



Ferndown  
Middle School

## FERNDOWN MIDDLE SCHOOL

# POLICY: Behaviour

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## Behaviour Policy

Ferndown Middle School believes that all pupils should be empowered to achieve in all areas of school life, be treated with respect and treat others the way they wish to be treated. We want them to enjoy school life. We are therefore committed to providing a caring and safe environment for all our pupils so they can learn in an atmosphere of mutual respect for each other's views and approaches to life and feel happy, safe and secure. We place relationships at the heart of our behaviour management approach.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs or Disabilities (SEND).

This policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. The purpose of this policy is to ensure that if a pupil chooses to behave in a way that stops either themselves or others learning or breaks the school ethos of mutual respect amongst all its members, all staff, pupils and parents/carers have a clear understanding of the procedures and consequences that will be applied.

This policy has been written in line with the following guidance.

- DfE Behaviour & Discipline in Schools; Guidance for Governing Bodies
- DfE Behaviour & Discipline in Schools; Guidance for Headteachers and School Staff
- DfE Statutory Guidance on School Suspension
- DfE School Discipline Regulations
- DfE Behaviour & Discipline in schools: Advice for Headteachers and School Staff.

It should also be read in conjunction with the School's Teaching and Learning Policy, Anti Bullying Policy, Equal Opportunities Policy and SEND Policy.

## Our Aim

We want every member of the school community to feel valued and respected, and that each person is treated fairly and well. Our staff, governors and all who work with the school aim to fully develop each pupil's personality and potential, create an effective learning environment and promote inclusion and equality of opportunity, whilst promoting British values, preparing them for life in modern Britain.

The overarching school value of 'kindness' and treating others in the way we wish to be treated underpins all behaviour. We are a caring community, and all our decisions and actions are based on the school values of ambitious individuals, curious learners and kind citizens. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way.

At Ferndown Middle School, we have pupils and staff who respect one another and respond well to the problems others are experiencing. The school has a number of rules, but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships so that everyone can work together with the common purpose of helping others to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It aims to help pupils grow in a safe and secure environment and to become respectful, independent members of the school community.

The school expects **every** member of the school community to behave in a considerate way towards others at all times. When pupils do not adhere to the school rules, consequences will be applied. It is impossible for the school to identify every situation where behaviour might fall short of our high expectations. Each situation will be analysed and acted on to ensure individuals learn from the event, hence making it less likely for the situation to arise again.

## Positive and Negative Consequences

We strive to ensure that learning is engaging and purposeful to ensure behaviour issues are minimal. We firmly believe that if pupils are actively and purposefully engaged, they are less likely to misbehave. If the lessons are related to their own lives and the challenges set for them are appropriate, pupils will be motivated and enthusiastic to be involved in their day-to-day learning.

Through our teaching and learning, pupils are encouraged and expected to take responsibility for their behaviour. Through various methods, pupils are led to understand that our actions have consequences, which can be both negative and positive – depending on behaviour.

Self-esteem is the personal picture we have of ourselves – our strengths and our limitations. This self-image is affected by all the positive or negative responses of the people with whom we come into contact. We all, pupils and staff, need to demonstrate respect for each other at all times and through this, we can accept learning challenges and failures.

## We promote positive behaviour through

- Setting, modelling and promoting clear expectations and rules with pupils – in classrooms, around the school and in the community.
- Consistency amongst all staff in implementing School policies.
- Understanding that pupils are valued as individuals.
- Taking into account the individual needs of all pupils including those from vulnerable groups (for example, but not exclusively, Looked After Children (LAC), Pupil Premium, pupils with SEND needs, those in families under stress and those at risk of exclusion).
- Ensuring the curriculum is appropriate for each individual pupil.
- High-quality teaching and learning using a variety of teaching styles and methods.
- Recognising achievement including the regular use of praise and a relevant and valued reward system, agreed upon by pupils and staff.
- Target setting and individual support programmes.
- Assemblies.
- Discussions with pupils.
- All adults modelling the behaviour we want to encourage.
- Whole Staff CPD to support Behaviour Management.

## School Rules

Through the clear enforcement of simple rules and the rewarding of good work and behaviour, we aim to create a positive environment where pupils and adults share a sense of belonging to the school community.

1. **Respect ourselves, others, the learning environment and the wider community.** The school actively teaches what we mean by "respect" and what it looks like in the school environment and the wider community.
2. **Ensure we are ready to learn.** All in school, both staff and pupils, will be prepared for lessons in terms of resources. Staff will strive to ensure that pupils are also emotionally prepared for lessons and are in a "State for Learning."
3. **Wear the correct uniform or clothing suitable to the task at hand.** Pupils are expected to wear school uniform at all times, except when a particular learning experience requires different clothing (e.g., a trip to a river to explore geographical features).

4. **Behave in a safe manner to ensure our own and others' safety.** We are all responsible for behaving so that we are all safe. Unsafe behaviour is not acceptable.
5. Always **do your best.** We are aware that at times, we experience difficulties and it is difficult to engage in learning. However, the expectation is that we will always try our hardest to complete tasks, take part in activities and make the learning environment a safe and happy one to learn in.
6. **Follow policy with regard to mobile phones and other ICT.** ICT is a wonderful tool to help make us more effective in our daily lives but must be used responsibly.

## Positive recognition and Consequences

### Positive recognition – House Points

House Points are awarded for a variety of positive behaviours these include demonstrating our school values, positive contributions to lessons, behaviour, class work, homework, lunchtime behaviour, respectful behaviour and proactive independent approach to their learning.

House Points totals are logged on Class Charts and recognise positive learning behaviours.

### Consequences

The school employs a number of consequences to enforce the school rules and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation and taking into account the needs of all students involved.

**The school does not tolerate bullying of any kind.** If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please see our Anti Bullying Policy for further information and guidance.

### Limiting persistent disruptive behaviour

One of the biggest barriers to learning is persistent disruptive behaviour. Examples of this type of behaviour are shouting out, talking over others, non-learning discussions, being out of the seat, being slow to start work, ignoring the instructions given, and arriving without learning equipment.

Teachers will always use, in the first instance, their professional strategies to support disruptive behaviour. These include

- Set high expectations.
- Ensure the work is appropriately planned for all pupils.
- Adjust the seating plan.
- Make sure all pupils are able to see and read the board.
- Achieve eye contact with a pupil very early on if poor behaviour is being displayed.
- Refer to the expectation.
- Use a distraction technique (humour...) to defuse tension or confrontation.
- Slip the name of a pupil into your talking or conversation.
- Decide whether to tackle that pupil during the lesson or at the end.
- Place yourself in an appropriate place in the room in relation to the pupil.
- Use subtle signals such as a change of tone of voice, and body language.

## How the system is implemented

- Expected behaviours are outlined in **Appendix 1**. Should behaviour fall short of the expectations this may result in a consequence.
- **Code R** – this will be called by the teacher using the in-school walkie Talkie system if a student requires some time outside of the classroom to reflect on behaviour choices. They will have a restorative conversation either with the class teacher or another member of staff to enable them to have an opportunity to positively impact on their behaviour upon return to the classroom.
- **Code A** – this will be called by the teacher using the in-school walkie Talkie system if, there is persistent refusal to follow instructions, rudeness, unsafe behaviour, or unacceptable behaviours following a code R. The incident will be investigated by the Head of Year and appropriate consequences will be issued.
- **Communication with Parents - Parents** will be informed when the Class Teacher records the incident on the Class Charts. If behaviours become a concern, contact will be made with parents via email or telephone. Parents are encouraged to contact the school if they are concerned about their child's behaviour.

## Consistency between members of staff is very important

Students thrive on routine and it is important that staff maintain high standards of expectation within different lessons and areas of the school.

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults. We aim to inform parents/carers whenever a child's behaviour gives cause for real concern. We would also aim to share good news with parents/carers too, via the Class Charts system,

Where a pupil shows consistent difficulty with aspects of behaviour, a behaviour plan (PSP) will be drawn up by the Head of Year. This may include regulation work, support groups or special arrangements for lessons or break times.

## SEND

When applying the behaviour policy, we consider the age, understanding, context and any additional needs of the pupils and make reasonable adjustments to assist these pupils to adhere to our behaviour policy and expectations. This can include an EHCP, Pastoral support plan or any other targeted support plan.

## Prepared for learning expectations

We are in pursuit of the highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all.

The most effective learning takes place when there is effective teaching in a well-managed environment. We know the environment encourages learning if it is calm, happy and safe for all. The development and maintenance of positive attitudes to learning rests with the teacher but is also the responsibility of the pupils themselves. Building on this is the obvious need for self-organisation, an area that pupils can often find challenging.

At the start of the year and throughout the year, all pupils at Ferndown Middle are reminded about what is needed for learning. The purpose of this is to help pupils with their organisation and build their independence, ready for their transition to the Upper School. We have high expectations for all and expect our children to arrive promptly and wearing full uniform with pride.

All students have 'Values Cards' which allows them to collect house points, but also encourages the students to be prepared for learning in relation to equipment, uniform and attitude to learning.

## Playground supervision

All staff are responsible for the health, safety and welfare of all pupils on site. Breaks should allow pupils the freedom to make their own decisions about who to be with and what to do. Staff support and encourage pupils by:

- Being positive and friendly.
- Looking out for any pupil who has difficulty with social relationships and finding opportunities for them to join in constructively.
- Sharing ideas for games and helping pupils learn new skills.
- Intervening if any activity is likely to harm or hurt anyone.

Pupils who are preventing others from having an enjoyable break may be sent inside and the incident followed up after lunch/break time by their tutor or Head of Year.

All staff will wear hi viz jackets for easy identification by pupils.

## Consequences:

- **Reflection** – restorative conversation between the teacher and the student to discuss the behaviours. This may be a short 5 minute conversation.
- **Lunchtime reflection** – If a student does not attend the 5 minute reflection with their class teacher, or if a code A has been called. These reflections are 25 minutes. Parents will be notified via Class Charts.
- **After school detention** – For non-attendance at a lunchtime reflection or for full negative marks on a 'Values Card' which will have been given for not being prepared for learning i.e. late to lessons, lacking equipment, incorrect uniform. Parents will be notified via Class Charts.
- **Internal out of rotation** – the decision to follow this course of action and to determine its duration will be taken by the Head of Year or a member of the Senior Leadership Team. The pupil will be removed from a whole class teaching environment and, although following their normal daily curriculum, be required to work under close supervision. Parents will be notified by the Head of Year or a member of SLT.
- **Suspension** – the decision to follow this course of action and determine its duration will be taken by the Headteacher, in the Headteacher's absence, a member of the Senior Leadership Team. Any action taken will adhere to the DfE's Guidance. Parents/carers will be contacted immediately and required to withdraw the pupil from the school premises, at which point the pupil becomes the responsibility of their parents/carers. A suspended pupil must not be present in a public place during school hours. The school will provide work for the period of the suspension. On the pupil's return to school, a reintegration meeting will be held with the Head of Year /member of the SLT to discuss how best to manage the pupil's return to school and establish a behaviour contract.
- The school views suspension as a last resort. It usually occurs only in cases where the behaviour of pupils directly affects the health and safety of themselves or others or impacts on learning by themselves and others. Before making a decision to suspend, the school will ensure that a thorough investigation has been carried out, including allowing the pupil to give their version of the events, seeking any witness statements and considering any evidence of provocation. Any record of previous misdemeanours may be taken into consideration. Accounts of the events will be written on 'witness

statement' forms and signed and dated by the witness. These allow the Senior Leadership Team to fully investigate the incident and ensure all perspectives have been taken into account.

- No pupil will be sent off site before the end of the day unless contact has been established with parents/carers/nominated responsible adult. In the event of contact not being made, the pupil must remain on site, withdrawn from class until the end of the normal school day. At the point of suspension, a letter will be sent home via email, stating the reason for the suspension. Telephone contact or a face to face meeting will take place with the parents/carers of the pupil informing them of the suspension. All suspensions will be recorded centrally in the School Exclusion Record on SIMS. The Chair of the Schools Standards Board will be informed of all suspensions, both fixed term and permanent on a monthly basis.
- Suspensions will be enforced after investigating the circumstances of an event or on an immediate basis.
- **Permanent exclusion** - Pupils face permanent exclusion when their behaviour constitutes a serious breach of school rules and/or is considered a significant threat to the health and safety of themselves or others.

## Restorative Conversations

Restorative conversations place relationships as the number one focus. Often restorative conversations are most effective when held as informal and brief discussions. The purpose of these is for both the student and the teacher to have the opportunity to share their perspective of the incident and express their thoughts and feelings. The conversation will also focus on finding a way to move forward to promote a positive working relationship in the future. Some restorative conversations benefit from the support of another member of staff to facilitate the discussions and to ensure the student feels comfortable, they are entitled to ask a trusted adult in school to attend with them.

## Use of Reasonable Force Guidance (Appendix 2)

All members of staff will be made aware of the regulations regarding the use of force by teachers, as set out in DfE Use of Reasonable Force guidance.

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain a pupil or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils. Pupils will always be advised of the steps to be taken before and during any restraint.

## Review and Monitoring

Consequences are reviewed regularly. Pastoral team meetings, which include Senior Leadership Team/Head of Year, review and discuss behaviour management on a **weekly basis**.

## The Role of the Parents and Carers Working with Parents as Partners

Parents/carers play a crucial role in enhancing pupils' self-esteem. Every parent/carer has the right to hear regular "good news" about pupils.

We regularly invite families in to celebrate learning. This is done in a variety of ways. Pupils thoroughly enjoy sharing their learning with their families and as such, present a very positive outlook. All positive behaviour in school is communicated directly to parents through Class Charts.

We will strive to ensure pupils receive consistent messages about how to behave at home and at school. We would expect parents/carers to support the school in their expectations too. We expect parents/carers to

support pupils' learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers as soon as possible if we have concerns about a pupil's welfare or behaviour.

We expect parents/carers to support the school in applying consequences if necessary. If parents/carers have any concern about the way pupils has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Head of Year, Assistant Headteacher, Deputy Headteacher and then Headteacher. As per the school's Complaints Policy, if parents are still not satisfied, they should contact the Chair of the Schools Standards Board at the school.

## **The Role of the Teacher**

It is the responsibility of the Teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time.

The Teachers in our school have high expectations of pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability.

Our Teachers treat each pupil fairly and enforces the behaviour policy. They treat all pupils in their class with respect and understanding.

If a pupil misbehaves in class, the Class Teacher records on Class Charts. Consequences are applied via the behaviour system. If misbehaviour continues, the Class Teacher will seek help and advice from the Head of Year, SENDCo, Assistant Headteacher or the Headteacher.

The Tutor reports to parents/carers about the progress of each pupil in their class, in line with the whole-school policy. The Tutor or the Class teacher will also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil.

## **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to governors when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher ensures that records are kept of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspension to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil (see Exclusion guidance – **Appendix 3**).

## **The Role of Governors**

The School Standards Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.



## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis, reporting to the School Standards Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour. The Class Teacher records minor classroom incidents. We also keep a record of any incidents that occur at break or lunchtimes.

The Headteacher keeps a record on SIMS, of any pupil who is suspended for a fixed-term, or who is permanently suspended.

It is the responsibility of the School Standards Board to monitor the rate of suspension and to ensure that the school policy is administered fairly and consistently.

## **Equality Impact Assessment**

This policy has been reviewed, with the equality impact considerations as laid down in the school's Equality Policy.

## Appendix 1: EXPECTATIONS

The expectations outlined in this appendix are summarised from our full school policies.

The following classroom expectations apply to every pupil in every lesson, every day.

### You are expected to

- **Be polite, kind and courteous.**
- **Give your best effort.**
- **Wear the uniform correctly.**

### Arrival to school

- Switch off mobile phones once you enter the top school gate.
- Hand in mobile phones once inside the building.
- Be in your seat, in the registration room, by 8.45 am.

### Classroom expectations

- Arrive to lessons on time.
- Bring in the appropriate equipment.
- Come in quietly and sit as instructed.
- Start work straight away.
- Remain in the classroom - you are not to leave the classroom without permission from your teacher.
  
- Ensure the classroom is tidy for the next class.
- Follow instructions from appropriate adults.

### Engagement

- To fully participate in the lesson.
- To complete the task to the best of your ability.

### Corridors

- Follow the one way system for moving around the corridors.
- Move quietly with consideration for others.

### Dining room

- Line up outside and when instructed, come in quietly.
- Sit where directed.
- Quiet conversation.

### Playground

- Remain in the year group designated areas for football.
- Play with consideration to others, no rough play.
- Only be in the football area if you are involved in the football game.
- Sit quietly in the Tranquillity seating area.

### Cycles and scooters

- Dismount at the top school gate and walk.
- Store bikes/scooters in the shed and leave immediately.
- Wear a helmet once bike/scooter is collected.  
For refusal to wear a helmet, you may lose the right to cycle/scoot into school.
- Only enter the bike shed to collect/ lock up your OWN bike/scooter.

### PE changing rooms

- Only enter with supervision.
- Change quickly and quietly.
- Line up and wait for the teacher in the changing room.

### Locker Areas

- To use **your** locker area only at the following times: before registration, break time, lunchtime and to collect and return PE kit.
- Put your equipment in your locker.
- Keep your locker areas tidy.

### Toilets

- Use for the intended purpose.
- Leave clean and tidy.

### Leaving school at the end of the day

- Leave your mobile phone switched off until you have left the top school gate.
- Leave by the rear doors and side gates quickly and sensibly.

## **Appendix 2: THE USE OF 'REASONABLE FORCE'**

There are circumstances when it is appropriate for staff in our setting to use reasonable force to safeguard children and young people.

We will always follow the advice for schools on the Use of [Reasonable Force in Schools](#).

What is 'reasonable force'.

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

### **Appendix 3: GUIDANCE ON SUSPENSION – DfE**

A suspension, where a pupil is temporarily removed from the school and is an essential behaviour management tool for a school. A decision to suspend is not taken lightly and the reasons (although not exhaustive, are given in **Appendix 2**).

For the vast majority of pupils, suspension and permanent exclusion may not be necessary, and their behaviour can be managed by the strategies in our behaviour policy. Suspension and permanent exclusion will be necessary to ensure that pupils are protected from disruption and can learn and thrive in safe, calm and supportive environments.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

#### **Suspension Period of five days or less**

When a child is suspended from school, work will be set and monitored by the school. The responsibility for this rests with the class teacher to set and monitor work. All discussions with parents/carers will be recorded on Provision Maps.

Where a pupil is causing concern and may have had a number of suspensions, a Behaviour Plan (Pastoral Support Plan) and Risk Assessment will be completed.

The parents/carers may wish to make a written representation to the Schools Standards Board about a suspension. A parent/carer wishing to make representation should do so in writing as soon as possible. If the suspension is 6 days or less within one term, the Chair of the Governor Panel has discretion as to whether to call a meeting or not. The Chair of the panel will respond in writing to the parent and a copy of the response will be on the child's file. The Chair has the power to consider the reinstatement of the pupil following the governor guidance.

#### **Suspension of more than 5 and less than 16 days in any one term**

For a suspension (or series of suspensions) of more than 5 days but not more than 16 days in any one term, if parents/carers request a meeting with governors, the governors must hold the meeting within 50 school days of the governors' receiving notification of the suspension. The parents/carers and the school will be invited to present evidence to the governors challenging the decision to impose a suspension. Governors will make a decision, which will be provided via the Clerk to the Schools Standards Board in writing to the parents/carers and posted within 5 school days after the meeting.

If parents/carers do not request a governing board meeting, the governing board is not required to consider the suspension but does have the power to consider the reinstatement of the pupil, following the governor's guidance.

#### **Reasons for suspension:**

- Appendices 1 contains guidance on expectations.
- Including ongoing behaviour that is against the school behaviour expectations for example: rudeness, persistent refusal to follow school rules and requests from members of staff, swearing and persistent disrespectful behaviour.

## Off-site provision

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period.

For a suspension of more than five school days, the governing board will investigate and endeavour to arrange suitable full-time education for any pupil of compulsory school age. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.

Any time a pupil is sent home due to disciplinary reasons and will always be recorded as a suspension.

To ensure the positive re-integration of the pupil into the life of the school a reintegration meeting will be arranged.

In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

### **A suspension can also be for parts of the school day.**

For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered. **Permanent Exclusion**

The decision to permanently exclude a pupil, will be taken in response to a serious breach, or persistent breaches, of this policy, and where allowing a pupil to remain in the school would seriously harm the education or welfare of the pupil and/ or others in the school.

Only the Headteacher shall have the discretionary power to permanently exclude any pupil after consultation with the Chair of the Schools Standards Board. In exceptional circumstances, the Headteacher may decide to take this course of action without the pupil having had any previous suspensions. For example: (This list is not exhaustive)

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Possession, using or supplying of drugs, including medicines or alcohol
- Sexual or indecent assault
- Extremely serious damage to school property or building
- Persistent high levels of defiance or misbehaviour, in breach of the school's policies and ethos.

When a pupil's behaviour record shows persistently high levels of misbehaviour, the school will work fully with the pupil, parents/carers and external agencies to prevent a decision on a permanent exclusion from occurring. This can take the form of:

- Pastoral Support Plan and Risk Assessment being put in place with appropriate mentor support, external agency support.
- Managed move procedure being investigated.
- Investigating alternative curriculum provision models, on a temporary short-term or long-term basis, that might be more appropriate for the pupil's needs. Planned pastoral interventions; mentoring by a trusted adult or a local mentoring charity; regular reviews with the pupil and parents to praise progress and raise and address any concerns at an early stage; informing the pupil, parents and staff of potential external support.

For permanent exclusion, the Governor Panel should meet within 15 days of notification of the permanent exclusion. The School Standards Board will follow the required procedures as set out in the DfE -Suspension and Permanent Exclusion from maintained, academies and pupil referral units in England, pages 35- 44. All relevant information and guidance will be supplied to parents/carers as required, by the clerk to the Schools Standard Board.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place. This will be the pupil's 'home authority' in cases where the school is in a different local authority area. The school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.

## **Appendix 4 - GUIDANCE ON SEARCHING PUPILS**

### **Searching with consent**

Schools' common law powers to search: School staff can search pupils with their consent for any item.

1. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
2. Our Behaviour policy and occasional updates to parents/carers and pupils indicate what items are banned.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's Behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Searching without consent – What the law says:**

What can be searched for:

1. Knives or weapons, alcohol, illegal drugs and stolen items.
2. Tobacco and cigarette papers, fireworks and pornographic images.
3. Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
4. Any item banned by the school rules, which has also been identified in the rules as an item, which may be searched for.

The Headteacher and those staff authorised by the Headteacher have a statutory power to search pupils without consent. School staff can seize and confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents/carers will be informed when this happens. In the case of weapons, we will call the police to carry out the search if any reluctance or resistance to co-operate from the pupil is encountered. In other cases, we will seek to be as effective and discreet as possible by using the following guidelines:

1. She/he will be invited to hand over any suspected items or have a parent/carer/ or police attend if they choose not to comply. There may be circumstances when school staff will call the police for assistance if they consider it is appropriate.
2. Searches will be conducted with two or more members of staff present.
3. Unless there are exceptional circumstances or an emergency, both members of staff will be of the same gender as the pupil and the process will be conducted in a dignified manner.
4. Intimate body searches will not be conducted.

Under Article 8 of the European Convention on Human Rights, pupils have the right to expect a reasonable level of personal privacy. The strategies outlined above are the school's practical response to its philosophy of inclusion.