

THOMAS HARDYE SCHOOL

Behaviour Policy



Adopted By: Local Governing Body

Signed: Mr A. Moore
A.N. Moore

Date: 13/10/2021

Review Date: 12/10/2022

THOMAS HARDYE SCHOOL BEHAVIOUR AND EXCLUSIONS POLICY

Date of Policy: September 21

Date of Review: September 22

EQUAL OPPORTUNITIES STATEMENT

The success of this policy depends on students, staff and parents working together as equal partners in establishing good behaviour for the benefit of the whole school community.

The Governing Body and Head teacher of THS recognise and accept responsibility for promoting equal opportunities for all, as set out in the Schools Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, and Statutory Guidance – Exclusion from Maintained Schools, Academies and PRUs. The Policy complies with Section 89 of the Education and Inspections Act 2006.

AIMS

- To create a supportive working environment where excellent levels of learning can be achieved
- To make explicit and to maintain the standards of behaviour we expect
- To create a positive approach to discipline that will prepare students for life-long learning and the world of work
- To state the means by which we will work to achieve high standards through positive approaches to behaviour management
- To use praise and encouragement as a means of developing self esteem and reinforcing desired behaviour.
- To support school leaders in ensuring that correct decisions are made when apportioning sanctions and rewards to student behaviours.

EXPECTATIONS

We expect that every member of the school community will act with courtesy and consideration for others at all times, always acting in a socially responsible manner. The overall image of the school is very much created by the way our students present themselves in the local community. With the support of teachers and parents, students need to realise how important it is to be seen as sensible and mature young individuals aiming to achieve the best for themselves and the school. The Rights for Respecting School group worked together to produce a document for every tutor group in the school (**See Appendix A**).

This means that everyone should:

- act according to the stated Aims and Values of the school
- always try to understand the point of view of other people
- move sensibly about the school
- always speak politely, calmly and appropriately to everyone
- keep the school environment clean and tidy.

We will not tolerate:

- Violent or threatening behaviour
- Inappropriate language or swearing
- Refusal to follow instructions and defiance

- Racism or any other form of prejudice
- Dangerous behaviours
- Disruption to other people's learning

ENCOURAGING GOOD BEHAVIOUR

Expectations should be clearly explained, regularly discussed and reflected upon in tutor time, on a regular basis.

We recognise the importance of praise in developing self-esteem. We will always seek to identify and reward good work and good behaviour. This should be supported by frequent use of verbal praise and positive written comments on pieces of work.

REWARDS

(See Appendix B)

These are used on a routine, everyday basis for good work, attendance, and consistently good behaviour. College points are used in the Colleges for the student's good work/effort/involvement and postcards are sent home for exceptional achievement in these areas.

The Colleges have Presentation assemblies every term to celebrate their success where they receive vouchers for good work and attitude within each tutor group. The students in the Colleges are awarded recognition for achievement in Academic, Sport, Creative or Community involvement.

MANAGING CLASSROOM BEHAVIOUR

Students whose behaviour is disturbing the learning of others will be given an opportunity to change their behaviour; as per the Disciplinary Procedures (Appendix D) in the first instance it will be dealt with by the Classroom teacher. If the student does not comply then they may be removed from that lesson and dealt with by the Curriculum Coordinator. If no progress is made, then it will be referred to one of the subject link SLT and relevant College Team. The number of warnings a student is given will be recorded and monitored on SIMS.

External exclusion may be used following further investigation if appropriate. **(See Section 'Exclusions')**

DEALING WITH INAPPROPRIATE BEHAVIOUR

(See Appendix C – Sanctions)

All disciplinary actions are taken calmly. It should always be the teacher's intention to minimise conflict and maximise co-operation. All actions should be seen to be fair to the individuals involved. It is vital to consider the needs of the group. Reprimands and sanctions should be appropriate to the situation and clear reasons for an action taken should be given.

Sanctions are designed to discourage poor behaviour and support positive attitudes. They do not replace the need for excellent lessons that engage students in their learning. There is a clear disciplinary procedure for all staff to follow from Stage 1 through to Stage 6. **(See Appendix D – Disciplinary Procedures) (See Appendix E Procedure for serious breaches of the behaviour policy).**

FIXED TERM AND PERMANENT EXCLUSIONS

A 'disciplinary' penalty imposed on a student by the school is where his/her conduct falls below the standard which could be reasonably expected of him/her. e.g. Fails to follow a school rule or instruction from a member of staff.

This includes conduct off the school premises and outside of school time if it is reasonable for the school to impose a penalty to regulate the students' conduct at such a time.

The imposition of the disciplinary penalty is lawful if:

- 1. The penalty is not in breach of any legislation and is reasonable in all the circumstances.**
- 2. The decision was made by a paid up member of staff of the school or any other member of staff authorised by the Head.**
- 3. Any action taken to implement the decision was taken on the premises of the school, or at a time when the student was under the lawful control of a member of staff of the school.**

AGGRESSION, INTIMIDATION AND VIOLENCE

Aggressive, intimidating or violent behaviour is unacceptable and will not be tolerated at Thomas Hardye School. An incident does not need to result in physical harm for it to instigate serious sanctions. Each incident will be investigated and where necessary the perpetrator(s) will be punished and counselled.

Where the incident is minor a student may be isolated and this could result in exclusion.

Where there is violence, or where there is an attack by a student on another, exclusion will be used. The length of exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders will face permanent exclusion. In extreme cases the student may face permanent exclusion for a first offence.

Verbal, physical threats or intimidation against staff will be investigated and will result in exclusion. Depending on the severity of the situation verbal, physical threats or intimidation against staff may result in permanent exclusion.

Physical violence towards staff will result in permanent exclusion

The school retains the right to report incidents to the Police.

PEER ON PEER SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school takes a zero-tolerance approach to sexual harassment and sexual violence.

This is defined as:

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting

- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude and semi-nude images and/or videos, or sharing of unwanted explicit content.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and are never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis taking into account:
 - The age and developmental stage of the alleged perpetrator(s)
 - The nature and frequency of the alleged incident(s)
 - How to balance the sanction alongside the education and safeguarding support (if necessary, these should take place at the same time).

Sanctions for sexual harassment and violence may include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- A period of internal exclusion (length dependent on incident)
- Fixed term (length dependent on incident) or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate (see Appendix H), to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Refer to the police

Please refer to our child protection and safeguarding policy for more information.

WEAPONS AND DANGEROUS ITEMS

Students are not allowed to bring guns, knives, laser pens, other weapons and dangerous items to school. Students who do so will be excluded for a fixed period depending on the nature of the offence. Very serious offences will result in permanent exclusion.

The Police will normally be informed in all cases where a dangerous weapon is brought onto the school site.

THEFT

Theft will attract exclusion depending on the severity of the offence. The length of the exclusion will vary according to the severity of the incident: second and/or subsequent offences will attract a longer period of exclusion. Persistent offenders and very serious incidents will face permanent exclusion. In addition, the cost of those items that have been stolen will be recovered from the student involved. The Police will normally be informed in all cases where a theft has occurred.

HARMFUL OR ILLEGAL SUBSTANCES, ALCOHOL AND SMOKING

(see Thomas Hardy School's Drug Policy.)

SETTING OFF THE FIRE ALARM

Setting off the fire alarm or damaging fire protection equipment is a criminal offence that puts the health and safety of students and staff at risk. Any student who intentionally sets off the fire alarm will be excluded from school for one day. However, second and/or subsequent offences will attract a longer period of exclusion. In the case of persistent offenders' permanent exclusion will be considered.

SWEARING

Swearing is regarded as verbal abuse and is unacceptable.

The following sanctions apply:

- Using extremely offensive language in conversation may result in a zero tolerance removal from lessons
- Swearing at a member of staff will result in exclusion. Persistent offenders will face permanent exclusion.

DAMAGE TO THE SCHOOL FABRIC OR FURNITURE including damage on the school buses.

If the damage is accidental, there will be no charge. If the damage is the result of silly behaviour parents/carers will be informed and the cost of repair/replacement will be shared between those involved. Deliberate or malicious damage will result in the full cost of replacement or repair and, depending on the incident, further sanctions including exclusion may result. Serious offences may result in permanent exclusion.

BEHAVIOUR ON EDUCATIONAL VISITS OR HOME SCHOOL TRANSPORT including school buses.

Students on educational visits, and on the daily buses, are governed by the school's behaviour policy. It is expected that students behave well on educational visits and on the daily buses. Poor behaviour on buses can be extremely dangerous and is completely unacceptable. Likewise, rudeness to drivers and other adults will not be tolerated and may result in exclusion. Students who misbehave on the daily buses may be reported to DC – School Transport and the bus companies who are able to ban them from further travel on the buses concerned.

Students on educational visits could be sent home if their behaviour risks the health and safety of others or themselves. The school reserves the right to exclude the student from

any educational visits in the future. Should a student have to be sent home from an educational visit then the parent/guardian will be liable for any cost involved.

OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. educational visits)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised educational visit)

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Students who choose to bring mobile phones or other electronic devices into school will be responsible for their safekeeping: the school will not be responsible should they go missing or be stolen. Students should not have their mobile phones or other electronic devices switched on during lesson times. Students can only use their mobile phones or other electronic devices if asked to do so by a member of staff. If used inappropriately students will have their mobile phones or other electronic devices confiscated for the day and handed to the main office where parents/carers will be required to collect them.

Incidents of bullying using mobile phones or other electronic devices will be dealt with according to the Thomas Hardye School Anti-Bullying Policy.

TRUANCY

(see Attendance Policy)

DEFIANCE

Defiance of staff will not be tolerated and could lead to exclusion from the school. Continued defiance may result in a longer period of exclusion. In extreme cases, such as defiance of the Head teacher, students could face permanent exclusion.

DRESS CODE/ UNIFORM (See the School Uniform Policy)

Tutors are expected to check at each registration period that students fulfil the dress code and take appropriate action. All staff should reinforce the dress code. Contact with home by letter/telephone will be made if a problem persists. Parents are expected to write a note for the Tutor if they have sent a student to school, wearing clothing that infringes the Dress Code. The College team may send a student home to change if they are dressed inappropriately.

PERSISTENT INAPPROPRIATE BEHAVIOUR

Students who have been recognised as unable to behave appropriately on a persistent basis should have an agreed Pastoral Support Plan (PSP) – **Appendix E** or a variety of supportive measures, known as School Action (See SEN Policy). To support a student in danger of Permanent Exclusion this Pastoral Support Plan will be put in place.

Monitoring/Reporting Student Progress and Behaviour

This should be done formally and regularly through:

- a timetable of reviews and parent consultations throughout the year
- a regular check of the student's homework planner by the tutor
- placing students 'on report' in selected/all lessons
- drawing up targets with individual students
- arranging full subject reports on selected students
- College Team meetings and Staff Briefings at which individual students may be discussed
- The record of postcards sent home
- The behaviour and achievement log on SIMS
- The schools Exclusion Log
- Meetings with one of the Guidance Leaders
- Meetings with outside agencies
- Behaviour Support Plan
- Pastoral Support Plan

EXCLUSIONS

The Government has set clear guidelines for the use of 'exclusions' under the social inclusion policy. Before any permanent exclusion can occur, other than for serious impropriety which will lead to permanent exclusion, a Pastoral Support Programme must be seen to have been agreed, in place, operating and reviewed/amended depending on the success of the programme. This may take up to sixteen weeks before the Head teacher can exclude permanently; otherwise the decision may be overturned at appeal. In any case, permanent exclusions should be used as a last resort and only in response to serious breaches of school policy or criminal law. Exclusions will be undertaken in agreement with Dorset Council guidance notes. The Head teacher or the person deputising has the power to decide to exclude a student.

Exclusions can be:

- Internal exclusions whereby students remain in school and are provided with the work, but are isolated from the rest of the student body in an appropriate room, or within the class of 6th form students.
 - Fixed term where the student is normally excluded for between 1 and 10 sessions (half days) up to the legally defined maximum.....'Where a child received consecutive fixed period exclusions these are regarded as a cumulative period of absence for the purposes of this duty. This means that if a child has more than five consecutive days of exclusion then education must be arranged for the sixth school day of exclusion regardless of whether this is as a result of more than one fixed period exclusion.'
- Guidance Jan2015 – Vicky Day – Exclusions Officer

- permanent exclusion.

All serious breaches of the school policy should be investigated thoroughly under the leadership of the necessary staff e.g. College Leader, Assistant/Deputy Head teacher, and Guidance Leader. Witness statements should always be taken including a statement from the alleged perpetrator. The Assistant Head teacher will then make a decision based on the evidence available what action should be taken, making recommendations to the Head teacher. The Governing body accepts that senior leaders will make such decisions based on the principle of a balance of probability when conclusive proof is not available.

Where a student is given a fixed term exclusion of six school days or longer, the school is obliged to provide suitable full time education. A parent/guardian is always contacted by telephone in the first instance. A formal letter follows (**see Appendix F**) with a copy to the Chair of Governors. The letter and form are also recorded on the LEA's on line database.

A confidential Exclusion Log, which records details of every exclusion, is kept on SIMS. A written record of the actions taken must be kept together with copies of written records made by other members of staff, including any interview with the student concerned. A report on the number, type and nature of exclusions is given to the Governing Body at their meetings. Following a fixed-term exclusion, the student and parent/guardian will meet with the Assistant Head teacher, the College Leader and the Guidance Leader to be reintegrated back in to the school. Where possible a representative from any outside agencies, if appropriate, will attend this meeting. After which there will be a follow up interview with the student and the Guidance Leader in school. A reintegration form will be completed and placed in the students' file.

(See Appendix G – Reintegration form)

In the case of a permanent exclusion the school will send work home for the student to complete. From the sixth day the Local Authority is responsible for ensuring that full time education is provided.

Guidance on the use of external exclusion – Specific breaches of policy

Only the Headteacher, Deputy Headteachers and in their absence, Assistant Headteachers can make the decision to exclude a student from school, and it will be a matter of judgement for the Headteacher to consider each individual case on its own merits, and to decide an evidenced course of action appropriate for that student in the circumstances. However, a decision to permanently exclude a pupil should be taken only: -

- in response to serious breaches of the school's discipline (behaviour, Anti-Bullying or drug) policy, and/or
- if allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In most cases, before permanently excluding a pupil, a range of alternative strategies such as those included in paragraph 9 of 'Improving Behaviour and Attendance' booklet issued by the Department for Children, Schools and Families should have been tried, and normally, governors will expect that all other practical interventions have been exhausted prior to a student being excluded, and in all cases that all relevant legislation and guidance has been given due regard. Governors will also require, *in each case*, the Headteacher to support the decision to exclude a student with:

- acceptable relevant documentary and witness evidence, regarding the breach or breaches of policy that lead to exclusion. All written witness statements must be attributed, signed and dated.
- a clear record of interventions and strategies (including a reviewed Pastoral Support Plan) that failed prior to the exclusion – and where no interventions have been employed, clear evidence of why exclusion is necessary (includes cases where a PSP is in current use).
- a clear indication that current guidance and legislation has been complied with.

Exclusion is never appropriate for:

- poor academic performance
- pregnancy
- punishing students for the behaviour of their parents
- failure to do homework
- failure to bring into school required equipment or kit

Unless for the latter two points if the conduct appears to be unacceptably deliberate and sustained.

Normally, after investigation when required, minor breaches of the policy should not lead to a fixed term exclusion, but should be dealt with using other strategies. However, minor breaches of the policy may lead to one or more fixed term exclusion and, if minor breaches of the policy continue 'in open defiance' of the policy, the head teacher may then determine that there has been an irrevocable breakdown in the school /student relationship, this may then be treated as a serious breach of the policy, which may result in permanent exclusion.

Serious Breaches of the Policy:

- abusive, threatening or aggressive behaviour directed at a member of staff
- attempting to set fires
- assault on any person, aggressive or inappropriate or abusive behaviour or fighting
- bringing into school, receiving, supplying or using illegal, dangerous or banned substances or items
- bullying, intimidation or harassment of any nature
- deliberate destruction of school or private property
- misuse of computers or any other electronic communications device
- misuse of drugs or other substances
- theft or receiving stolen goods
- other criminal offences
- being in breach of bail conditions or community orders etc. (where this is detrimental to the school, its wider community or this policy).

After investigation, this type of breach of the policy will lead to fixed term exclusion and further breaches will lead to permanent exclusion, or to the Headteacher determining that there has been an irrevocable breakdown in the school/student relationship, leading to permanent exclusion.

Serious Breaches of Policy, which will lead to IMMEDIATE PERMANENT EXCLUSION

There may be occasions when in the judgement of the Headteacher it is appropriate to exclude a student permanently, for a single one-off break of the policy. These will include:

- serious actual or threatened violence against another student or member of staff
- sexual abuse or assault
- supplying an illegal drug (for payment or not), or any other substance knowing it is to be misused
- carrying an offensive weapon.

In these cases, it will be necessary for the Headteacher to be satisfied that there are reasonable grounds for believing that allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school, and that the action itself was a serious breach of the policy deserving immediate permanent exclusion.

Irrevocable Breakdown in the school/student relationship

In claiming this has occurred the Headteacher is stating that, in their opinion, allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school and that the student is behaving in open defiance of the school's behaviour policy.

DUTY OF GOVERNING BODY

The Governing Body has a duty to consider whether or not to reinstate a student, following exclusion by the Headteacher, within 15 school days of receiving notification of an exclusion in all cases of:

- i.) Permanent exclusion
- ii.) If the total days of exclusion number more than 15 in a term
- iii.) If the exclusion results in missing a public exam or national curriculum test.

The parents will be notified in writing of the Governing Body's decision, and in cases where the exclusion is a permanent one, parents must be informed of their right to have the decision reviewed by an Independent Review Panel.

The Independent Review Panel

The panel does NOT have the power to direct reinstatement. Its powers are limited to the following options:

- i) Upholding the decision
- ii) Recommending that the decision be reconsidered
- iii) If it considers the decision was flawed, it can quash the decision and direct that the matter be reconsidered.

Parents wishing to have the decision to permanently exclude a student reviewed by an Independent Review Panel should notify the Clerk to the Governors, at the school's address.

Appendices

- A = Rights and Responsibilities
- B = Rewards
- C = Sanctions
- D = Disciplinary Procedures
- E = Pastoral Support Plan
- F = Exclusion letter
- G = Reintegration Form

Amendments
09/21: Updated to reflect KCSiE 2021

