

## Behaviour and Exclusion Policy: Years 7-13

Note: there is a separate Behaviour and Exclusion Policy for Reception - Year 6.

### Aim

Gildredge House believes in respect: respect for each other, respect for the right to learn and achieve and respect for the environment. The school's aim is to create a positive learning atmosphere within the school for all. Students have the right to learn in a safe, orderly environment and the school staff, Governing Board and the Senior Leadership Team are committed to creating a secure environment in which teachers may teach and students learn.

The school believes that if a Behaviour and Exclusion Policy is to be effective, it should have the effective involvement and support of all groups in the school community: parents, teachers and support staff. Early intervention and involvement of parents should be an underlying principle.

### The key aims are to:

- ensure consistency and care;
- be fair and be seen to be fair;
- treat all with respect;
- have clear expectations and strategies to ensure they are met;
- build and rebuild self-confidence, self-esteem and self-respect in students;
- provide planned activities which motivate students academically and socially.

### Rewards

The school believes that good behaviour is dependent on high self-esteem and that a consistently applied and generous system of rewards, as well as a system of sanctions, is fundamental to achieving this. The school want students to feel proud of their achievements and to thrive in a positive and rewarding environment. Teachers act as role models using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

Gildredge House believes that verbal praise is an important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class. It can also be given to, and by, everyone.

Staff can give students reward points using the school's information management system, SIMS, through monitoring and staff have the option to further reward through a good phone call or email home.

Students will be rewarded in a variety of categories:

- Met Expectations
- Exceeded Expectations
- Accuracy in Literacy and/or Numeracy
- Active Involvement
- Managing Distractions
- Planning
- Attendance
- Questioning
- Collaboration
- Listening
- Reading
- Excellent Attitude to Learning
- Making Links
- Perseverance

Students earning the most reward points will receive praise through assembly celebration, certificates, letters home, phone calls home, Inter-House recognition and / or verbal praise.

### Sanctions

Sanctions are used to respond to inappropriate behaviour. A range of sanctions are clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### Dealing with Minor Offences

A negative event should be entered electronically into the school's information management system, SIMS, in the Behaviour Log, by the member of staff that dealt with the action. The negative event will be recorded as a significant incident of 'unacceptable' behaviour. Negative events must be entered by the end of the school day on which the incident took place.

### Uniform

A student not wearing the correct uniform will be identified in the uniform check during morning registration by their Form Tutor. Contact home is required and if the student / parent(s) fails to address the uniform anomaly, a lunchtime detention will be issued. Heads of Year will support Form Tutors if the problem persists. This will result in further contact home and a meeting with the parent(s) if required. A severe breach of the school's Uniform Policy could involve a student being isolated until the problem is resolved.

### Inside the Classroom

The staff at Gildredge House are given clear guidance on how to use the school procedure for the use of assertive discipline techniques to manage low level disruption in the classroom. The approach when classroom rules are broken is to apply SWAT:

- **State** - State the rule that is being broken;
- **Warn** - Warn of the consequences if the rule continues to be broken;
- **Apply** - Apply the sanction by moving seats, setting a 10-minute detention with the classroom teacher and logging the incident in SIMS;
- **Transfer** - Transfer the student to another classroom as Transfer Parking, the Classroom Teacher contacts the parent(s), setting a 20-minute detention with the Classroom Teacher or Head of Department. Each Faculty is in a behaviour partnership with another Faculty to create further support for Transfer Parking students. Staff that transfer a student will log the behaviour in SIMS.

Consistency and uniformity is the key to successful implementation of this Behaviour and Exclusion policy.

### On Call - SWAT Walk

A senior member of staff will be notified to perform a 'On Call - SWAT walk' i.e. the removal of a student from class. This procedure will only be called upon if:

- a major incident or offence has occurred; or
- Transfer Parking has failed to defuse a negative behaviour (HoY lunch detention).

The member of staff 'On Call - SWAT walk' will collect the student and place them into isolation for the rest of the lesson, with the student returning to their next lesson. The 'On Call - SWAT walk' member of staff will also communicate with the relevant Head of Year to place the student into a lunchtime detention the same day. If the incident occurs during Period 6, the student will complete the detention the following day.

If the offence is of a major nature the 'On Call - SWAT walk' member of staff may advise or be advised by the Head of Year / Senior Leadership Team to keep the student in isolation to continue investigations into the behaviour.

### Differentiation

In extreme or particular circumstances, this Behaviour and Exclusion Policy is differentiated to ensure that the school's more vulnerable students are not discriminated against. Any differentiation to the application of the Behaviour and Exclusion Policy will be agreed via consultation with all stakeholders. The final decision will be made by the Senior Leadership Team.

### Sanctions for Persistent Disruption to Learning

Number of SWAT removals per term	Sanction applied
4	1 full day isolation
8	2 full days isolation
12	3 full days isolation
16	1 day fixed term exclusion
20	2 days fixed term exclusion
24	3 days fixed term exclusion
28	5 days fixed term exclusion

### Monitoring: Report Cards

If a student requires closer monitoring, a report card may be used.

#### Subject Report Card

A Subject Report Card will be issued to a student who is persistently not meeting expectations with a particular subject lesson. The relevant Head of Department or Head of Faculty supports the subject teacher issuing the Subject Report Card. The subject teacher will also inform the relevant Head of Year.

#### Tutor Report Card

A Tutor Report Card will be issued to a student who is persistently not meeting expectations in three or more subjects. The relevant Head of Year will inform the student's Form Tutor.

#### Head of Year Report Card

A Head of Year Report Card will be issued to a student:

- should they fail to meet expectations on the Tutor Report Card;
- should they need monitoring after a serious incident;
- on their return from an exclusion;
- should they need monitoring post subject report analysis. The relevant Head of Year may allocate this to the student's Form Tutor.

#### Senior Leadership Team Report Card

A Senior Leadership Team Report Card will be issued to a student who has failed to meet the expectations on the Head of Year Report, or who needs monitoring due to being at risk of exclusion.

Other types of Report Card may be issued to a student as required, for example, Punctuality Report, Positive Report, Break time Report, etc.

### Outside the Classroom

Teachers take action themselves as necessary and enter a negative event in SIMS on the same day of the incident. The resulting action could be a:

- verbal warning;
- phone call home;
- personal detention of 10 or 20 minutes with the teacher or Form Tutor;
- lunchtime detention of 30 minutes with the relevant Head of Year; or
- Senior Leadership Team detention of 50 minutes. This sanction can only be issued by a member of the Senior Leadership Team and will take place on a Friday after school.

If a student is out of bounds during a break period, the student will receive a lunch detention. The relevant Head of Year will also contact home.

### Exclusion Policy and Procedures

Gildredge House follows guidance from the Department for Education and supplementary guidance from East Sussex County Council. Further information can be found by following the link below:

[Exclusion from Maintained Schools, Academies and Pupil Referral Units in England](#)

*DfE exclusion guidance dated September 2017 and ESCC exclusion guidance dated January 2017*

Gildredge House aims to be positive in its approach to discipline and behaviour management. There are instances, however, where it is not possible to deal with an issue through employing one or more of the strategies outlined in this Behaviour and Exclusion Policy due to the seriousness or nature of the matter. In such circumstances Gildredge House has no alternative but to exclude a student from the school. This may be an internal or external fixed term exclusion or a permanent exclusion depending on the breach of school rules.

Types of behaviour for which an exclusion from Gildredge House is likely, include:

- violence or aggression towards another student or a member of staff, including fighting, spitting and threatening behaviour;
- serious bullying;
- verbal abuse of a member of staff;
- bringing / using a prohibited substance or item on the school premises. These include illegal drugs, alcohol, pornography, weapons (including BB guns) and smoking materials;
- defiance of staff or school regulations, or disrupting learning over a period of time;
- damage or theft to school property or that of staff and /or students; or
- acting in a way likely to endanger others.

### Permanent Exclusions

All of the above could result in a permanent exclusion. The Head Teacher may also permanently exclude for 'one-off events' and may only do so where there has been a serious breach of the school's Behaviour and Exclusion Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others at Gildredge House.

### Fixed Term Exclusions

A fixed term exclusion means that a student may be excluded from Gildredge House for a period of up to 45 days in any one academic year. At 46 days this becomes a permanent exclusion. A

fixed term exclusion must be agreed by a member of the Senior Leadership Team and should normally be for a period of up to 5 days in the first instance. This may be internal or external depending on the incident and / or the behaviour record of the student (see below).

The decision to exclude a student can only be made by the Head Teacher or a member of staff authorised by the Head Teacher.

Alternative educational provision will be arranged by Gildredge House from the sixth (cumulative) day of exclusion.

The student will then only be re-admitted to Gildredge House after guarantees of improved behaviour are given at the reintegration meeting.

Students who receive a fixed term exclusion, whether it is internal or external, will not be permitted to represent Gildredge House in any events for a period of time no shorter than two weeks after their return.

Any arrangements regarding the organisation of fixed term internal exclusions will be at the discretion of the school and, whilst care will be taken to be as reasonable as possible, Gildredge House will not be responsible for any associated costs that these sanctions may incur.

### **Reintegration Meeting**

The student and parent will meet with a member of staff to discuss the reintegration of the student into school. The purpose of the reintegration meeting is to examine the causes of the exclusion and set up a plan to manage the student's return. In the absence of the parent, Gildredge House may refuse to allow the student to return to school, or may set up a reintegration plan that does not have the benefit of parental input. Other representatives such as Governors, including representatives of external agencies such as the police, may be invited.

### **Following a Reintegration Meeting**

The student will be placed on report in order to review their behaviour following the re-admission. Support will be given and targets must be met within a mutually agreed timeframe. Students who receive a fixed term exclusion, be it internal or external, will not be permitted to represent Gildredge House in any events for a period no shorter than two weeks after their return.

### **Behaviour Partnership**

Gildredge House may seek alternative support for students that are displaying behaviours that could lead to exclusion and / or permanent exclusion. Gildredge House works in partnership with other local schools to support students that are at risk.

### **Governors' Discipline Committee**

The Governors' Discipline Committee is formed of a least three members of the Board of Governors.

The Head Teacher is not a member of the committee. The Governors' Discipline Committee must meet if the exclusion is:

- permanent;
- a fixed term exclusion which would bring the student's total number of school days of exclusion to more than 15 in one term;
- a fixed term exclusion which would bring the student's total number of exclusion days to between 5 and 15, as long as the parents request reinstatement within 50 school days of receiving notice of the exclusion; or
- would result in a student missing a public examination.

Parents have the right to make representations to the Governors' Discipline Committee. For fixed term exclusions of up to five days, the committee must consider any representations, and may place a copy of the findings on the student's school record. However, they have no power to direct reinstatement of the student. For fixed term exclusions of more than five days but less than fifteen school days in a term, parents have the right to request that the Governors' Discipline Committee meets to review the decision to exclude and to make representations at that meeting. If a meeting is requested, then the latest date that they may meet is 50 school days after the date that they were notified of the exclusion.

For permanent exclusions, the Governors' Discipline Committee must meet within fifteen school days of the date of the exclusion. Parents have the right to be accompanied by a friend or representative, including a legal representative.

Gildredge House is required to consider any disability or special needs that may affect a parent's ability to attend a meeting and to provide an interpreter should that be requested.

If a parent thinks that discrimination under the Equalities Act 2010 has occurred in relation to the exclusion, then they have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

### **Permanent Exclusion**

A permanent exclusion means that a student will not be allowed to return to Gildredge House permanently.

The Governors' Discipline Committee must meet within fifteen school days of the date of the decision to permanently exclusion.

The role of the Governors' Discipline Committee is to consider whether, in the balance of probabilities, the student has done what they have been accused of, that the correct procedures have been followed and that the decision to permanently exclude is the right one as outlined in the circumstances given.

Once the Governors' Discipline Committee has satisfied itself on the above points, the Committee has two options available. They can either:

- uphold the decision to exclude; or
- re-instate the student.

Where the Head Teacher has permanently excluded a student, and the Governors' Discipline Committee has satisfied itself that the correct process has been followed and in the balance of probabilities the student has done what they have been accused of, then the Secretary of State would not normally expect the Governors' Discipline Committee or an Independent Appeal Panel to reinstate the student.

In some instances, a school incident may also be the subject of a police investigation, which may or may not result in criminal proceedings. The Head Teacher need not postpone his decision to exclude in such circumstances. A judgment must be made on the basis of the evidence available. The Governors' Discipline Committee has no power to adjourn and consider beyond the statutory time limit, which is 15 school days from the decision to exclude, therefore the Governors' Discipline Committee must make a decision with the same constraints based upon the evidence available.

### **Independent Review Panel**

Parents have the right to ask for the decision made by the Governors' Discipline Committee to be reviewed by an Independent Review Panel.

An Independent Review Panel comprises of one serving, or recently retired (within the last 5 years) Head Teacher, one serving, or recently serving Governor and one lay member who will be the Chairman. The Independent Review Panel will rehear all the facts of the case. If any party has fresh evidence to present to the Independent Review Panel then they may do so.

The reasons for requesting a review must be set out in writing and sent to:

Schools Appeal Manager  
East Sussex County Council  
Room C3F  
County Hall  
St Anne's Crescent  
Lewes  
BN7 1UE

If the parent feels that their son / daughter has any special needs relevant to the exclusion, then this should be referred to in the written statement. In addition, the parent has the right to request a SEN expert to attend at no cost to themselves. Parents may require that an SEN expert attends the hearing irrespective of whether Gildredge House believes the student has a special educational need.

The latest date by which a review may be requested is 15 school days from the date on which notice in writing of the Governors' Discipline Committee's decision to uphold the permanent exclusion was sent. Notice is deemed to have been given the same day if delivered directly, or the second working day after posting if sent by first class mail.

If a review is not requested by the latest date as specified above, then the parent will lose their right to have the decision of the Governors' Discipline Committee reviewed.

Parents have the right to appoint, at their own expense, a representative, including a legal representative, to make oral or written representations to the Independent Review Panel.

Parents may also bring a friend, relative or supporter to the review.

The Independent Review Panel can make one of three decisions. They may:

- uphold the decision to permanently exclude;
- recommend that the Governors' Discipline Committee reconsiders its decision; or
- quash the decision and direct that the Governors' Discipline Committee considers the exclusion again. A panel should only quash a decision where it considers that it was flawed when considered in the light of the principles applicable on an application for judicial review.

### Internal Exclusions / Isolation

Students may be placed in internal exclusion / isolation while an incident is being investigated or when they are preventing others from learning or they pose a threat to the well-being of other students. While in isolation, students will be monitored by a member of staff. All fixed term isolations will be logged in SIMS by the Head of Year.

Protocol during isolation. The student:

- must report immediately to the Behaviour Co-ordinator in the 'The Gateway' room;
- must follow all rules outlined for students located in the room, for example, hand in their mobile phone;
- will be given work to do, or may at times be able to follow their normal programme of study;

- may be asked to do some reflective work depending on the circumstances of being placed into the room;
- will have breaks and lunchtimes at different times from the rest of the school and will be supervised at these times;
- will be supervised by a member of the Senior Leadership Team during Prep or Twilight Activities.

The Head of Year or a member of the Senior Leadership Team will place students into isolation for a fixed period for a range of behaviours. The student's parent(s) will be informed.

If a student does not meet the clear expectations of behaviour while placed in isolation, the student could be excluded by the Head Teacher for a fixed period.

### Violence

Physical violence of any sort has no place at Gildredge House. All cases of violence will be subject to a consequence and the more serious incidents will lead to either a fixed term or permanent exclusion and, for the severest cases, a referral to the police will be made.

### Drug-related Incidents

The school is committed to tackling drug misuse among young people and any incidences of possession, use, supply or agreement to supply illegal drugs on the school's premises will be regarded with the utmost seriousness.

The Head Teacher is responsible for deciding how to respond to particular incidents, taking account factors such as the age of the student concerned, whether the incident involved one student or a group of students and whether there is evidence of particular peer group pressure.

Possession of drugs on the school premises may well lead to permanent exclusion, and in cases where it is clear that a student is selling illegal drugs and the health and safety of other students is directly at risk, permanent exclusion will always be an option the Head Teacher will consider. For a second offence, permanent exclusion will be almost inevitable.

Where a student has been excluded for a drug-related offence, there is clearly a particular continued need to provide drug education and support. The Head Teacher may wish to refer the student to a drug support programme and in some cases, may make a reintegration into the school conditional on attendance on such a programme.

Gildredge House does not carry out random drug testing but reserves the right to test students who are suspected of contact with illegal drugs or alcohol. In such cases, parents will always be informed of the outcome of such a test.

Smoking or the consumption of alcohol is not permitted on the school premises. Parents will always be informed of such incidents and, if necessary, the police. The range of sanctions will depend on the circumstances but serious incidents could lead to exclusion.

### Bullying

Please refer to the Gildredge House Anti-Bullying and Prevention of Bullying Policy.

### Racism

Gildredge House believes that all students, regardless of their ethnicity, colour or creed should be treated equally. Any student found to be abusing minority groups on grounds of family background will be deemed to be racist. The school has adopted the definition of racism found in

law following the Stephen Lawrence inquiry. This deems that if an incident is perceived to be racist by the victim then it must be treated as such.

Racist remarks and behaviour at Gildredge House ranging from the unintentionally hurtful comment to the outright malicious act, will always be challenged and, where necessary, sanctions will be applied. All racist incidents are reported and audited annually. They are also included in a regular pastoral report to Governors.

### **Sexism**

The Gildredge House Equality Policy underpins the school's position on discrimination on the grounds of gender and sexual harassment. Neither will be tolerated by anyone in the Gildredge House community, and incidents will be investigated in the same way as other breaches of the school's Behaviour and Exclusion Policy.

### **Diversity and Minority**

Forms of discrimination towards any other diverse or minority group will not be tolerated. As above, this will be investigated in the same way as other breaches of the school's Behaviour and Exclusions Policy. It is the school's aim to create a positive environment where students and teachers are respectful of any differing background, diversity and / or individual identity.

### **Behaviour when Travelling to / from Gildredge House**

Poor behaviour on the way to and from school and any behaviour that brings the school into disrepute will be taken very seriously. Full uniform should be worn on the way to and from school. Poor behaviour on school buses or public transport may result in removal of the right to travel.

### **Detentions**

Detentions can be given to individual students for misbehaviour and / or lack of effort in lessons. Please refer to the detention system flow chart on the next page.

#### **Teacher Detentions (TD's)**

Students may be detained at lunch or break times for 10 or 20 minutes each day without advance notification to parents. Any teacher issuing a student with a TD must communicate this clearly in the student planner.

#### **Subject Area Detentions (SADs)**

These run for 30 minutes during lunch. Parents will be informed if a student has a SAD. Staff applying a SAD must log this on SIMS. The relevant Head of Department or Head of Faculty will oversee this detention. The Head of Department or Head of Faculty or Head of Year can monitor and run regular reports to track student behaviour.

#### **Head of Year Detentions (HOYDs)**

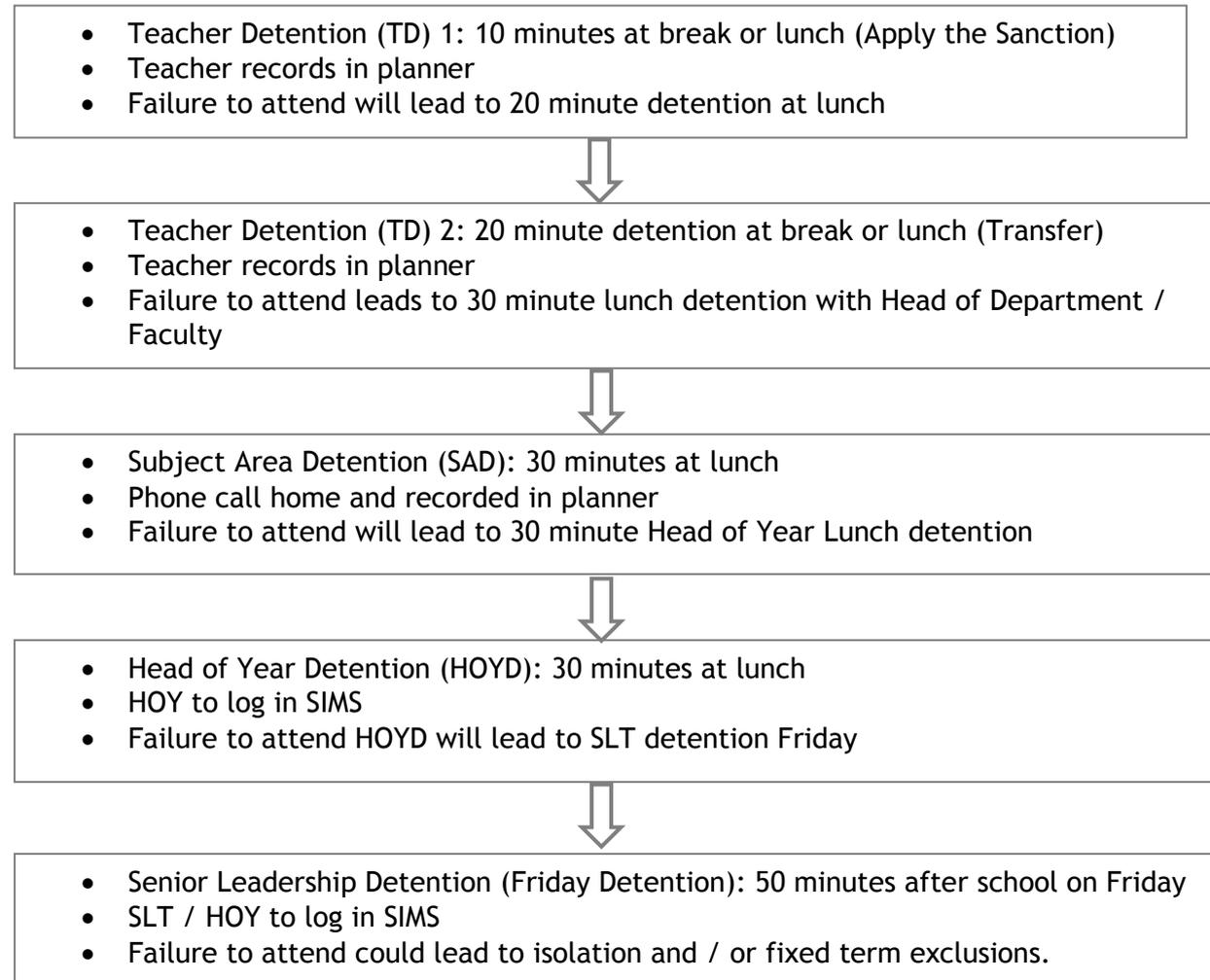
The relevant Head of Department or Head of Faculty can refer students to a Head of Year Detention for 30 minutes during lunchtime. Staff must follow all procedures before a Head of Year can sanction this detention. The Head of Year will log this in SIMS. The Head of Year will be present during lunch break.

#### **Senior Leadership Detention (Friday Detention)**

A Head of Year can refer a student for a SLTD for 50 minutes after school on a Friday. Parents will be informed of this detention by Thursday before 3.00pm. Students will be escorted to this detention by the Head of Year / Senior Leader Team member who will be present during these detentions from 3.00pm on a Friday.

Poor behaviour in any detention will not be tolerated. Students will be asked to leave resulting in escalation to the next level.

### Gildredge House Detention System



### Punctuality: Tutor Period

Students are expected to arrive at school in time for morning registration. The process for addressing lateness to school and morning Tutor Period is as follows.

- Students sign in via Temple Grove if the school gates are closed. The gates close at 8.20am.
- Staff record the number of minutes that the student is late on the late register and biometrically which will record this in SIMS.
- Staff will challenge the student and ask for their reason for lateness.
- Students will automatically receive a same day lunchtime detention for 30 minutes.
- Students that fail to attend at lunchtime may then receive an after school detention.
- Staff will contact home for any students that arrive late on a regular basis.
- Two late marks in the register in one week will mean an after school detention on Friday, from 3.00-4.00pm.
- Staff will communicate with Heads of Year for students that are persistently late.

A meeting between the Form Tutor and / or relevant Head of Year and the student's parents should occur if no improvements are made. Lateness for morning registration will be logged in SIMS.

### **Punctuality: Subject Lessons**

Students are expected to arrive on time for each subject lesson. The process for addressing lateness to a subject lesson is as follows.

- The class teacher will record the number of minutes that the student is late in SIMS.
- Lateness to a subject lesson will result in a 10-minute detention from the class teacher.
- Frequent lateness to a subject lesson will trigger the class teacher to phone home, with the support from the Head of Department / Faculty.
- Lateness over 10 minutes in total during all lessons over a week will result in a 30 minute HOYD at lunch time.
- Students will also be sanctioned for persistent absence during Friday detention.

### **Application**

This Behaviour and Exclusion Policy is for the benefit of all in the school's learning community. If it is to be effective, everyone must use it with confidence and consistency, and will be required to do so. However, the school recognises that there may be occasions when special considerations need to be applied, and the school expects teachers and support staff to use common sense and professional judgement.

### **Concerns and Complaints**

Please write to the Head Teacher should you have any concerns or complaints regarding behaviour and / or exclusions.

### **Policy Review and Approval**

Review interval:	1 Year
Review term:	Summer Term
Reviewed by:	Assistant Head Teacher
Approved by:	Head Teacher

First approved:	Autumn Term 2013
Last approved:	Summer Term 2018
Next review:	Summer Term 2019

A copy of this policy and other related policies can be obtained from School Office.