

Behaviour Policy September 2020

Reviewed by J Credie July 2020

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Key components of our Behaviour Policy:

Three expectations:

1. We are ready to learn
2. We are kind
3. We are safe

Differentiation:

We differentiate our behaviour policy as appropriate to meet the needs of all pupils within our school community, in line with the Equality Act (2010).

A graduated response:

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour.

Environmental consistency:

At Witton Park, we recognise that consistency and routines help pupils to feel safe. We aim to ensure that:

All school staff have read the school's behaviour policy and feel confident in applying the policy.

We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations.

All school staff are aware of the strategies being used to support individual pupils with additional needs.

All school staff use Emotion Coaching to support pupils' emotional needs and provide discipline.

Engagement with parents/carers:

Witton Park Academy values parents/carers as experts. We will provide feedback on your child's emotional wellbeing at Parents' Evenings, but will also contact you immediately if we have any concerns about your child's wellbeing. We also place great value on feedback from parents/carers about the wellbeing of your child. If you have any concerns, or would like to provide feedback on our behaviour policy, please do not hesitate to contact ...

The role of staff:

We value and prioritise our relationships with pupils and their families.

We will consider the individual and the context.

We will use a calm tone, carefully selected language of choice and take-up time.

We will model the behaviours we wish to see.

We will always give pupils a fresh start as required.

We will use **Emotion Coaching** principles to support pupils, parents/carers and our colleagues

Recognising behaviour that embodies our school expectations:

At Witton Park Academy, we recognise behaviour that embodies our school expectations by providing specific verbal feedback or other rewards. The Rewards Policy details the types of rewards that have been jointly agreed by pupils and staff via the school council.

Pupil movement around school:

At Witton Park Academy, pupil movement into or out of school, into the dining hall, from one classroom to another, is supported by:

Greeting pupils at the entrance to the school/classroom/dining hall;

Maintaining high staffing levels during less structured times like breaks & lunch;

Ensuring all pupil know to seek help from Student Services if they are unsure about where to go.

Providing individual arrangements for children who find movement around school particularly challenging, for example leaving the classroom before/after other children with an escort.

Our Moral Purpose

**CHILDREN
COME FIRST;
THEY ARE AT
THE HEART OF
ALL THAT WE
DO**

**POSITIVE
RELATIONSHIPS
UNDERPIN ALL
OUR WORK**

**HIGH
EXPECTATIONS,
NO BARRIERS
– EVERYBODY
CAN ACHIEVE**

Policy Statement

Witton Park Academy strives to create a school community which embodies our aspiration to build a nurturing, caring ethos which permeates our school environment.

We have developed a behaviour policy which places relationships as the cornerstone for pupils to thrive, both academically and in relation to their wellbeing.

Our trauma informed approach to behaviour management benefits all pupils and staff for the following reasons:

- Relationships and a young person's sense of safety and security are placed at the heart of classroom management.
- Our approach encourages nurture, respect and empathy, even when a young person is presenting with behaviours that feel challenging.
- Individual circumstances are taken into account.
- A sense of community and belonging is promoted.

Our Aims

- To ensure that all members of the school community feel respected and safe.
- To encourage relationships between all members of the school community that facilitate effective learning.
- To allow pupils to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, nurtured through our expectations of a Witton Citizen.
- To teach pupils how to communicate their thoughts and feelings in a way that is beneficial now and in their adulthood.

Purpose of the behaviour policy

To provide guidance to staff and pupils that can be:

- Easily understood and used
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy
- Monitored and evaluated as part of a plan-do-review cycle, with input from pupils, parents/carers and governors.

The Five Key Principles of our Behaviour Approach

Principle One: Building relationships, empathy and a feeling of safety take precedence over other means of discipline.

When pupils exhibit challenging behaviours, in the first instance, we use the four steps of emotion coaching to build relationships, empathy and a feeling of safety:



Principle Two: Discipline represents an opportunity to teach and nurture

- **What was the function of (i.e. the reason behind) the behaviour?**
- **What lesson do I want to teach at this moment?**
- **How can I best teach this lesson?**

The root of “discipline” is the word disciple, which means “student”, “pupil”, and “learner”. A disciple is not a recipient of punishment, but one who is learning through instruction. (Siegel and Payne Bryson, 2018).

Principle Three: We aim to understand the function behind the behaviour

At Witton Park Academy, we aim to understand what a pupil might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need.

Principle Four: The pupil is separate from their behaviour

At Witton Park Academy, we see pupils as separate from the behaviours that they may exhibit; we demonstrate this through our language of choice – words and phrases used to describe the pupil and their behaviour.

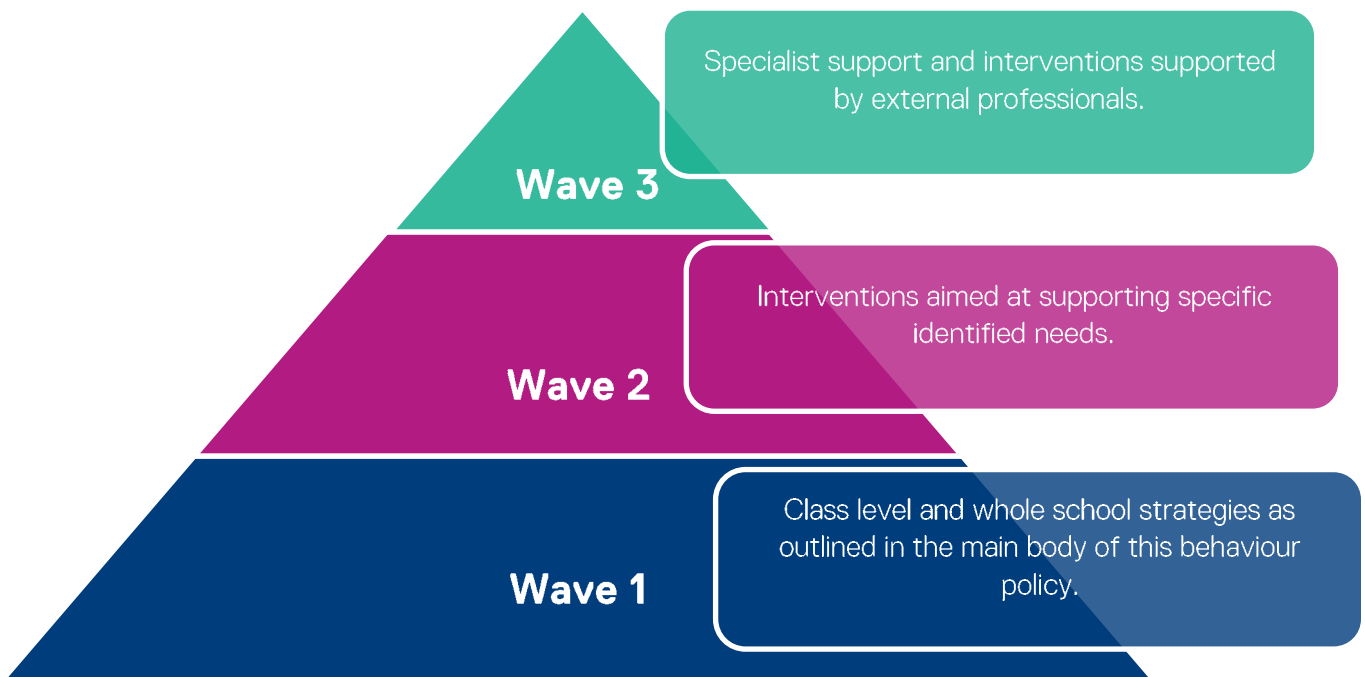
Principle Five: Routines help people to feel safe, but some pupils need differentiation within an overall structure

Whilst the majority of pupils will thrive when our whole school approach to behaviour is applied, we recognise that some of our pupils will need further support and intervention, and a few will require more intensive, individualised support. As such, our behaviour policy outlines the different levels of support available dependent on an individual's level of need.

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Our Graduated Response to Behaviours

Pupils have a wide range of individual needs which change over time. As such, they require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of pupils at Witton Park Academy, some pupils will require extra support in order for us to ensure an equitable school environment. A graduated response to behaviour allows staff to support pupils according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response:



Pupils will be provided with support based on their level of need. Given that Witton Park Academy views behaviour as a communication of need, frequent behaviours will be seen as an indication that the level of support may need to be increased (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the pupil, their parents/carers and external professionals as appropriate.



Interventions and Support at Class and Whole School Level

Class Level

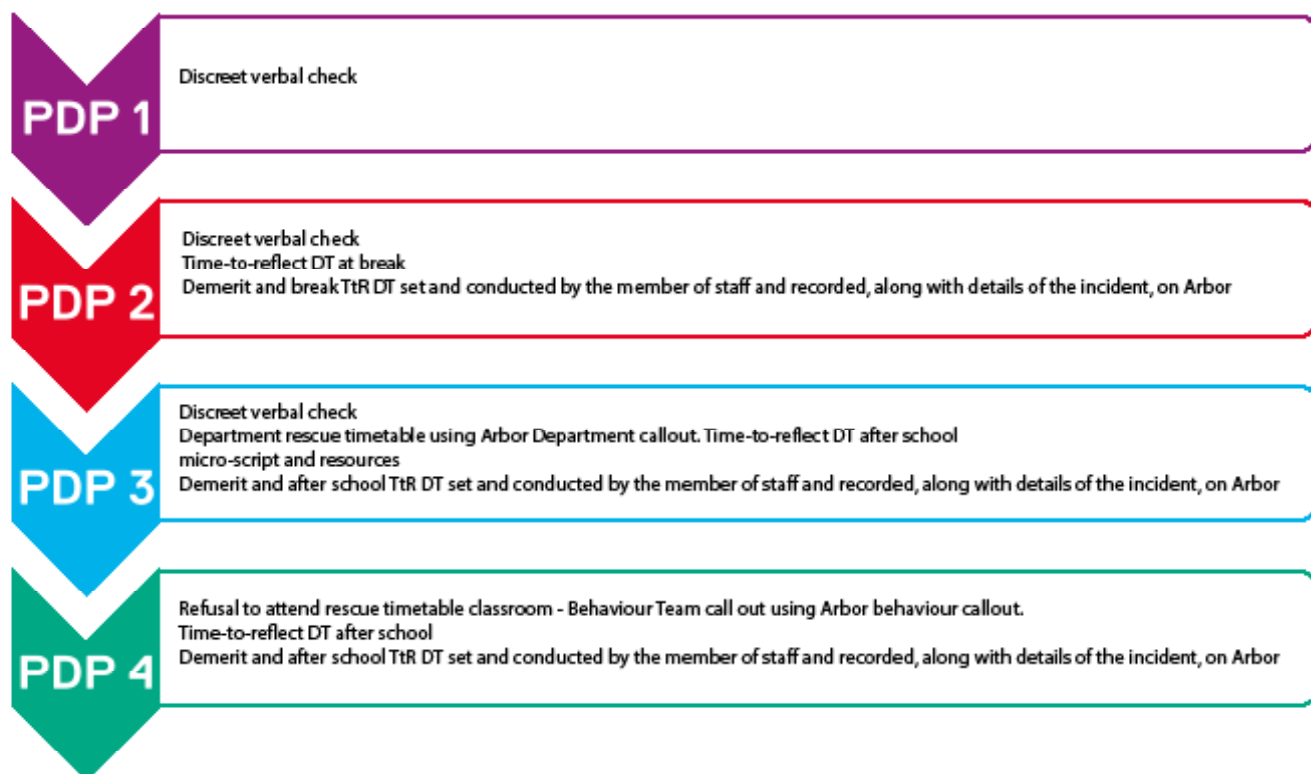
Positive Discipline Policy (PDP)

In our classrooms, we use a positive discipline policy (PDP), which allows pupils to make independent choices about the behaviours that they exhibit through a guided, structured process linking to the school's three expectations:

- We are ready to learn
- We are kind
- We are safe

When a pupil exhibits behaviours that do not follow the school's expectations in the classroom, staff will implement the following steps:

Positive Discipline Policy:



Whole School Level:

Witton Citizen Standards Card

Each pupil has a Witton Citizen - Standards Card

Image of card here:

At Witton Park Academy, we promote a sense of community and belonging, developing in pupils the skills and attributes that are invaluable within our society. We have three clear expectations of pupils:

- We are ready to learn
- We are kind
- We are safe

The expected standard of behaviour sub-strands are detailed below. Staff will support pupils to exhibit and maintain these standards of behaviour by taking time to reflect moments with a pupil if their behaviour falls short of our expectations; this will take the form of a short dialogue which supports the pupil to reflect and take responsibility for their actions.

These interactions will be recorded by staff writing their signature on a pupil's Witton Citizen - Standards Card.

When a pupil's behaviour frequently falls short of our expectations, and five signatures have been recorded on the card, behaviours will be seen as an indication that the level of support needs to be increased. In this instance, the parent/carer will be contacted by the form tutor to discuss further support strategies. The pupils will attend a time to reflect detention.

Standards: Falling Short of Expectations - cards can be signed for the following infringement of our school's expectations:

In terms of a trauma informed approach, please apply discretion that recognises the importance of the individual and their context before issuing a standards signature.

Expectation	Infringement
We are ready to learn	Uniform issue Equipment issue Chromebook not charged Year 7 & 8 no reading book Subject specific equipment missing

Succeeding Together Our Expectations

We are ready to learn

- We have our own equipment
- We wear the correct uniform
- We come to school each day at our allocated time
- We listen when others are speaking
- We communicate with others using the correct voice level
- We listen when others are speaking

We are kind

- We respect other's social space by keeping an appropriate distance.
- We respect ourselves by taking responsibility for our personal hygiene.
- We use one of our three types of appropriate language when we communicate with each other.
- We avoid using damaging language
- We keep our environment clean and tidy for each other

We are safe

- We follow school guidance for personal hygiene
- We stay in our allocated area of school.
- We use the one way system
- We stay in our allocated seat
- We are safe when we use technology like the internet and social media

Time-to-Reflect Detentions

When a pupil's behaviours communicate that they require support at Wave 1, opportunities are created to implement the Key Principles of our school's trauma informed behaviour approach, in particular teach and nurture, with staff and pupil time being used productively to address infringements of our school's expectations.

This will be with one of the following:

- A teacher at the end of a lesson/ during break/at the end of the school day
- A subject leader at the end of school, on the designated day.
- A member of SLT at the end of school, on the designated day.

In this instance, the parent/carer will be contacted via the home school communication system to inform them that their child will receive a time to reflect detention (TtR DT)

A time to reflect detention, is an opportunity for the following to take place:

- Complete missed work
- Dialectical Thinking
- Having a growth mindset
- Establish Maintain Restore

A time to reflect detention will be issued if Level 2, 3 or 4 are reached in terms of the Positive Discipline Policy.

Detention times are a guideline only. In all cases, this means 'up to' (as a maximum) the suggested time. Engagement with, and productive use of, time-to-reflect, could negate the need for the full time to be given - staff professional judgement will dictate the choice made.

10 minutes break/lunch

30 minutes after school

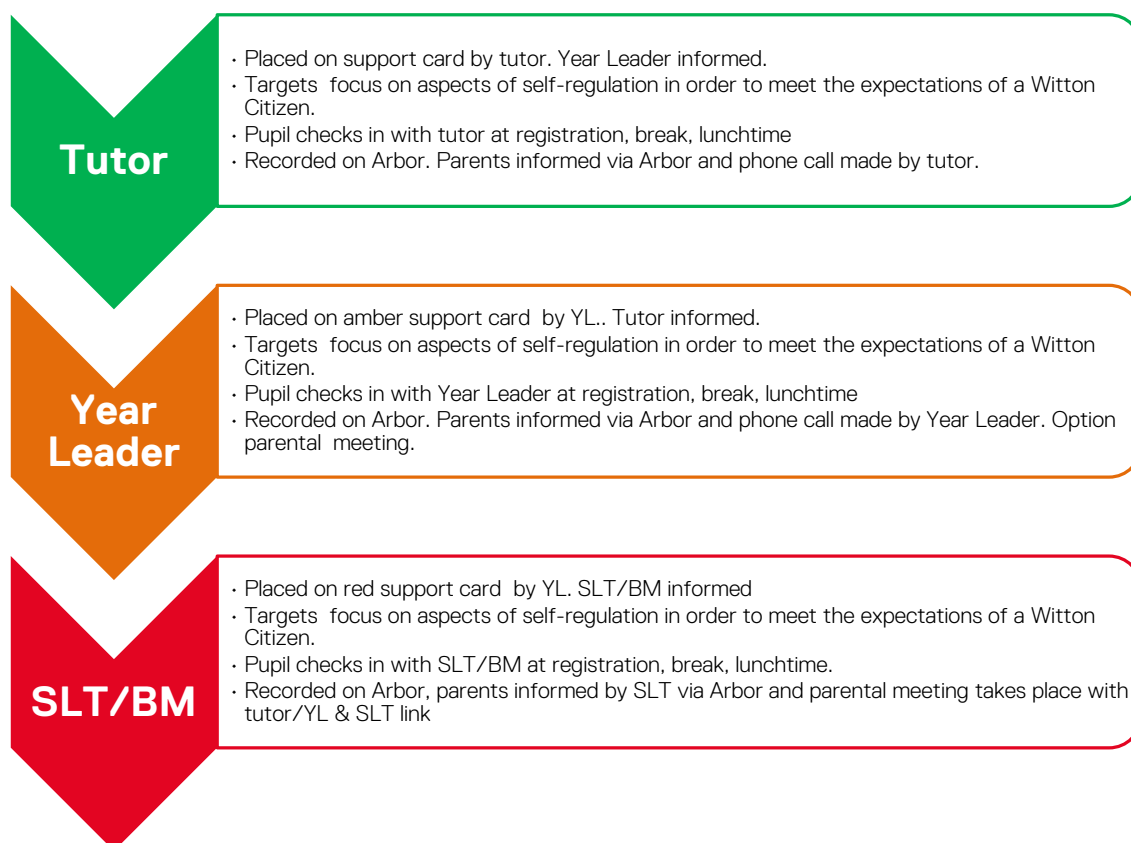
Interventions aimed at supporting specific identified needs

Pastoral Support Card

When a pupil's behaviours communicate that they require support at Wave 2, face-to-face opportunities are created throughout the school day to implement the Key Principles of our school's trauma informed behaviour approach through the use of the Pastoral Support card.

In addition, the implementation of this provision develops an all round level of support as tripartite communication takes place between the pupil, parent and a member of the pastoral team on a daily basis.

Expectation	Infringement
We are ready to learn	Negatively impacting upon teaching and learning
We are kind	Using damaging language
We are safe	Compromising the safety of self and/or others



Pastoral Support Plan (PSP)

What is a PSP?

Our Pastoral Support Plan is a school based intervention to help individual children manage their behaviour in order to successfully complete their education at Witton Park Academy.

When should a PSP be set up?

A PSP will be set up if a pupil has:

- Been identified as being at risk of failure at school through disaffection
- Been identified as being at risk of permanent exclusion

We may suggest a PSP for pupils who have had a number of fixed period exclusions.

A parent/carer may also request a PSP for their child.

Setting up a PSP

- The Year Leader will invite the parents to a meeting to discuss and agree the plan.
- Professionals from other agencies, who may be able to work with the pupil and the school to help reduce disaffection or eliminate the risk of exclusion may also be invited to the meeting
- Parents are a crucial part of the PSP process; we will try to arrange a time when it is convenient for the parent/carer to attend the meeting.

Should a pupil attend the meetings?

- Parents will be able to agree with school staff whether their child should be present for the whole meeting or join in towards the end. Generally, children at secondary schools attend the whole meeting.

What will happen at the first meeting?

- The initial PSP meeting will look at positive points and main concerns.
- Everyone present will have the opportunity to have their say and will be expected to offer some contribution to the plan and resolve the difficulties.
- Central to the PSP is support. Parent/carers are encouraged to suggest ways that they think the school can support their child.
- Talk about things that have been It is most helpful when a parent/carer shares ideas about what has helped their child in the past.
- For the PSP to be effective, it is important the pupil is in agreement and commits to the key targets and suggested strategies of support.
- By the end of the meeting, everyone should be clear about what is to be done, by whom and by when

How long will the PSP last?

A PSP normally runs for 16 school weeks to ensure the pupil has had the opportunity to show improvement. A formal review is held at around 8 weeks with the pupil parent/carer and other professionals attending. In exceptional circumstances, the plan can be extended for a further 4 to 8 weeks.

How will we know if the PSP is working?

A member of school staff will normally meet the pupil regularly to review their progress towards the PSP targets; this gives the pupil time to identify what has gone well and how to repeat success.

During the 8 week review

- All commitments agreed at the initial meeting are reviewed
- School staff will report on the pupil's progress towards the PSP targets
- The commitments made by staff, parents and other professionals may change if necessary. If the current support is not meeting the pupil's needs, further measures, that can be put into place, will be discussed to help a pupil manage their place in school.

At the 16 week review

- All commitments agreed at the previous meeting are reviewed
- School staff will share reports about the pupil's progress towards their targets
- The PSP is evaluated and judged to have either been successful or unsuccessful.

What if the plan is not successful?

If it appears that the PSP is unlikely to be successful, alternatives will be discussed at the review meeting. The headteacher or a member of staff responsible for PSPs will contact the parent/carer to discuss options if the school feels that the plan is failing between reviews.

Special Educational Needs

A PSP does not replace student profiles or the SEND Assessment Process

- If a pupil has identified special educational needs, there will be support as part of the SEND Code of Practice
- If a pupil has a SEND Statement/EHC Plan and they are at risk of permanent exclusion, the school will set up an early Annual Review and involve SEND Support Services and other professionals involved with a pupil. This is to avoid a permanent exclusion

Behaviour Reflection Unit (BRU)

A pupil will be referred to the school's Behaviour Reflection Unit when their behaviours communicate that they require this level of Wave 2 support. Incidents will be addressed on an individual basis. In terms of a referral being made and subsequent placement in the BRU allocated, this subject to discussion by the staff members involved in the incident as to whether a BRU placement would provide the appropriate level of support for the pupil.

Expectation	Infringement
We are ready to learn	Significant disruption to teaching and learning
We are kind	Damaging language towards a member of staff Damaging language towards a student Physical harm towards others
We are safe	Damaging school property Significantly compromising the safety of self and/or others

Procedural System for a Behaviour Reflection Unit Placement:

1	Year Leader/Curriculum Leader/Behaviour Support Assistant Recommendation for BRU Placement to HC, JEC,CP via email by 15.15 (email to all), outline reason for request - see infringement of expectations above.	
2	HC Year 7,8,9	JEC 10, 11
3	When confirmed, Year Leader/ Curriculum Leader/Behaviour Support Assistant to: <ul style="list-style-type: none"> • Inform parent/carer of BRU placement • Organise a parental meeting for the earliest convenient time to discuss expectations moving forward. • Log all behaviour information, phone calls and meetings on Arbor. • Email staff to provide work for the pupil whilst in the BRU. Work for pupil to be provided via Google Classroom. 	
4	JEC/HC/BSA/CP to finalise the list of pupils for placements the following day. Staff notified of pupils with a BRU placement/out of school PPA via Arbor before the following day. If a member of staff is timetabled to teach a pupil whilst they have a BRU/PPA placement, work should be set via Google Classroom by 8.45.	
5	On the day of BRU Placement: Pupil goes to tutor registration before going to the BRU	Pupil then goes to BRU unescorted or escorted - this will be decided and organised by the Year Leader/Behaviour Assistant.
6	During a unit placement, the following support will be offered to pupils: Independent and led opportunities for: <ul style="list-style-type: none"> • Dialectical Thinking • Growth mind-set • Restorative Intervention • Option for restorative justice • Completing subject learning tasks 	
7	Additional support put in place if necessary, for example: PSP, Pastoral Report	
8	Return to lessons	

When the situation dictates that a placement in the BRU is needed immediately - the safety of the pupil or other pupils is compromised - notify HC or JEC. Parental meetings will be deferred until the earliest opportunity in the school day.

Internal Alternative Provision

This provision is still in the consultation stage

Internal Alternative Provision and intervention for cohorts of pupils in Years 7, 8 and 9, with clear liaison with parents, external agencies and SEN to support the needs of the pupils.

Provision – Impact	
Provision for pupils in year 8.	
Number of places	Max: 8
Entrance and Exit Criteria	Entrance - behaviour report from last academic year Exit - meeting specific targets
Identification of need	Baseline assessments to identify current levels of academic attainment plus recognised screening tools for: <ul style="list-style-type: none"> • Social, emotional and mental health • Speech, language and communication • Cognition
Curriculum	Programme of assessment, intervention and reintegration Curriculum will include: <ul style="list-style-type: none"> • English (5) Maths (5) Science (4) Resilience (2) JHI (1) Art (1) GEOG (2) History (2) IT (1) Reading (2) PE (2) • Personal, social, health and emotional education • Emotional Literacy course • DBT approaches • Community Project Throughout the programme, a range of personalised therapeutic interventions will be provided by the Trailblazer team, EP and from assessments interventions mapped out.
Enhanced Support Offer	Staff teaching these groups to have specific training on key areas such as: SEMH, DBT, CBT. Pupils will receive an assessment from the EP
Teachers	To be identified
Parental Offer	Termly meetings throughout the programme with a detailed Pastoral Support Programme produced for each pupil

Provision – Aspire (6/7 week programme)	
Provision for pupils in year 9	
Number of places	Max: 8
Entrance and Exit Criteria	Entrance - behaviour report from last academic year Exit - meeting specific targets
Identification of need	Baseline assessments to identify current levels of academic attainment plus recognised screening tools for: <ul style="list-style-type: none"> • Social, emotional and mental health • Speech, language and communication • Cognition
Curriculum	Programme of assessment, intervention and reintegration Curriculum will include: <ul style="list-style-type: none"> • English Lang and Lit (6) Maths (4) Science (3) Hums (3) option subjects (2/2) BV (1) RE (1) PE (2) JHI (social Skills) 1 (french) • Personal, social, health and emotional education • Emotional Literacy course • DBT approaches • Community Project Throughout the programme, a range of personalised therapeutic interventions will be provided by the Trailblazer team, EP and from assessments interventions mapped out.
Enhanced Support Offer	Staff teaching these groups to have specific training on key areas such as: SEMH, DBT, CBT. Pupils will receive an assessment from the EP
Teachers	To be identified
Parental Offer	Termly meetings throughout the programme with a detailed Pastoral Support Programme produced for each pupil


Graduated Support

Graduated Support – Wave 2


Interventions aimed at supporting specific identified needs


Graduated Support - Wave 3

Specialist support and interventions supported by external professionals



Year 7 – Interventions and Referrals







**Transition Information
Assessments
Pupil / Parent View**


Identification of Need

Need	Interventions Wave 2	Referrals Wave 3
Cognition and Learning	Read Write Inc (Phonic) Read Write Inc (Fresh Start) Nurture Lexia Core / Powerup Accelerated Reader	Educational Psychologist GP Consultant Paediatrician School Nurse
Social, Emotional & Mental Health	Blackburn Rovers Inspire Football Beyond Borders Lego Therapy You are Awesome – course Social Skills Handling Anger Kooth	Educational Psychologist School Nurse Trailblazer Team ELCAS School Nurse
Physical / Sensory	Physiotherapy Bespoke interventions recommended by specialist Visual timetable Motor skills / touch typing Radio Aids	Inclusion Support Service Consultant Paediatrician Physiotherapist School Nurse Occupational Therapy Adaptive equipment / furniture
Speech, Language & Communication	Social Skills Reading for Meaning Course Speech Therapy Communication toolkits	Speech Therapy ADOS Assessment ELCAS Consultant Paediatrician



Year 8 – Interventions and Referrals





**Assessments
Pupil / Parent View
Reviews of PSP's**

Identification of Need

Need	Interventions Wave 2	Referrals Wave 3
Cognition and Learning	Read Write Inc (Fresh Start) Corrective Reading Nurture Lexia Core / Powerup Accelerated Reader	Educational Psychologist GP Consultant Paediatrician School Nurse
Social, Emotional & Mental Health	Impact Managed Move Lego Therapy Social Skills Handling Anger	Educational Psychologist School Nurse Trailblazer Team ELCAS School Nurse
Physical / Sensory	Physiotherapy Bespoke interventions recommended by specialist Visual timetable Motor skills / touch typing Radio Aids	Inclusion Support Service Consultant Paediatrician Physiotherapist School Nurse Occupational Therapy Adaptive equipment / furniture
Speech, Language & Communication	Social Skills Reading for Meaning Course Speech Therapy Communication toolkits	Speech Therapy ADOS Assessment ELCAS Consultant Paediatrician



|Year 9 – Interventions and Referrals



9

Assessments
Pupil / Parent View
Reviews of PSP's

Identification of Need

Need	Interventions Wave 2	Referrals Wave 3
Cognition and Learning	Corrective Reading Nurture Lexia Core / Powerup Accelerated Reader	Educational Psychologist GP Consultant Paediatrician School Nurse
Social, Emotional & Mental Health	Inspire Lego Therapy You are Awesome – course Social Skills Handling Anger Kooth Referral to Heights / St Thomas's	Educational Psychologist School Nurse Trailblazer Team ELCAS School Nurse
Physical / Sensory	Physiotherapy Bespoke interventions recommended by specialist Visual timetable Motor skills / touch typing Radio Aids	Inclusion Support Service Consultant Paediatrician Physiotherapist School Nurse Occupational Therapy Adaptive equipment / furniture
Speech, Language & Communication	Social Skills Reading for Meaning Course Speech Therapy Communication toolkits	Speech Therapy ADOS Assessment ELCAS Consultant Paediatrician



Year 10 and 11 – Interventions and Referrals



10
&
11

Assessments
Pupil / Parent View
Reviews of PSP's

Need	Interventions Wave 2	Referrals Wave 3
Cognition and Learning	Exam Concessions Reader and Scribes in lesson Reader Pen	Educational Psychologist GP Consultant Paediatrician School Nurse Assessment for Exam Concessions
Social, Emotional & Mental Health	Build Up Programme Social Skills Handling Anger Kooth Referral to Heights / St Thomas's	Educational Psychologist School Nurse Trailblazer Team ELCAS School Nurse
Physical / Sensory	Physiotherapy Bespoke interventions recommended by specialist Visual timetable Motor skills / touch typing Radio Aids	Inclusion Support Service Consultant Paediatrician Physiotherapist School Nurse Occupational Therapy Adaptive equipment / furniture
Speech, Language & Communication	Social Skills Reading for Meaning Course Speech Therapy Communication toolkits	Speech Therapy ADOS Assessment ELCAS Consultant Paediatrician

Use of Exclusion

Witton Park Academy recognises the potentially detrimental impact of exclusion and consequently avoids, as far as possible, using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions, we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management
- Using Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions.

On the rare occasions that fixed term exclusion is used, we will:

- Maintain contact with the pupil and their family throughout the process (e.g. conducting a pupil telephone welfare check)
- Use Restorative Practice to structure reintegration meetings and reduce blame
- Hold a restorative group for staff involved in supporting the child or young person
- Place the child or young person's (and parent's/carer's) voice at the heart of each step of the process.

On the rare occasions that a permanent exclusion is used, we will:

Exclusions Arrangements

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently.
- The exclusions process is understood by governors, staff, parents and students.
- Students do not become NEET (not in education, employment or training).

Legislation and statutory guidance

These arrangements are based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and student referral units \(PRUs\) in England.](#)

It is based on the following legislation, which outline schools' powers to exclude students:

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Student exclusions and Reviews\) \(England\) Regulations 2012](#)
- Sections 64-68 of the [School Standards and Framework Act 1998](#) In addition, the arrangements are based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded students
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#)

The decision to exclude

Only the Headteacher, or a person acting with the Headteacher's authority, can exclude a student from school. Permanent exclusions will be taken as a last resort.

A decision to exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the student to remain in school would seriously harm the education or welfare of others.

OR in exceptional cases

- A serious one off incident.

Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked .
- Allow the student to give their version of events.
- Consider if the student has special educational needs (SEN) or is in a vulnerable group (Looked after or involvement with social care)
- Follow the Permanent Exclusion checklist

For the purposes of exclusions, school day is defined, as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Roles and Responsibilities

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded student:

The reason(s) for the exclusion:-

- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent.
- Information about parents' right to make representations about the exclusion to the Governing Body and how the student may be involved in this.
- Where there is a legal requirement for The Governing Body to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged.

- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant.
- The address at which the provision will take place.
- Any information required by the student to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing The Governing Body and Local Authority

The Headteacher will immediately notify The Governing Body and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent.
- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term.
- Exclusions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the LA in which the school is located, the Headteacher will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Headteacher will notify The Governing Body and LA once a term.

The Governing Body

Responsibilities regarding exclusions are delegated to the Headteacher.

The Local Governing Body has a duty to consider the reinstatement of an excluded student (see below). Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

Local Authority

For permanent exclusions, Blackburn and Darwen Local Authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Considering the reinstatement of a student

The Governing Body will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

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

If requested to do so by parents, the Governing Body will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from

school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a student missing a public examination, the Governing Body will consider the reinstatement of the student before the date of the examination. If this is not practicable, the Governing Body will consider the exclusion and decide whether or not to reinstate the student.

The Governing Body can either:-

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date

In reaching a decision, the Governing Body will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

The Governing Body will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where the exclusion is permanent, the Governing Body decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and the date by which an application for an independent review must be made.
- The name and address to whom an application for a review should be submitted .
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEN are considered to be relevant to the exclusion.
- That, regardless of whether the excluded student has recognised SEN, parents have a right to request an SEN expert to attend the review.
- The Governing Body to appoint an SEN expert to attend the review.
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review.
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

An Independent Review

If parents apply for an independent review, the Governing Body will arrange for an independent panel to review the decision of The Governing Body not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by The Governing Body [of its decision to not reinstate a student.

A panel of 3 members will be constituted with representatives from each of the categories below.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteacher during this time.
- Headteacher or individuals who have been a Headteacher within the last 5 years.

A person may not serve as a member of a review panel if they:

- Are a director of the Governing Body or governing board of the excluding school.
- Are the Headteacher of the excluding school, or have held this position in the last 5 years.
- Are an employee of the Governing Body, or The Governing Body, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the Witton Park Academy School governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last 2 years (see point 12 below for what training must cover) A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold The Governing Body's decision.
- Recommend that The Governing Body reconsiders reinstatement.
- Quash The Governing Body's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed).

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

School Registers

A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, The Governing Body will wait until that review has concluded before removing a student's name from the register.

Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

Returning from a Fixed-term Exclusion

Following a fixed-term exclusion, a reintegration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a student returns from a fixed-term exclusion:

- Agreeing a behaviour contract in agreement with parent/carer support
- Putting a student 'on report' to their form tutor, Year Leader or member of the senior leadership team as appropriate.
- Internal isolation for a specified period of time.
- Regular meetings with their in school mentor

Monitoring Arrangements

The Assistant Headteacher monitors the number of exclusions every term and reports back to the Headteacher. They also liaise with the local authority to ensure suitable full-time education for excluded students. These arrangements will be reviewed every 2 years. At every review, the policy will be shared with the governing body.

Links with other Policies

These exclusions arrangements are linked to our SEND policy and information report.

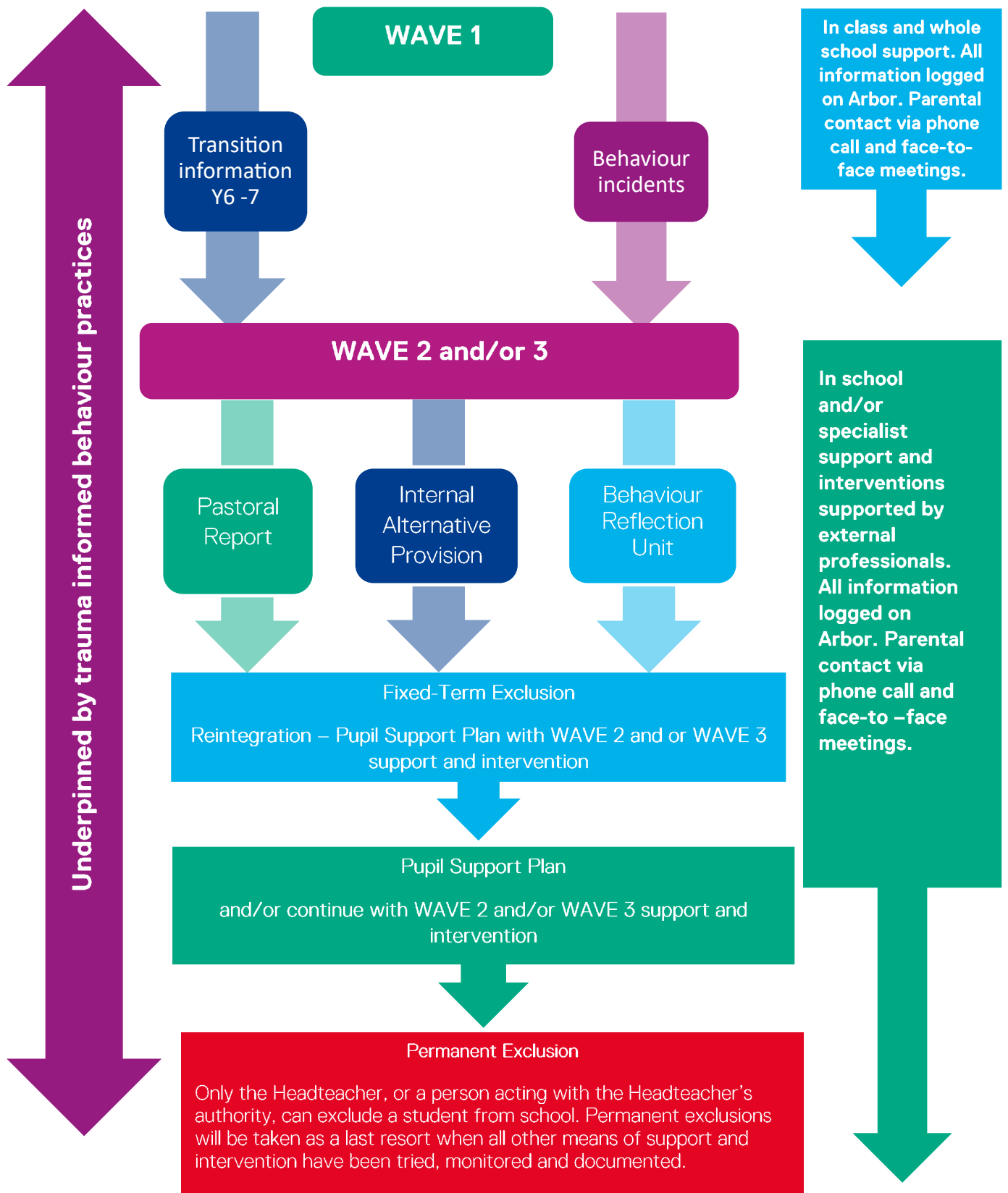
Independent Review Panel Training

The Governing Body must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making.
- The need for the panel to observe procedural fairness and the rules of natural justice.
- The role of the chair and the clerk of a review panel.
- The duties of head teachers, governing boards and the panel under the Equality Act 2010.
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

Flowchart – Graduated Response to Behaviours



The Governing Body of Witton Park Academy Trust has agreed that the Head Teacher or person deputising may:

- Screen or search pupils if there is a reasonable risk that they have banned school items such as drugs (including cigarettes and e-cigs) or weapons in their possession
- Use reasonable force or make other physical contact: Trained members of staff may use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

Discipline Beyond the School Gate

The Governing Body has authorised the Head Teacher to take disciplinary action in the event of anti-social behaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school or wearing school uniform;
- in some other way identifiable as a pupil at the school;

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

- 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.

Allegations against School Staff

Allegations against school staff The Department for Education (2016) requires that school behaviour policies “set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff”. In line with our trauma informed approach to behaviour management, any accusations made against school staff would be interpreted on an individual basis, with staff, the pupil and parents/carers working together to understand the possible functions of this behaviour. In addition, a Restorative Practice based approach (e.g. a restorative conference) would be used in order to repair relationships between the child or young person and the staff member, whilst aiming to avoid eliciting shame in the child or young person. The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and/or counselling if required.

Review above