



MELBOURN VILLAGE COLLEGE
POSITIVE RELATIONSHIPS POLICY

Date reviewed: (Assistant Principal - John Barnes): September 2024

Date for next review: September 2025

Date of ratification by Governing board: 13th March 2023

| Document Control | | |
|---|------------|---|
| Edition | Issued | Changes from previous |
| 1 | | New policy |
| 2 | March 2023 | Addition of Appendix 1 and minor changes to appendix 3 re lateness/truanting/uniform |
| 3 | June 2024 | Addition of Appendix 8 re Exclusion policy Section on Malicious Allegations |
| 4 | Sept 2024 | Update section to 'No Physical Contact' |
| Policies/Documents referred to in this policy | | Post holders/Persons named in this policy |
| This policy links to other school policies on: PSHE Home School agreement Equality Act 2010 Voyeurism (Offences) Act, April 2019 Searching, Screening and Confiscation July 2022 Department for Education | | Governors Head Teacher SLT members Teachers and all other members of support staff DSL PSO HoY HoD Behaviour Lead |

Contents

| | |
|---|---|
| Summary | 3 |
| Values and Vision Statement | 3 |
| Pro-social Behaviour | 3 |
| Supporting All Learners | 3 |
| Unsocial and Anti-Social Behaviour | 3 |
| Recording, Reporting and Communication..... | 3 |
| Suspension and Exclusion | 4 |
| Introduction..... | 4 |
| 1. Roles and Responsibilities | 5 |

| | |
|---|----|
| 2. The Role of Proactive Education..... | 5 |
| 3. Rewards..... | 6 |
| 4. Staff Expectations..... | 6 |
| 5. Parent Expectations..... | 8 |
| 6. Student Expectations..... | 8 |
| 7. Malicious Allegations..... | 9 |
| 8. Code of conduct - Visits..... | 9 |
| 9. Anti-Bullying..... | 9 |
| 10. Child on Child Abuse..... | 10 |
| 11. Prejudice-Related Incidents and Bullying..... | 10 |
| 12. Consequences and support for inappropriate or challenging behaviour..... | 12 |
| 13. SEARCHING AND CONFISCATION (Searching, Screening and Confiscation July 2022 Department for Education.).... | 16 |
| 14. Additional Information..... | 17 |
| Appendix 1: Reward Procedure..... | 18 |
| Consistent pro-social behaviour over half a term..... | 18 |
| Consistent pro-social behaviour over a term..... | 18 |
| Appendix 2: Home/school agreement..... | 19 |
| PARENTS/CARERS..... | 19 |
| THE STUDENT..... | 19 |
| THE SCHOOL..... | 19 |
| Appendix 3: MVC Behaviour Procedure..... | 20 |
| Appendix 4: Subject Report..... | 24 |
| Appendix 5: PSO Report..... | 26 |
| Appendix 6: HOY Report..... | 28 |
| Appendix 7: Behaviour Contract..... | 30 |
| Appendix 8: Exclusion Policy..... | 31 |
| Exclusion Criteria..... | 31 |
| Legal and Regulatory Framework..... | 32 |
| Suspensions..... | 32 |
| Permanent Exclusions..... | 33 |
| Students with disabilities and Special Educational Needs (SEND) including those with Education, Health and Care plans (EHCP)..... | 34 |
| Students who have a social worker, including looked-after children, and previously looked-after children..... | 34 |
| Cancelling Exclusions..... | 35 |
| The Local Advisory Board's Role..... | 35 |
| Independent Review Panel..... | 37 |

Summary

Values and Vision Statement

Our therapeutic approach to behaviour management has been inspired by the Cambridgeshire Therapeutic Thinking model (formerly STEPs). Our aim continues to focus on the well-being, success, and achievement of our students. Our key focus is to ensure that students and staff communicate in an effective way to strengthen relationships into that of mutual respect and understanding – ‘Everybody is Somebody.’

Pro-social Behaviour

Behaviour that is positive, kind, helpful, shows concern for the feelings/rights of others, and benefits our society is recorded and rewarded. We will not use reward as a form of control; instead, we aim to encourage intrinsic motivation through regular verbal praise. We want students to feel good about exhibiting pro-social behaviours that go beyond our expectations. Extrinsic rewards will be awarded in recognition of the specific pro-social behaviour demonstrated.

Supporting All Learners

Our policy is clear that we value all pro-social behaviour in terms of kindness and respect; effort, attitude, and achievement; and contributions to the wider community. Our policy is also clear that we must challenge and educate when it comes to unsocial and anti-social behaviour.

All students are given the opportunity to rectify their behaviour in lessons by using informal and clear reminders before being told that the formal reminder process will begin. In addition, negative behaviour exhibited in a lesson, resulting in the student being removed, or outside of a lesson, a restorative conversation will be held with the appropriate member of staff. Educational or protective consequences may be necessary, but these will be communicated to the student either during the restorative conversation, or during contact/meeting with parents.

We understand that some of our students have special educational needs, mental health needs, or they may have suffered trauma; therefore, we will consider reasonable adjustments when deciding upon protective or educational consequences of unsocial or anti-social behaviour.

Unsocial and Anti-Social Behaviour

We define unsocial behaviour as non-compliance and anti-social behaviour as detrimental to others. Our behaviour procedure in appendix 3 outlines how we record and respond to these types of behaviours. For persistent unsocial and anti-social behaviour, Heads of Year will use the Graduated Response (STEPS) process, which involves gathering information, analysing the information, and formulating plans to prevent the continuation of negative behaviour. These plans are shared with staff to ensure there is consistency in our approach when supporting our students.

Recording, Reporting and Communication

All pro-social, unsocial, and anti-social behaviours will be recorded on Go4schools for parents to see. Staff will include details of the behaviour recorded and update with any outcomes in the ‘home notes’ section.

Anti-social behaviour such as derogatory language (involving racist, homophobic, sexualised comments); discrimination or bullying (verbal and physical) will be recorded separately. Action will be taken by the AAHT for behaviour and AHT for safeguarding, and parents will be informed.

Suspension and Exclusion

If the anti-social behaviour must result in a suspension or permanent exclusion, this will be at the sole discretion of the Head Teacher. Local and Government policy and protocol will be followed, and parents fully communicated with.

Please see Appendix 1 for further details about our reward procedure, and Appendix 3 for further details about our behaviour procedure.

Introduction

All staff at Melbourn Village College are committed to providing an environment where all students feel safe and secure and can thrive in an atmosphere of mutual respect. An integral part of that is a spirit of partnership and co-operation which helps all parties feel valued and part of a wider community. Good behaviour and discipline are at the heart of all successful communities, based on respect for oneself and others. It is vital that we therefore reward the positive behaviour that students exhibit and actively recognise all their achievements within school.

The whole ethos of Melbourn Village College is underpinned by our 3 keys to success:

- Be Ready
- Be Responsible
- Be Respectful

Building positive relationships and communication with students and parents/guardians is key to ensuring our students fulfil their potential and are readily prepared for life after Melbourn Village College. Pam Leo stated: "You cannot teach children to behave better by making them feel worse. When children feel better, they behave better." It is this sentiment that is at the very core of our behaviour policy and why staff at Melbourn Village College will follow restorative practices and the Cambridgeshire Therapeutic STEPs programme when communicating with our students. Staff will work with students to understand the feelings and thoughts behind their behaviour, enabling them to recognise any challenges, and look to solve them through positive discussions. The approach to building positive relationships with pupils will support their mental health and wellbeing.

The main aims of the policy are to:

- encourage positive attitudes to learning and to the school as a whole;
- encourage high levels of attendance and punctuality;
- recognise and celebrate student achievement;
- encourage positive attitudes in the classroom;
- develop student self-discipline;
- encourage students to be accountable for their actions;
- encourage students to recognise and respect the rights of others;
- affirm co-operation as well as a responsible independence in learning.
- Ensure the universal support for students' mental health and well-being is upheld

1. Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with equality legislation.
- monitoring the frequency and pattern of any prejudice-related incidents and the actions taken by school staff to address them.

The Headteacher with support from the rest of the Senior Leadership Team, is responsible for:

- ensuring that there are effective policies, procedures, recording and reporting systems in place for dealing with prejudice-related incidents
- ensuring that all prejudice-related incidents are dealt with effectively and that staff and pupils receive appropriate support
- providing training and ensuring that all staff, pupils and parents/carers are aware of their responsibilities
- monitoring the frequency and nature of prejudice-related incidents and the effectiveness with which the school tackles and seeks to prevent them
- reporting prejudice-related incidents to the Governing Body and Local Authority
- setting and monitoring equality objectives in partnership with the Governing Body and other school leaders.

Teachers and all other members of support staff are responsible for:

- challenging prejudicial attitudes and behaviours
- complying with school policies and procedures
- promoting equality through the curriculum
- modelling respectful behaviour
- responding to prejudice-related incidents according to school/college policy
- reporting incidents when they occur
- Ensuring student well-being is considered when interacting with pupils

2. The Role of Proactive Education

To promote and support positive relationships and behaviour choices, it is important to ensure students are taught about time keeping, attendance, taking pride in themselves, respect, understanding and tolerance. Melbourn Village College approaches these key areas through a wide variety of topics during:

- **Tutor time.** Tutors see their students for twenty minutes every morning. During this time, they will ensure all students are prepared and ready to learn by checking their equipment and uniform. Widening cultural capital is important when developing students' knowledge and understanding; this will be explored through current affairs discussions, quizzes and PSHE sessions.
- **Assemblies.** An assembly will be held once a week with every year group. The assemblies provide an opportunity for staff within the school, and external visitors, to highlight important and well-timed issues or messages for the students.

- **Personal, social and health education (PSHE).** In order to prevent prejudice-related incidents, we teach the following during PSHE sessions in tutor time and on identified days throughout the academic year:
 - how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)
 - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

3. Rewards

(Please see appendix 1 for reward procedure.)

Encouragement, praise and reward are an essential part of positive behaviour and have a motivational role in helping students to realise that good effort is valued and acknowledged. Verbal praise and encouragement should be used as often as possible in lessons to acknowledge the successes of students.

In addition to verbal praise, staff will be able to award students using the **'pro-social point system'** for contributions both inside and outside of lessons. A pro-social behaviour event will be recorded on Go4Schools by the awarding member of staff. These will accumulate and transfer into measurable rewards. (Please see appendix 1.)

Assemblies are used to celebrate student achievement, recognising academic achievement, attendance, extracurricular involvement and contribution to school life.

There is an annual Key Stage 4 Presentation Evening in the Autumn Term. This is a formal occasion attended by staff, students and parents. Formal Examination certificates and subject prizes for Year 11 are presented at this time.

4. Staff Expectations

All staff must accept responsibility for promoting positive attitudes and always adopt a positive attitude to students. Staff should take every opportunity to publicise and celebrate the successes of the school, and of individual students. Negative and cynical comments should be avoided. Students should be praised for good work and good conduct. Praise is much more effective than criticism in achieving positive development.

The quality of relationships within the school is vital for our success in promoting positive attitudes. Staff relationships with students should be based on a philosophy which:

- emphasises rights, responsibilities and rules;
- minimises hostility and embarrassment in staff/student interactions;
- develops and maintains respectful treatment of students as individuals;
- provides due right of reply to the student;
- creates a working and social environment for students that is both positive and supportive;
- is based on mutual respect.

Staff should always set a good example to students in terms of attendance, punctuality, standard of speech, manner and dress. When out and about in the school, staff should be seen to take the initiative at every opportunity. It is important to start a dialogue with the students, to greet students and to engage them in conversation.

Staff should never ignore poor behaviour. Students will take this to mean that the behaviour is condoned. For the most part, just a quiet word will be enough to re-establish the code of conduct expected of all students at Melbourn Village College.

In the classroom, it is vital that all teachers create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate positive attitudes and earn respect. It is important to:

- arrive before the class, if possible, and start on time;
- be prepared for the lesson;
- have high expectations of all students;
- place emphasis on achievement at the highest possible level for everyone;
- ensure adequate adaptation of learning to extend and motivate all students;
- make appropriate use of the recognition system;
- set out the aims of the lesson clearly at the beginning of the lesson including retrieval exercises and a Learning objective;
- place emphasis on attendance at lessons and ensure that a register is taken;
- insist that students are silent when you are talking to them or when class discussions are taking place;
- set appropriate ground rules for your classroom;
- encourage creative dialogue; confidence in discussion is important;
- keep an attractive, clean and tidy classroom; maintain interesting wall displays;
- be a visible presence around school encouraging positive behaviour always

Try to do all you can to **avoid** the following reactions, all of which have been shown to lead to deterioration in good behaviour, and a potential deterioration in the mental health and well-being of our students:

- **shouting** at students. This is humiliating for them and for you and is evidence that you are losing your self-control. Remain calm and speak in a normal voice.
- use **abusive language** or swear at students.
- **humiliating** students. Cynical and humiliating remarks build resentment and is likely to lead to confrontation.
- **over-reaction**. Positive behaviour needs to be encouraged by actions on a sliding scale. Usually, a quiet word is enough. Over-reaction merely provides an audience for the perpetrator.
- **criticising a person rather than his or her behaviour**. "You are so rude" is not a constructive way of dealing with someone who is talking during a discussion. "Your behaviour at the moment is rude and is preventing others from being heard" focuses on the behaviour and draws attention to the effects of their actions.

- **blanket punishments** - whole class punishments should be avoided as they breed resentment in the innocent.
- **over punishment.** Consequences need to be on a sliding scale: always try to use the minimum possible to make the necessary point. All such consequences need to be followed through by action.
- **Level of behaviour.** Understand what should result in a reminder. Would a quiet word be more appropriate?
- **Reminders on the board.** Do not use the board to highlight negative behaviour. If necessary, make a private note of the reminder and record on Go4schools

5. Parent Expectations

(Please see appendix 2 for the home/school agreement – currently under construction.)

Forming a positive and successful relationship between the school and parents is vital to ensure students achieve their full potential. Only when we communicate and work together can this be achieved. Therefore, all parents are expected to read and sign the home/school agreement to confirm they and their children understand and will adhere to the Positive Relationship Policy of Melbourn Village College.

6. Student Expectations

Successful learning and teaching can only take place in a stable, caring and orderly environment. We attach, therefore, significant importance to good discipline and to encouraging the development of responsible and positive attitudes.

The school's high expectations of students are made clear to them from the start and re-emphasised regularly. These high expectations form three key areas:

1. Be ready
2. Be respectful
3. Be responsible

Students are expected to:

- come to school ready to learn, ensuring they have the correct equipment
- adhere to the uniform policy
- be respectful of themselves and others
- work to the best of their ability to achieve their full potential
- take responsibility for their actions
- take part in discussions with their teachers after school if an issue has arisen

Students should always treat one another and other members of the school community with kindness and respect. They should actively challenge and report child on child abuse as described further down in this policy.

7. Malicious Allegations

Students that are found to have made malicious allegations are likely to have breached the academy's behaviour policy. The academy will therefore consider whether to apply an appropriate sanction, which could include suspension. Please refer to Safeguarding Policy. With the number of allegations and our experience this year – it is important to support staff and also make students aware of malicious allegations are not accepted.

8. Code of conduct - Visits

Organising and conducting educational trips or activities off the school premises helps to broaden and enhance students' understanding and knowledge. This is something the staff at Melbourn Village College are keen to undertake; however, this requires a good degree of trust between the staff and students. Staff will look closely at the behaviour record of a student. We retain the right to refuse permission for attendance on a school trip if there is an element of doubt that a student cannot be trusted to adhere to the code of conduct itemised below.

- No inappropriate use of the internet e.g. websites or cyber-bullying.
- No photographs or videos of people without their permission.
- Students are not allowed to smoke.
- Alcoholic drinks are not allowed to be purchased or consumed.
- Drugs (legal and illegal) are not allowed to be carried, purchased or used.
- Punctuality is essential. Students must be ready for all programmed activities.
- Students are expected to be polite and well-mannered at all times.

9. Anti-Bullying

At Melbourn Village College we take any form of Bullying seriously. We therefore ensure that the following actions can take place without fear of intimidation or ridicule. The main principles of antibullying are:

- Every student at Melbourn Village College has the right to enjoy learning free from intimidation;
- The staff and students at Melbourn Village College will not tolerate any unkind action or remark, even if these were not intended to hurt or offend;
- Challenge all forms of discriminatory behaviour on the grounds of gender, disability, race, sexual orientation, gender identity, sexualised language or religious belief.
- Any wilful, unkind action or comment will be considered bullying;
- Students should support each other by reporting all instances of bullying to a teacher;
- All bullying will be dealt with seriously;
- Parents and friends should help victims of bullying;
- Bullying is too important NOT to report;

- The school does not accept ‘banter’ as an excuse for harmful language and we will build a culture where this is not tolerated;
- Cyber bullying (the use of the internet, social media and digital devices as a tool for bullying) and its’ impact on students in school, whether conducted during school hours or not, is not tolerated by the school.

10. Child on Child Abuse

We recognise that child on child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; up skirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

We want to provide every opportunity for children to learn to respect one another. We are aware of our responsibilities under the [Equality Act 2010](#) to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. We celebrate the wide range of ethnic groups, cultures, languages and religious beliefs that are to be found in our school community and beyond. We seek to be welcoming to all different types of people and families and equally inclusive of people who have a disability and those who do not. This forms part of our wider work within school in promoting the British Values of mutual respect and tolerance.

We recognise that prejudice-related incidents do happen and we take them extremely seriously, recognising that they can cause harm to all those involved, as well as to our wider school community. By effectively tackling prejudice-related incidents, we seek to create a positive school environment for everyone and to safeguard the wellbeing of all pupils and staff. In doing so, we aim to fully meet our obligations under the 2010 Equality Act, as well as best prepare our children for life in modern Britain and to thrive in a diverse, globalised world.

11. Prejudice-Related Incidents and Bullying

We recognise that:

- **any** child may be affected by bullying.
- sometimes bullying is related to prejudice.

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, refer to our definition of bullying:

- *repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*
(Antibullying Alliance definition).

We know that experiencing bullying can have a significant, negative, and lasting impact on a child's emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have.

Defining Prejudice Related Incidents

At Melbourn Village College we define a prejudice-related incident as:

- any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010:

- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice related.

We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to:

- use of prejudicial language; ridicule and jokes; verbal abuse; physical assault; graffiti or damage to property; discriminatory behaviour e.g. refusing to work with a person; incitement to behave in a prejudicial manner; bullying, including cyber bullying.

Responding to Prejudice-Related Incidents

All prejudiced language or behaviour should be challenged and how that challenge is made will depend on the circumstances and severity of the incident, and on any previous similar incidents involving either the victim or perpetrator. The terms victim and perpetrator are used within this policy as they are terms that are easily understood; however, care should be taken not to use these terms in front of involved parties.

When dealing with any possible prejudice-related incident, members of staff will:

- treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident
- reinforce the school's position on discrimination and prejudice
- focus on the perpetrator's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable
- ensure that witnesses know what behaviour was not acceptable and why.

Prejudice-related incidents will always be properly investigated (by the staff member deemed most appropriate). The person investigating will:

- offer immediate support to the victim, acknowledging their feelings, reassuring them that the matter will be treated seriously and ascertaining whether they have been the victim of prejudice on previous occasions
- ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident
- approach witnesses to gain their accounts of the incident (in writing if appropriate)
- where appropriate, bring both parties together to give them a chance to be involved in resolving the situation
- determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved
- give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused
- address underlying issues (for example, with a playground dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as prejudice-related behaviour)
- ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this
- inform relevant members of the senior leadership team and parents/carers where this is deemed appropriate
- follow up with the perpetrator and victim after an agreed time period to decide whether any further action is needed
- where appropriate, ensure that there are subsequent opportunities for all pupils to develop their understanding of prejudice and discrimination, and to address any prejudiced attitudes. Such work will be implemented by the relevant PSO.

Recording and Reporting Prejudice-Related Incidents

Whenever a member of school staff deals with an incident that may be prejudice-related, they must record it on Go4schools and report it to the PSO/HOY or DSL.

The Designated Safeguarding Lead will then report all prejudice-related incidents to the LA using the online system 'PRfE (Prejudice Reporting for Education).

There may be occasions where a prejudice-related incident needs to be reported to the police as a potential hate incident or a potential hate crime.

If the perpetrator of a prejudice-related incident is a member of staff, the school's disciplinary policy will be followed. However, following a full investigation, this will still be recorded as a prejudice-related incident.

12. Consequences and support for inappropriate or challenging behaviour

Whilst we understand that students will make inappropriate behaviour choices at times, it is also important that students acknowledge these choices, understand them and learn from them. Restorative discussions with staff at the end of a school day will provide students with the opportunity to discuss the issue and focus on how to move forward. The basis of these discussions is outlined below. In addition, the restorative discussions will allow staff to discuss and decide upon any

reasonable adjustments for students with SEND provision, or students involved with external authorities.

Restorative discussion:

1. What has happened?
2. What were you thinking at the time
3. Who has been affected by the actions?
4. How have they been affected? (Teacher can respond to this question after the student as well)
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

During lesson time

(Please see Appendix 3 for further details)

If the behaviour of a student during a lesson is inappropriate, the following procedure will be applied:

- Follow the reminder, reminder removal process
- Phone reception and a PSO (Pastoral Support Officer) will be called to collect the student.
- Log the removal on Go4schools
- the student will be taken to the HOD (Head of Department) or appropriate member of staff within the department.
- The PSO will contact parents to inform them the student will be staying after school on the following day (unless the teacher has said differently in the 'school notes' section on Go4schools), log the scheduled restorative discussion on the central register and note if written permission has been given to leave after the discussion and before 4pm.
- The student will go to the identified classroom at 3pm to be registered and wait to be collected by their teacher for their restorative discussion.
- The student will be returned to the designated classroom and either stay until 4pm, or if written parental permission is given, the Behaviour Lead will allow them to leave the premises.
- The teacher will update the 'home notes' section on go4schools with the outcome of the discussion.
- If a student requires removing more than once from a subject, or from more than one subject, further consequences will be actioned – all of which will contain communication with the students and parents (See Appendix 3) As part of further action, a student may be required to be on report. Please see appendix 4 (subject report), appendix 5 (PSO report) and appendix 6 (HoY report). If a student is at the point of requiring a pro-social behaviour agreement and plan, please see appendix 7.
- For persistent unsocial and anti-social behaviour, Heads of Year will begin the STEPs Graduated Response process, which involves gathering and analysing information to formulate a plan to resolve the challenges.
- If the behaviour in the lesson is serious enough to raise concerns for the safety of the student and others, staff will call reception for an immediate removal. The PSO or HoY

(Head of Year) will keep the student with them. Parents will be notified, and appropriate action will be taken as directed by the Behaviour Lead or Assistant Principal responsible for whole school behaviour.

A student should not be left sitting outside classrooms or standing in corridors for a lengthy period of time (maximum 2 minutes).

Under no circumstances must a student be sent on their own to the PSO or Isolation room. This course of action is unsafe, unlikely to be effective and will disrupt other lessons.

Under no circumstances should a student be taken to the isolation room or AP classroom. Students removed from their lesson must go to the HoD or another member within the department.

The HoD must have a removal rota kept up to date. The member of staff having a student removed must inform the PSO which member of staff, within the dept, the student should be with. In case of absence, the HoD must ensure another member within their department is on the rota.

In and around the college outside of lesson time

(Please see Appendix 3 for further details.)

If inappropriate behaviour occurs outside of the classroom the following is required;

- A conversation with the student takes place to try and rectify the behaviour
- Record the behaviour on Go4schools
- If the behaviour requires a more extensive discussion, report the behaviour to the PSO or HoY, who will notify parents of the need for a restorative discussion (and why) after school on the same day with the PSO or HoY.
- If behaviour exhibited is repeated or deemed more serious, the student may require time out of circulation at break or lunchtimes. This will be at the HoY's discretion and parents will be informed by the PSO or HoY.
- For serious misconduct in the form of bullying, physical or verbal assault, harassment or discrimination of any kind, report immediately to the Behaviour Lead or Assistant Principal responsible for behaviour.

No physical contact. Under no circumstances must physical punishment be administered. This is illegal and a serious breach of the school's disciplinary rules for staff. The law does allow the physical restraint of students where it is judged necessary to prevent serious injury to the student or others. All contact with students must be recorded on physical intervention sheets (found in the safeguarding office).

Alternative Provision

To support students who find regulating their behaviour a challenge, or in the situation where mainstream education has become challenging for students, we have an alternative provision. Whilst in the alternative provision it is expected that learning continues in a productive and positive manner.

There may be a requirement for students to be temporarily removed from their lessons or specific subjects if:

- They have had to be removed from a specific subject on five occasions over a school term

- A student has had to be removed from most of their subjects
- There is a pattern of removals from a specific subject(s) emerging over time
- Safeguarding concern
- Reintegration from being educated off site

If it is agreed that a student will work in the alternative provision with the Inclusion Manager, the following will apply:

- The student will follow their usual timetable of lessons, but these will be held in the alternative provision classroom, overseen and supported by the Inclusion Manager
- Appropriate work and end of module assessments, which is in line with their peers in the classroom, will be set for the student on Teams. The work will need to be set ahead of the lesson in accordance with the student's timetable.
- If work is not set in line with the procedure above, the student will be returned to the classroom.
- Any student working in the alternative provision will be there for two-three weeks. Their behaviour and work rate will be tracked by their AP report.
- If the student's behaviour and work rate has not been of a good standard in the alternative provision, the decision may be made to extend the duration. Likewise, if the student's return to mainstream has been unsuccessful, they may return to the alternative provision for a longer period.

Under no circumstances should a student be sent to AP on their own or brought to the AP room accompanied by a member of staff. Students will only be accepted in AP when this has been agreed with the AAHT for behaviour. It is not for supervising students or for when students have been removed from lesson(s). If a student is partially timetabled to be in AP for certain subjects and they are removed from a subject where they attend lessons, the usual behaviour procedure should be applied; they should not be brought to the AP room.

If a student, for whatever reason, is unable to be in college and therefore requires an education offsite, the following will apply:

- The student will have an Individual Education Plan, which will be reviewed and updated by the Behaviour Lead/Inclusion Co-ordinator, external authorities, student, and parents every six weeks. The aim will be to reintegrate the student into mainstream education, but where this is not possible appropriate action will be taken to ensure the student receives access to education off-site.
- The Behaviour Lead will also conduct regular phone calls and/or home visits within the sixweek review period.
- The Inclusion Co-ordinator/ Behaviour Lead / Assistant Principal responsible for whole school behaviour will monitor attendance to ensure safeguarding.

Students out of circulation (isolation room)

There may be occasions where the best course of action for a student is that they are taken out of circulation at break and lunchtimes, or for an extended time and supervised in the isolation room. These occasions are detailed below:

- Inappropriate behaviour outside of the classroom that is deemed to be serious or repetitive
- When there is conflict between students
- When there is a concern of safety for the student and/or others

The HoY will contact the Behaviour Lead / Assistant Principal responsible for whole school behaviour who will decide if a student should be out of circulation and supervised in the isolation room at break and lunchtimes. A central register will be held and all staff supervising in there will be expected to keep it up to date.

Students should not be in the isolation room during lesson times unless this has been agreed with the Behaviour Lead/Assistant Principal responsible for whole school behaviour. For removals from lessons, they must stay within the department. If a student is removed from lessons for a longer period of time, they need to be with the PSO or HoY.

Suspension / Managed Moves

Whilst our policy underpins a restorative practice and every step will have been taken to resolve any poor behaviour choices by students, an occasion may arise in which the student is required to be suspended from the school site or temporarily educated at another school within The Cam Academy Trust. This action will be a last resort for a serious offence, continuous breach of our school rules, or if there is a safeguarding concern. The decision to suspend a student or direct a managed move will be at the discretion of The Headteacher.

13. SEARCHING AND CONFISCATION (Searching, Screening and Confiscation July 2022 Department for Education.)

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Two members of staff must be present to search a student; and, if possible, they are to be the same sex as the student to be searched. The student must be asked if they have been searched before and asked if this triggers any previous traumatic or anxiety related issues. To safeguard the mental health and well-being of students, the student's response must be considered and appropriate action taken by the members of staff to support the student.

There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

All searches must be recorded in the [search log](#) live, so that the questions are asked of the student at the time of the search.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- smoking paraphernalia
- fireworks
- pornographic images
- 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 the property of, any person (including the pupil).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search or if the student has not obeyed the school's policy. They can also seize any item; they consider harmful or detrimental to school discipline. Any illegal substances must be recorded in the substance log and reported to the police. Any weapons must be reported to the police. The assistant head teachers for pastoral care/safeguarding will contact the police as appropriate. Any mobile phones or jewellery items which have been confiscated will only be returned to the students' parents.

14. Additional Information

Students will be actively encouraged to make use of break and lunchtime to use the toilet. However, if a student requires to use the toilet within a lesson, they must discreetly ask the teacher. The teacher will issue the student with a toilet card. Teachers are responsible for minimising disruption to the teaching and learning, so if a student is repeatedly asking to go to the toilet during a lesson, parents will be contacted and either medical proof will need to be provided, or the student will have to ensure they use the appropriate times (break/lunch) to use the toilet.

Students who misuse computers or phones, for example by reading/sending personal emails, downloading inappropriate files or attempting to view or send inappropriate messages, pictures or websites will receive consequences relevant to the exact nature of the offence committed, including having their personal log-in removed for a period of time. Posting information about other pupils or staff without their permission, including pictures, will be taken very seriously.

Anyone who deliberately damages college property should expect to pay for any repair / replacement and/or take part in some community service, aiding the site team.

Appendix 1: Reward Procedure

Pro-Social Behaviour Expectations:

Be ready – equipment, uniform, homework, attendance, and punctuality.

Be respectful – kind and polite to everyone, follow instructions.

Be responsible – focus and complete all work in lessons, ask questions, ask for help, and work collaboratively with staff and students.

Rewards:

As part of our therapeutic thinking policy, staff will issue rewards that encourage intrinsic and extrinsic motivation. We encourage students to feel positive about exhibiting pro-social behaviours by focusing on verbal praise, as well as offering appropriate extrinsic rewards.

Rewards will be recorded on Go4schools as follows:

Pro-social (three points) – kindness and respect.

Pro-social (two points) – engagement, progress, and achievement.

Pro-social (one point) – attitude and effort.

Excellence (five points) – kindness and respect; engagement, progress, and achievement; attitude and effort; representing the school in the wider community.

Further information about the specific pro-social behaviour demonstrated will be detailed within the school and home notes sections. Although not an exhaustive list, below are some of the rewards students can expect to receive for demonstrating pro-social behaviour that goes above and beyond our expectations.

- Verbal praise
- Postcards
- Emails/phone calls to parents
- Early lunch pass(es)
- Certificates
- Student of the week (department)
- Personal letter from the Executive Head Teacher
- Termly celebration assemblies

Consistent pro-social behaviour over half a term

Heads of Department will forward the names of students who have received an 'excellence' positive event to the Executive Head Teacher's Personal Assistant, who will organise a letter to be sent to the student.

Consistent pro-social behaviour over a term

| Criteria | Reward |
|--------------------|---|
| ≤5 negative points | -Celebration assembly and event with HoY/PSO/Assistant Principal/Head Teacher -Certificates awarded and signed by Head Teacher -Refreshments provided |

Appendix 2: Home/school agreement

For your records – Below is a copy of the agreement signed as part of your child’s admission.

PARENTS/CARERS

I/We shall:

- Ensure that my child attends school, is on time, properly equipped and in correct uniform.
- Make the school aware of any concerns or problems that might affect my child’s work or behaviour.
- Support the school’s policies and guidelines for behaviour including supporting the school when it offers rewards and sets sanctions. For more information on our ‘Behaviour Policy’ please see our website.
- Support my child in homework and other opportunities for learning.
- Attend Parents’ Evenings and discussions about my child’s progress.
- Take an interest in school activities and events.
- Communicate positively with the school if I have any concerns or questions, whilst adhering to protocols for any organised meetings, examples to include ensuring I arrive on time, I will not record meetings without prior consent, and ensuring I behave in an appropriate and constructive manner.
- Any Verbal and Physical abuse will not be tolerated. If you display such behaviour you will be asked to leave the school site.

THE STUDENT

I will:

- Attend school every day and be on time to every lesson, including tutor time.
- Work to the best of my ability at all times in class and at home.
- Follow the school behaviour policy.
- Bring all the equipment I need every day.
- Wear the school uniform at all times and have a high standard of appearance.
- Be polite, helpful and respectful to fellow students, teachers, visitors and neighbours of the school.
- Keep the school clean, tidy and undamaged.

THE SCHOOL

The school will:

- Ensure that your child achieves their full potential as a valued member of the school community.
- Provide a balanced curriculum and actively provide information, advice and guidance so that your child can make the best choices about their future.
- Achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Keep you informed about general school matters and in particular your child’s progress.
- Let you know about any concerns or problems that affect your child’s work or behaviour.

- Keep you informed about school activities, work or behaviour through regular communication home, via email, text and letters.

Appendix 3: MVC Behaviour Procedure

Negative behaviour will be categorised by two areas:

- Unsocial – non-compliance
- Anti-social – to the detriment of others

Negative behaviour will be recorded on go4schools as follows:

| Behaviour Type | Points |
|---|--------|
| <ul style="list-style-type: none"> • Unsocial – homework, equipment, uniform • Unsocial – refusal to follow instructions | One |
| <ul style="list-style-type: none"> • Anti-social – bullying behaviours (includes any word or act of unkindness and all types of physical assault towards another student) • Anti-social – verbal abuse, swearing, rude and unkind comments or actions • Anti-social – compromises health & safety (safeguarding) • Anti-social – vaping or present with others vaping | Two |
| <ul style="list-style-type: none"> • Unsocial and anti-social behaviours | Three |
| Tracking purposes | |
| <ul style="list-style-type: none"> •• Toilet request •• School/home contact •• 1st lesson removal • 2nd lesson removal 3rd lesson removal 4th lesson removal 5th + lesson removal | Zero |

Details about the behaviour, actions and outcomes will be recorded in the school and home notes sections of go4schools.

Unsocial and anti-social behaviour in and around college.

All staff are expected to challenge and take responsibility for challenging unsocial and anti-social behaviour.

| | |
|---|--|
| <p>Minor unsocial behaviour deemed as low level E.g. a student initially refuses an instruction, but after a discussion they comply, this will be considered minor.</p> | <p>Quiet discussion / restorative conversation / educational consequence with the member of staff involved.</p> |
| <p>Major persistent unsocial or any anti-social behaviour. E.g. a students continues to refuse to follow an instruction, or exhibits a behaviour deemed as anti-social, this will be considered major.</p> | <p>Challenge and record the behaviour. Refer to the Head of Year who will action an educational and protective consequence deemed appropriate.</p> |

| | |
|---|--|
| Serious anti-social behaviour. E.g. if a student physically assaults another student, or verbally abuses a member of staff, this will be considered serious. | Challenge and record the behaviour. Refer to the AAHT for behaviour who will action an educational and protective consequence. |
|---|--|

Lateness and truanting will be tracked by Heads of Year.

- Late to one lesson = 20 mins out of circulation at lunchtime
- Late to two lessons = whole of lunchtime out of circulation
- Late to three or more lessons = attend afterschool until 4pm
- Truanting = afterschool until 4pm
- Failure to arrive at lunchtime = afterschool until 4pm • Parents will be contacted if lateness or truancy persists.

Serious behaviour incidents

Serious anti-social behaviour such as bullying and physical assault will be reported to the Associate Assistant Head teacher for behaviour and/or the Assistant Head Teacher for safeguarding, fully investigated, recorded on **go4schools** and appropriate action taken. Parents will be fully informed of an outcome. Serious anti-social behaviour such as derogatory language (including homophobic language, racism and sexualised language), discrimination and sexual assault will be reported to the Associate Assistant Head teacher for behaviour and/or the Assistant Head Teacher for safeguarding, fully investigated, recorded on **MyConcern** and appropriate action taken. Parents will be fully informed of an outcome.

Lesson removals:

| | |
|---|--|
| Students given clear instructions / spoken to quietly outside of the classroom. | Following gentle reminders/clear instructions/spoken to outside of the classroom, students will be notified that formal reminders will be issued. Formal reminders will begin when it is clear the student is wilfully behaving in an unsocial manner. Removals should always be a last resort having tried to encourage a positive relationship with the student(s). |
| Formal reminder 1 | |
| Formal reminder 2 | |
| 1st lesson removal | Restorative conversation with class teacher at 3pm the following day – educational consequence discussed. |
| 2nd lesson removal | Restorative conversation with class teacher and Head of Department at 3pm the following day – educational consequence discussed. |
| 3rd lesson removal | Parent contact/meeting with class teacher. Student on HoD report for two weeks. (Must be completed in full before moving to the next stage.) Head of department to liaise with Head of Year |
| 4th lesson removal | Parent meeting with class teacher and Head of Department. Pro-social behaviour agreement implemented. (Must be completed in full. HoD reports and behaviour agreement passed to the HoY before moving to the next stage.) Head of department to liaise with Head of Year |

| | |
|--|--|
| 5th+ lesson removal | Head of Department to refer to Head of Year to begin STEPs graduated response (early prognosis; predict, prevent, progress; therapeutic plan.) |
| Patterns of removals across three or more subjects | <ol style="list-style-type: none"> 1. Head of Year will contact parents. Pastoral Support Officer report – one week. 2. Head of Year will contact parents. Head of Year report – two weeks. 3. Head of Year will meet with parents. Pro-social behaviour agreement to outline issues and actions/strategies produced and signed. 4. Head of Year will begin graduated response (early prognosis; predict, prevent and progress; therapeutic plan). |

***Anti-social behaviour (major) must be reported to the Head of Year; anti-social behaviour (serious) must be reported to the AAHT for behaviour and AHT for safeguarding in addition to the lesson removal process.**

Student removals will begin at zero at the start of a new term; however, Heads of Year will track behaviour for patterns and implement appropriate action.

Restorative Conference Script

- What has happened?
- What were you thinking/feeling at the time?
- Who has been affected by these actions and how?
- What needs to be done now to make things right and how can we do things differently in the future?

Teachers will:

- telephone for a PSO to collect the student, who will take them to the Head of Department/teacher within the department.
- record the lesson removal immediately on go4schools and record the behaviour that led to the removal (details in school and home notes) on go4schools by the end of the school day.
- follow the script for a successful restorative conversation.
- update school and home notes with the outcome of the restorative conversation or parent meeting.
- escort students to their restorative conversation if there is a note to do so on their P5 register.

Pastoral Support Officers will:

- contact parents at the end of the school day to inform them of a restorative conversation for the following day.
- add students to the restorative conversation register.
- put a note on period 5 registers for teachers to escort students at 3pm.
- contact parents at the end of the school day if students have not arrived for a restorative conversation to arrange for students to stay afterschool until 4pm.

Students will:

- attend the restorative conversation at 3pm the following day after the removal.
- not attend the lesson until the relevant action has taken place.

- stay the following day until 4pm if they do not arrive for a restorative conversation.

Educational and Protective Consequences

Specific consequences will be decided depending on the context of the situation and the type of unsocial or anti-social behaviour exhibited. Consequences are considered using two categories: educational and protective. Educational consequences are logical and designed to educate students in relation to both unsocial and anti-social behaviour. Protective consequences are used for students to protect themselves and others from repeated unsocial and anti-social behaviour.

Although not an exhaustive list, below are examples of the types of consequences that may be actioned.

Educational Consequences

- Contact with parents to work collaboratively with the student.
- Restorative conversation.
- A piece of work/homework given in direct relation to the behaviour exhibited.
- Spend an hour after school having a focused discussion with a member of staff.
- Spend an hour after school catching up on any work missed.
- Community service action. E.g. a duty task given by the teacher.
- Specific unit of work/programme delivered by a member of staff.
- Involvement from external agencies to support.

Protective Consequences

- A set time out of circulation at break and/or lunch times.
- Escorting to and from lessons.
- Respite within the Alternative Provision Classroom.
- A reduced timetable on an Individual Alternative Education Plan.
- A fixed term suspension
- A managed move

Repeated unsocial and/or anti-social behaviour

Heads of Year will track the behaviour of students in their year group. Where repeated unsocial and/or anti-social behaviour occurs, the following will be implemented and will include educational and protective consequences:

- Regular contact with parents.
- PSO/HoY report to open regular dialogue and track progress
- Pro-social behaviour agreement that outlines the student's challenges, and actions needed to resolve them.
- STEPs Graduated Response (Early prognosis; predict, prevent & progress; therapeutic plan). This involves gathering information, analysing the information, and formulating plans to prevent the continuation of unsocial and/or anti-social behaviour. As part of the plans, educational and protective consequences will be applied. These plans are shared with staff to ensure there is consistency in our approach when supporting our students.

Appendix 4: Subject Report

Name: _____

Start date: _____

| | ATL 1 = poor 4 = excellent | Comments including time of arrival | Date of lesson | Staff Signature |
|-----------|---|---|-----------------------|------------------------|
| L1 | | | | |
| L2 | | | | |
| L3 | | | | |
| L4 | | | | |
| L5 | | | | |

ATL Grading Guidance

| 1 = Poor | 2 = Okay | 3 = Good | 4 = Excellent |
|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|
| Completes no work | Attempts work but to a poor standard | Completes the work | Works hard to complete the work |
| Not Motivated | Very little interest shown | Shows interest most of the time | Highly motivated |
| Does not listen to any instructions | Listens to a few instructions | Listens to most of the instructions | Listens and makes good contributions |
| Disrupts the learning of others | Talks with friends in class | Only talks about the work | Works well with others |

HOD _____

Appendix 5: PSO Report

Name: _____

Date: _____

| | ATL 1 = poor 4 = excellent | Positive Comments | Time Arrived | Staff Signatures |
|-----------|---|--------------------------|---------------------|-------------------------|
| P1 | | | | |
| P2 | | | | |
| P3 | | | | |
| P4 | | | | |
| P5 | | | | |

ATL Grading Guidance

| 1 = Poor | 2 = Okay | 3 = Good | 4 = Excellent |
|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|
| Completes no work | Attempts work but to a poor standard | Completes the work | Works hard to complete the work |
| Not Motivated | Very little interest shown | Shows interest most of the time | Highly motivated |
| Does not listen to any instructions | Listens to a few instructions | Listens to most of the instructions | Listens and makes good contributions |
| Disrupts the learning of others | Talks with friends in class | Only talks about the work | Works well with others |

PSO _____

Appendix 6: HOY Report

Name: _____

Date: _____

| | ATL 1 = poor 4 = excellent | Positive Comments | Time Arrived | Staff Signatures |
|-----------|---|--------------------------|---------------------|-------------------------|
| P1 | | | | |
| P2 | | | | |
| P3 | | | | |
| P4 | | | | |
| P5 | | | | |

ATL Grading Guidance

| 1 = Poor | 2 = Okay | 3 = Good | 4 = Excellent |
|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------------------|
| Completes no work | Attempts work but to a poor standard | Completes the work | Works hard to complete the work |
| Not Motivated | Very little interest shown | Shows interest most of the time | Highly motivated |
| Does not listen to any instructions | Listens to a few instructions | Listens to most of the instructions | Listens and makes good contributions |
| Disrupts the learning of others | Talks with friends in class | Only talks about the work | Works well with others |

HOY _____

Appendix 7: Behaviour Contract

| Melbourn Village College Pro-Social Behaviour Agreement | | |
|--|--------------|-------|
| Name: | Tutor Group: | Date: |
| Specific areas of challenge: | | |
| Agreed actions/strategies: | | |
| Additional Notes (if applicable): | | |
| Signed (Student): | Date: | |
| Signed (parent): | Date: | |
| Signed (Head of Year/Head of Department): | Date: | |
| Review date: | Date: | |

Appendix 8: Exclusion Policy



MELBOURN
VILLAGE COLLEGE

EXCLUSION POLICY

| | |
|---|-------|
| Criteria | 2 |
| Suspensions | 2 - 3 |
| Permanent Exclusion | 3 |
| Exclusion of a student with Special Educational Needs | 4 |
| Exclusion of a student with a Social Worker | 4 - 5 |
| Cancelling exclusions | 5 |
| Local Advisory Board | 5 - 6 |
| Independent Review Panel | 7 |

Exclusion Criteria

Sometimes a student's behaviour will lead to a period of suspension from school or a permanent exclusion will sometimes be necessary as a last resort. This is to ensure that other students and staff are protected from disruption and can learn in safe, calm and supportive environments. Melbourn Village College conforms to the Department of Education Guidance entitled '**Statutory Guidance on Suspensions and Exclusions (September 2023)**' when making decisions on suspensions and exclusions. A copy of this document can be downloaded from the Department of Educational website:-

<https://www.gov.uk/government/publications/school-exclusion>

Our Exclusion Policy should be read in context with the school's Positive Relationships (Behaviour) Behaviour policy and SEND policy.

Legal and Regulatory Framework

This policy is compliant with the following legislation and statutory guidance:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006;
- The Education Act 1996;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2023);
- Behaviour in Schools Advice for headteachers and school staff, July 2022.
- Mental Health and Behaviour in Schools, November 2018;
- Understanding your data: a guide for school governors and academy trustees, September 2021.

What is an Exclusion?

Exclusion is a disciplinary sanction and means that a student is not allowed on the school premises for the duration of the Exclusion.

A student may be excluded for one or more fixed periods up to a maximum of 45 school days in a single academic year, or permanently. A student can also be excluded for lunchtimes.

There are two types of Exclusion:

- Suspensions (previously call fixed-term exclusions)
- Permanent Exclusion

Suspensions

This means that a student is not allowed in school for a specified number of days because they have breached the school's behaviour policy. Students who misbehave at lunchtime may be suspended for lunchtime only. Each

lunchtime suspension counts as half a day.

Whenever a Headteacher suspends a student of compulsory school age they must, without delay, notify parents/carers of the period of the suspension and the reasons for it. They must also notify the Local Authority, Social Services and other agencies involved with the student where appropriate. In addition, the Headteacher must notify the Local Advisory Board where there is a legal duty to do so and where any suspension would result in the student being suspended for more than five school days (ten lunchtimes) in a term.

The student is not allowed on the school site for a definite period; however, this does not have to be a continuous period. This might apply if a student attends college or other off-site provision for part of the week.

When a student is suspended, the school must set and mark work for the first five days of the suspension and from the sixth day must provide a full-time education provision. Reasonable adjustments will be made for those students with special educational needs.

- During the suspension, the student must not be in a public place during school hours and the parents/carers are responsible for the whereabouts of the student.
- On returning to school, there will be a re-integration meeting, in which all those concerned can discuss the best way forward for the student.

The school cannot extend a suspension or 'convert' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

In exceptional circumstances, students may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter, setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

Permanent Exclusions

This is when a student is permanently excluded for a serious breach or persistent breaches of the school's behaviour policy and if their being in school would harm the education or welfare of themselves or of others. Permanent exclusion should only be used as a last resort, and it means that the student would no longer be allowed to attend the school.

- For the first five days, the parents/carers are responsible for the student's whereabouts, and he/she must not be in a public place during school hours.
- For the first five days, the school should set work and provide resources for the student.
- Any appropriate referrals to support services or notifying key workers (such as a student's social worker) will also be considered.
- The Local Authority must arrange suitable full-time education for the student to begin no later than the sixth day of the exclusion.
- Where a student has an EHCP, the Local Authority must ensure that an appropriate fulltime placement is identified in consultation with the parents/carers, who retain their rights to express a preference for a school that they wish their student to attend or make representations for a placement in any other school.

The school's Local Advisory Board will meet:-

- to decide whether or not to reinstate a student and if the Headteacher decision to exclude was justified based on the evidence.

- For parents/carers and the student to have an opportunity to present their point of view, regarding the exclusion.

If the permanent exclusion is upheld by the members of the Local Advisory Board, the parents/carers have the right to appeal to an Independent Review Panel.

When establishing the facts in relation to an exclusion decision, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Students with disabilities and Special Educational Needs (SEND) including those with Education, Health and Care plans (EHCP)

There are certain factors that should be taken into consideration for students who display disruptive behaviour that is as a result of their Special Educational Need (SEND).

Schools should engage proactively with parents/carers in supporting the behaviour of students with additional needs. Early intervention to address underlying causes of disruptive behaviour should include.

- An assessment of whether appropriate provision is in place to support any SEND or disability that a student may have.
- The Headteacher should also consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour.
- The Headteacher and Local Advisory Board must take account of their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

Where a school has concerns about the behaviour, or risk of exclusion, of a student with additional needs, a student with an Educational Health Care Plan (EHCP) it should, in partnership with others (including the Local Authority as necessary) consider what additional support or alternative placement may be required.

The decision to exclude a student must be lawful, reasonable and fair. Schools have a statutory duty under the Equality Act 2010 not to discriminate against students on the basis of protected characteristics, such as disability.

Students who have a social worker, including looked-after children, and previously looked-after children

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community.

For Children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential.

When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, headteachers should balance this important reality with the need to ensure calm and safe environments for all students and staff, so should devise strategies that take both of these aspects into account.

Where a student has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the student's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's Virtual School Head (VSH) as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the academy address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This should be reviewed every term and any concerns about the student's behaviour should be recorded, as well as how the student is being supported to improve their behaviour and reduce the likelihood of exclusion.

Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the student.

labelling Cancelling Exclusions

The headteacher may cancel an exclusion that has already begun (or one that has not yet begun), but this can only happen where the Governor Disciplinary Committee has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled, then:

- Parents, the governors, and the local authority should be notified, including the reason for the cancellation without delay, and, if relevant, the social worker and Virtual School Head;
- Parents should be offered the opportunity to meet with the Headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governors once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governors to have appropriate oversight and;
- The student should be allowed back into the school.

labelling The Local Advisory Board's Role

The Local Advisory Board has a duty to consider parents/carers' representations about a suspension or permanent exclusion. This duty has been delegated to the Governor Disciplinary Committee.

The Governor Disciplinary Committee must consider the reinstatement of a suspended or permanently excluded student within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- The exclusion is permanent;
- It is a suspension which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- It would result in a student missing a public examination or national curriculum test.

If a student would be suspended from school for more than five school days, but not more than 16, in a single term, and requested to do so by the parents/carers, the Governor Disciplinary Committee must meet within 50 school days after they receive the parent's request. Parents do not need to be present when the governors meet.

In the case of a suspension which does not bring the student's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents/carers. The governing board is not required to arrange a meeting with parents/carers. If a parent wishes to submit representation to Governors this should be done in writing, with the school having the entitlement to respond to Governors to the issues raised. This submission will then be considered by the members of the designated Governor Disciplinary Committee which will take place on the date of the next scheduled meeting of the Local Advisory Board. This meeting **cannot direct reinstatement as it does not have the power to overturn the headteacher's decision**. In this case Governors should consider whether it would be appropriate to place a note of their findings on the student's educational record. Parents will be written to by Governors following the meeting regarding:

- Did the school follow the published policy
- Are governors satisfied by the school's response to the parents' written submission • Any details regarding follow up actions required by the school.

When establishing the facts in relation to a suspension or permanent exclusion decision the governing body must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'.

Excluded students are encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

In the light of their consideration, the Governor Disciplinary Committee may (where applicable):

- uphold a suspension or permanent exclusion; or
- direct reinstatement of the student immediately or on a particular date.

Where reinstatement is not practical because, for example, the student has already returned to school following the expiry of a suspension or the parents/carers make clear they do not want their student reinstated, the Governor Disciplinary Committee must, in any event, consider whether the Headteacher's decision to exclude the student was justified based on the evidence.

In reaching a decision on whether or not to reinstate a student, the Governor Disciplinary Committee should consider whether the decision to exclude the student was lawful, reasonable and procedurally fair, taking account of the Headteacher's legal duties.

Independent Review Panel

If applied for by parents/carers within the legal time frame, an independent review panel hearing will be arranged by the Trust to review the decision of a governing body not to reinstate a permanently excluded student.

The legal time frame for an application is:

- within 15 school days of notice being given to the parents/carers by the Governor Disciplinary Committee of their decision to uphold a permanent exclusion or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion.

If requested by parents/carers in their application for an independent review panel, the Trust must appoint a SEND expert to attend the panel and cover the associated costs of this appointment. The SEND expert's role is like that of an expert witness, providing impartial advice to the panel on how special educational needs might be relevant to the exclusion, for example, whether the school acted reasonably in relation to its legal duties when excluding the student. Parents/carers have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their student has SEND.

The role of the panel is to review the governing body's decision **not to reinstate a permanently excluded student**. In reviewing the decision, the panel must consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school.

The panel must apply the civil standard of proof, (i.e., 'on the balance of probabilities' it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

Following its review, the panel can decide to:

- uphold the permanent exclusion decision;
- recommend that the governing body reconsiders their decision, or
- quash the decision and direct that the governing body considers the permanent exclusion again.

An independent review panel does not have the power to direct a Local Advisory Board to re-instate a permanently excluded student. However, where a panel decides that a Local Advisory Board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a Local Advisory Board to reconsider its decision.