be arranged with the student and tutor- which ever staff member the student relates to best of all. The nature of the meeting is to discover the cause of the persistent behaviour, and initiate strategies that could bring about a change. If there is no improvement the next meeting will involve the Head teacher, DSL, tutor, and the parents/carers. An additional meeting may need to be called with the student, parent/carer, LA Officer and Social Worker as well as any other relevant agency workers, and again the Head teacher, DSL, and tutor should also attend.

Tutors should log each incident on scholar pack and use a system that “clocks up” incidents where the next stage in the procedure is automatically triggered at each stage.

At the LA and Social Worker meeting it must be made clear that the placement may be inappropriate and is in serious danger of breaking down and may need to be terminated in the future if there is no improvement in behaviour.

An emergency annual review is arranged by the school when support from an outside agency is required to support the child's place in the school such as SALT or 1;1 support in class or a change of school placement is judged to be the right course of action and in the best interests of both student and school.

Exclusions

When should a child be excluded?

The decision to exclude a child should only be taken: -

- in response to serious breaches in the schools discipline and behaviour policy; and
- if allowing the students to remain in school would seriously harm the educational and welfare of the pupil or others in the school.

A student should not be excluded for behaviour outlined in their statement of special educational need.

It is important to remember that before excluding a pupil a range of alternative strategies should have been tried. This is meant to prevent a hasty immediate action and to protect students and staff from harm. A permanent exclusion can be given for a first offence- for example involving serious violence or a drugs offence, or bringing an offensive weapon to school, but only when the Head teacher has had further opportunity (not in the heat of the moment) to consider the incident in question and discuss it fully with SMT. **Only the head teacher has the legal power to exclude a child, or a senior member of staff in the absence of the head teacher and acting with their authority.**

Exclusions cannot be used for minor incidents such as failure to do homework or to bring PE kit: poor academic performance: lateness or truancy: pregnancy: breaching school uniform policy including hairstyles, nails or wearing jewellery: bringing sweets and fizzy drinks to school, and punishing students for the behaviour of their parents.

The school needs to be aware of the serious implication of a school exclusion on a child and the effect that an exclusion can have on a vulnerable individual.

What happens when a child is not in school?

1. Miss out on education- exam implication. College applications etc
2. Student carries a grudge and direct anger issues towards the school
3. They feel excluded so do not want to fit in- hatred for staff etc.
4. Parents become angry- less support for school-
5. Loss of earnings if parents take a day off work to supervise the child

6. Unlimited access on line- when not in school- No one to supervise possibility of grooming
7. Students on the street- vulnerable and easily recruited into gangs. Gangs appear attractive as it appears that school has rejected them.
8. It affects the way that they cope socially if they have been excluded, as they find it hard to make good social interaction.

In 2018 all primary school children in Southwark that were permanently excluded from school went on to commit a crime that caused them to go to prison at a later date, and two thirds of secondary school children that were permanently excluded from school also received a custodial sentence in later life. So exclusions are not taken lightly as they affect a child's whole life and it may be the overarching factor that causes them to turn to criminal behaviour.

Fixed Term Exclusions

A decision to exclude a student for a fixed period should only be taken in response to serious breaches of the schools code of conduct:-
If allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school or allowing them to remain would send the wrong message to others in the school that their behaviour is acceptable and the school condones it.

Where a student's behaviour continues to give cause for concern, it is important that parents/carers are involved at every stage of the disciplinary process. The Head teacher should involve both students and parents/carers when there is a risk of exclusion in formulating strategies that may prevent exclusion. The Head teacher may find it beneficial to involve other outside agencies at this stage if it is felt that their involvement would be of benefit. Examples of outside agencies would include the MASH Team, YOT, Social Care, CAMHS, other health professionals.

Following incidents that may result in exclusion, the head teacher should not decide to exclude a student until all the relevant facts have been considered and there is firm evidence to support the exclusion.

Fixed term exclusions may range from one day to a maximum of two weeks. The head teacher can exclude a pupil for up to 45 days in any school year.

All exclusions are discussed with members of SMT.

How does the school communicate with parents/carers, LA and outside agencies in relation to exclusions?

The following procedures must be applied whenever exclusion is used as a sanction:

For exclusion of one day only

A telephone call must be made to the home by the tutor to advise of the exclusion and reasons given for the exclusion. This will be followed up by a letter detailing the offence.

A phone call must be made to the LA, SEN Department and to the Social Worker (if the child has one) to advise of the exclusion, the reasons and the length. The transport department also needs to be informed if the student is transported from home to school by the LA. In both instances this should be followed up in writing by secure E mail by the lead tutor. Details of the offence and the sanction needs to be recorded on Scholar Pack.

Details of the exclusion must be entered in to the Exclusion/Sanctions Book.

A re admittance meeting will be held as early as possible on the first day that the student returns to school following the one day exclusion. This meeting will be arranged by the tutor and will also be attended by the person that gave the sanction or the Headteacher or SMT member if that is more appropriate.

For exclusions of more than one day but less than two weeks

- A telephone call must be made to the home by the tutor to advise of the exclusion and reasons given for the exclusion.
- A letter must be sent home advising on length of exclusion and reason for exclusion.
- Details of the exclusion must be entered in to the Exclusion/Sanctions Book.
- If Social Worker or YOS Officer are involved they should be informed of the exclusion and the reasons, a letter/secure Email must be sent to the Case Officer of the placing LA, as well as the Social Worker and YOS Officer advising on length of exclusion and reason for exclusion. The LA transport department must also be informed, by secure email if the child has transport to and from school.
- If the exclusion is for more than two days home work must be sent home for the student to complete.
- A re admittance meeting will be held as early as possible on the first day that the student returns to school following the exclusion. This meeting will be arranged by the tutor and will also be attended by the person that gave the sanction and the Headteacher or SMT member if that is more appropriate.

For exclusions of two weeks

- A telephone call must be made to the home by the Headteacher to advise of the exclusion and reasons given for the exclusion.
- A letter must be sent home advising on length of exclusion and reason for exclusion.
- Details of the exclusion must be entered in to the Exclusion/Sanctions Book.
- Following a phone call to the LA, a letter must be sent to the Case Officer of the placing LA advising on length of exclusion and reason for exclusion, along with recorded evidence and incidents reports. The LA transport department may need to be informed by phone and secure email.
- A phone call must be made to the Social Worker/YOS if one has been assigned giving reasons for exclusion, a brief written report should follow with any evidence or incident reports.
- A re admittance meeting will be held as early as possible on the first day that the student returns to school following the one day exclusion. This meeting will be arranged by the tutor and will also be attended by the person that gave the sanction and the Headteacher or SMT member if that is more appropriate.

If the exclusion is for more than two days home work must be sent home for the student to complete, and if the exclusion is for longer then stamped addressed envelopes need to be provided for completed work to be returned to school for marking.

A readmission meeting must be arranged with student and parent/carer. The Head Teacher and tutor should always be present and if appropriate a representative from the LA, the Police Liaison Officer, and Social Worker/YOS Officer also- if appropriate. This meeting may also include the pupil, home and school signing and witnessing an Acceptable Behavioural Contract.

Permanent Exclusions

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened, against a pupil or member of staff;
- persistent and systematic bullying and the refusal to stop:

- sexual abuse or assault;
- bringing an illegal drug into school /supplying an illegal drug; and
- carrying an offensive weapon whether on their person or in their bag.
- Hiding an offensive weapon with the intent to use

The decision to exclude a student permanently is a very serious one. It is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including the use of a pastoral support programme within the school. It is not usual to exclude a student permanently for a one-off or first offence but it can happen.

If a student is to be permanently excluded the following procedures must be applied:

- A telephone call must be made to the home by the Head teacher to advise of the exclusion and reasons given for the exclusion.
- A letter must be sent home advising the parent/carer that the exclusion is permanent and the reasons for this, along with incident reports and all the recorded evidence to support the exclusion.
- Details of the exclusion must be entered in to the Exclusion/Sanctions Book.
- A phone call must be made to the Case Officer of the placing LA advising them of the intended exclusion, the incidents and reasons for the exclusion, in addition a letter must be sent to the Case Officer of the placing LA advising them that the exclusion is permanent and detailing the reasons for exclusion, along with recorded evidence and incidents reports. The Head teacher must enter all details on Scholar Pack. All emails must be sent securely.

A phone call must be made to the Social Worker/YOS if one has been assigned giving reasons for the permanent exclusion, and a written report should follow with any evidence or incident reports.

With the agreement of the LA, work can be sent home for a specified period, while an alternative placement is found.

Parents/carers must be offered the right to appeal against the decision to exclude permanently. This should be mentioned in the letter to the parents, giving them 15 days' notice to appeal.

Drug-related Exclusions

Any decision to exclude in a drug-related case will be based on the criteria spelled out in the school's drug policy.

Alternatives

Before resorting to exclusion the school will normally try alternative solutions, unless the offence is so severe or extreme that the Head teacher judges this is not appropriate:

For example:

- A restorative justice process-whereby the harm caused to the victim can be readdressed.
- Internal exclusion(removal from class, but not the site)
- Involvement of outside agency intervention if appropriate.
- Reduced time table

Appeals

A parent/carer has the right to appeal against a decision to permanently exclude a student and it is recognised that parents may wish to question such a final and serious decision. For such a reason Cavendish School has established an appeal procedure which is set out below. The purpose of the appeal is not to question the final decision of the Head teacher, which will almost always involve a degree of subjective judgement, and will have involved the complete Senior Management Team but rather to ensure that there is not the possibility of implementing an alternative to exclusion where the parents/carer will play a more active role.

The parents /carers can write or contact the school and ask for a meeting to discuss the exclusion. Parents may also elect to bring a representative if they choose. Details of such representation must be indicated in advance of the meeting.

The aim of the meeting will be to examine the process leading up to the decision to exclude, taking particular account of the following:

- On admittance to the school did the parent sign a behaviour contract and did the school explain fully to both parent/carer and child what the school considered to be acceptable behaviour and was it outlined to them the seriousness of not abiding by the rules and that this could lead to an exclusion?
- What was the nature of the charge?
- What was the nature of the evidence produced against the pupil?
- Was there counter evidence and was it properly considered?
- Was the pupil given a fair chance to put his/her case, and, once it became evident that expulsion could follow, was the pupil supported by a member of staff to whom he/she could be expected to relate and who would speak up for him/her if the need arose?

- Was there an absence of duress?
- Did the Head teacher air fully any ground for mitigation of the sentence of expulsion?
- Was the pupil's past record properly considered?
- Did the Head teacher listen carefully to parents' views and explain the reasons for her decision adequately?
- Did the parents/carers bring new information to the meeting that can cause the exclusion to be reconsidered?

As a result of the meeting the exclusion will either be upheld or the student will remain in the school following a re-admittance meeting that will most certainly have certain conditions attached.

All details must be logged on Scholar Pack.

Parental Co-operation

Parental co-operation forms part of the contract between the school and all parents/carers of students at the school. The refusal of parents to work with the school and to acknowledge the major part they have to play in their child's difficulties can often lead to a break down in trust and co-operation and makes it difficult for the school to proceed. The school will always refer an uncooperative parent or a parent that refuses to engage with the school or support their child to Social Care, as the school deems this to be a serious form of neglect. A refusal to abide by the terms of exclusion may be considered a breach of contract.

Parents/carers are made aware that Cavendish School reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the school. Temporary or permanent exclusion is at the discretion of the Head teacher. Students may be excluded for one or more fixed periods or permanently. For serious but relatively minor breaches of the school's Behaviour Management Policy students can be excluded for one or more fixed term periods not exceeding 45 school days in any school year.

Parents and carers will have been fully informed if a decision to exclude a student permanently is being considered. This decision will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional "one-off" offence has been committed, e.g.

- A level of violence, actual or threatened against a student or staff member that cause serious concern for their safety.
- A level of behaviour that threatens the safety of themselves or other students and staff.
- Sexual abuse or assault

- Behaviour of a kind that will bring the school into disrepute
- Continual and constant refusal to comply with the school's policies and procedures and code of conduct.
- Any other offence which in the opinion of the Head teacher is deemed to be of such a serious nature as to call into question the wisdom of allowing the student to remain in the school (which may involve drugs or weapons).

It is worth considering what the school can do on a day to day basis to ensure the smooth running of the school and to prevent exclusions.

Positive Handling and Restraint

In accordance with the law there is no corporal punishment allowed by the school. However, if authorised by the Head teacher, a teacher, or other member of staff, may use 'reasonable force' to prevent a pupil from:
committing an offence;
causing personal injury or damage (including to themselves); and
engaging in any activity prejudicial to the maintenance of good order, whether during a lesson or at any other time.

The Head teacher has authorised all teaching staff to use reasonable force in the above circumstances, and all staff have received regular restraint training and de-escalation technique training.

(The school has some students with known severe behavioural difficulties. Staff who are dealing with students with known severe behavioural difficulties may use certain authorised restraint techniques. No member of staff should attempt to restrain such students without having been trained in the appropriate technique and feeling confident in their own ability. For any pupil with known behaviour problems the school will carry out a risk assessment and organise a behaviour plan, after consultation with parents.)

For further clarification please consult the Positive Handling Policy.

Radio

Staff are required to carry their radio's at all time during the hours of 8.45 and 4.30pm; staff utilise their radios in the following way to ensure good communicate and staff support is maintained at all times:

- To call assistance / classroom support
- - Staff must call "Blue Folder" to alert staff that an incident / emergency has occurred and that they require immediate assistance. Staff must give location and students name if appropriate. Staff must not leave students unattended at any time and should request their LSA to attend the incident. SMT will also attend the incident and support.

Staff need to be aware that those students not involved need to be removed from the vicinity and managed.

- A first aider should be called via the radio should it be necessary. Making sure that the location and name of the student is given, this enable the person responding to locate the casualty and bring any of their specific medication.
- In non emergency situations staff needing to contact another member of staff should facilitate this by using the 1:1 setting on the radio.
- Reception team will use the radios to advise of students arriving after the registration period.
- Literacy teacher advises teaching staff when a student is required to attend their 1:1 literacy lesson.
- Staff on duty during break and lunch will regularly use their radios to alert staff of pupils' movements and whereabouts.
- Radios are to be used during fire evacuations; the assembly point Fire Marshall will liaise with the Fire Panel Marshall. (see fire procedures)

For further information on the use of the two way radio, please read the "two way radios usage and airwave etiquette".

Involvement of Parents

Parents will be involved in discipline cases as appropriate. Individual staff should not involve parents in discipline issues without first informing the Head teacher.

Parents are also encouraged to support good behaviour and positive habits in their children (through the school's 'Home-School Contract', introduced during the initial risk assessments and at parent meetings). Parents are encouraged to complete questionnaires at least twice a year at Academic Review Days and this feedback helps inform the school and to allow the school to review its procedures.

Involvement of Staff

The working of the school's policies and procedures will be discussed regularly at staff meetings. Staff will also be involved in discussions with students in tutor time and in 1;1 tutor meetings.

Staff will also be called upon from time to time to identify problems that may be behind any bad behaviour, and to suggest possible courses of action. Training in behaviour management will be provided from time to time.

Involvement of Students

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. *(The government's Circular 10/99 also suggests that students can help to reinforce behaviour policies by contributing to them.)*

The students will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programmes to reinforce self-discipline, positive work and behaviour patterns. These sessions will take place in assemblies, study time, tutor time and in PHSE lessons as well as informally during discussions with staff.

The Lead Tutors in each tutor group are responsible for ensuring and involving the positive contribution of students, this will take place at the start of term and whenever issues arise that encourage students to put forward their views and ideas. They will ensure that the needs of all the SEN students are properly taken into account, and their participation in the consultation process is assured.

Consultation

The Head will seek the widest possible adoption of this policy, and will report at least annually to the SMT on its implementation, or when new government legislation or directives dictates.

Equal Opportunities

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy.

Data protection and GDPR.

The school takes data protection seriously and has robust procedures in place to ensure that every effort is made to maintain and protect students and staff.

Publication

A summary of the policy will be given to all parents and prospective parents of students at the school. (It will also be made accessible to parents whose first language is not English. The School will consider translating the policy as appropriate.)

Links with Other Policies

This Policy should be read in conjunction with the following:

- Statement of the School's Ethos and Aims

- Schools Development Plan
- Equal Opportunities & associated Policies
- Incidents Policy
- Child Protection Policy
- Misuse of Drugs Policy
- Attendance Policy
- Anti-bullying Policy
- Complaints Policy
- Positive Handling Policy
- GDPR Policy

Cavendish School

Head Teacher

Policy Reviewed: September 2023
Review Date: September 2024