



## Behaviour for Learning and Exclusion Policy: Years 7-13

### Policy Review and Approval

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Approved by: Executive Head Teacher

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

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**We have the highest aspirations for our school and every member of our school community. By promoting a culture of Ambition, Support, Perseverance, Integrity, Reflection and Empathy, we strive to Aspire, in all that we do.**

*This policy has been subject to a workload impact assessment as part of our commitment to reducing workload. The addition of student/staff values, supportive scripts, reflective sessions and Assistant Heads of Year will support both students and staff and reduce workload for the latter.*

Note: The values and ethos underpinned in the Behaviour for Learning and Exclusion Policies are outlined for the whole school. However, there are separate policies for Reception-Year 6 and Years 7-13. The differences between the age mindsets and logistical structures within the Primary phase and Secondary phase are the reasons behind having two policies.

## **Behaviour for Learning Policy: Years 7-13**

### **Aim**

Gildredge House staff, the Governing Board and the Senior Leadership Team are committed to creating an environment in which all of the students are well-motivated and self-aware learners, who conduct themselves appropriately in a range of situations.

The school's aim is to create an ethos and an environment which celebrates diversity and how every child is unique. As a result of this, all students feel safe and can learn to interact respectfully, sensibly and maturely with others. The development of personal qualities and social skills, and the fostering of socially acceptable behaviour, are therefore integral aspects of the school curriculum.

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 is an underlying principle.

Gildredge House, therefore, expects students to develop into responsible citizens, playing an active part in school, local and wider communities. We expect students to behave appropriately because it is the right thing to do. Underpinning this, we expect all staff to be positive role models. Ultimately, we believe that all members of the school community deserve to be treated with equity and dignity.

The Gildredge House Way is an ethos that all students should aspire to engrain into their behaviour for learning. Staff and students should be fully aware of the Gildredge House Way, with constant and consistent reference being made towards its purpose.

### **Key aims**

- to ensure all stakeholders value and understand the Gildredge House Way;
- to 'aspire' to be the best that you can be;
- to embed student values - ready, respectful and safe;
- to promote adult values underpinned by being calm, consistent and fair;
- to recognise over and above;
- to ensure staff use a stepped sanction approach for student behaviour;
- to guide staff towards using micro-scripts to ensure consistency occurs; and
- for staff to follow up poor behaviour with reflection or restorative meetings.

## The Gildredge House Way

Student attitude to learning	Staff values	Over and above recognition
<p><b>Ready</b></p> <p><b>Respectful</b></p> <p><b>Safe</b></p>	<ul style="list-style-type: none"> <li>• Calm, consistent and fair</li> <li>• Give first attention to best conduct</li> <li>• Be relentlessly bothered and build relationships</li> <li>• Meet and greet with a smile at the door</li> <li>• Recognise over and above</li> </ul> <p><b>Consistency</b> of these values is the key.</p>	<ul style="list-style-type: none"> <li>• ASPIRE Points</li> <li>• Praise</li> <li>• Recognition board</li> <li>• Phone call home</li> <li>• Email home</li> <li>• Green Learning walk</li> <li>• Rewards for success</li> </ul>
<b>Aspire - in everything we do</b>		

Stepped sanctions (in private)	Micro script	Restorative questions
<p>Students may need reminders of the Gildredge House Way values (drive by to monitor behaviour)</p> <p>Stepped actions</p> <ol style="list-style-type: none"> <li>1. <b>Warning</b> - think carefully about your next step. Use micro script.</li> <li>2. <b>Applied</b> - discussion in private, change seats, 3 minute cool off.</li> <li>3. <b>Transfer</b> - Transfer out of the classroom.</li> <li>4. <b>Restorative</b> - Scripted support to complete following a transfer or for persistent low-level disruption. This should occur before the next scheduled lesson.</li> </ol>	<p>Gildredge House Values <b>Ready, Respectful, Safe</b></p> <p><b>NOT ON TASK:</b> Do you remember last week/lesson, when you ....., that is the ... I need to see today.</p> <p>Thank you for listening.</p> <p><b>IF HAVING TROUBLE GETTING STARTED:</b> I notice you are having trouble getting started/staying focused. What could you do to help yourself?</p> <p><b>IF TURN UP LATE TO THE LESSON:</b> You have not turned up to school on time, I will speak to you at the end of the lesson.</p> <p><b>IF RUNNING DOWN THE CORRIDOR/UP THE STAIRS:</b> It was the rule about running along the corridor that you broke. You have chosen to not follow our</p>	<ol style="list-style-type: none"> <li>1. What has happened?</li> <li>2. What were you thinking at the time?</li> <li>3. What have you thought since?</li> <li>4. How have others been affected?</li> <li>5. What needs to be done to make things right?</li> <li>6. How can we do things differently in the future?</li> </ol> <p><b>Responses</b></p> <ul style="list-style-type: none"> <li>• I hear what you are saying.</li> <li>• Okay I am listening.</li> <li>• Have you thought about?</li> </ul>

	<p>rule about staying safe. Please remember to follow it in future. Thank you.</p> <p><b>AFTER ANY INSTRUCTION:</b> Thank you for listening.</p>	
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## Rewards

The school believes that good behaviour is dependent on high self-esteem and that a consistently applied system of rewards 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. Effort is the driving force behind the majority of rewards.

A student that successfully applies these conventions should be acknowledged. We believe the ideal incentives are the intrinsic rewards offered by:

- warm relationships;
- a stimulating and tolerant social environment;
- positive role modelling; and
- doing what is right.

Methods of praise could be:

- non-verbal and verbal praise;
- Recognition Board and/or achievement points (via EduLink)
- phone call home;
- email home; or
- Green Learning walk.

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

## Behaviour for learning inside the classroom

The Gildredge House Way has clear guidance on the stepped sanctions, student values and staff values to manage low-level disruption in the classroom. The approach when the classroom climate is disrupted is as follows:

**Warning** - think carefully about your next step. Inform student for the reason behind the warning. Use micro-script to support.

**Applied** - discussion in private, change seats, 3-minute cool off ([Record on EduLink](#))

**Transfer** - transferred out of the classroom. ([Record on Edulink](#)). Transfer to paired faculty destination or other appropriate location according to incident. Transfer staff to assist with move.

**Restorative** - scripted support to complete following a transfer or for persistent low-level disruption. This should occur before the next scheduled lesson.

Consistency and uniformity is the key to the successful implementation of this Behaviour for Learning and Exclusion Policy.

## Restorative meeting

Restorative practices set out in the Gildredge House Way are the framework used as reflective measures to build relationships and understanding in the school community. Staff will arrange the meeting formally to develop a shared sense for behaviour for learning and the well-being of both staff and student. The meeting should occur prior to the next time a student and staff come into contact. This may occur in reflective time or at an alternative arrangement.

## Dealing with minor offences

An incident that does not meet Gildredge House expectations or values will be entered electronically into the school's information system, EduLink. This is entered by the member of staff that has dealt with the behaviour.

## Warnings for breaking a school rule

Warnings will be issued and recorded on EduLink when a student fails to follow the basic expectations. This relates to their conduct and ability to follow the basic school expectations as detailed. All staff are asked to issue a warning log for the following types of incidents (note: not an exhaustive list):

- When a student is not wearing school uniform correctly (see Uniform Policy).
- When a student is chewing gum.
- When a student is disrupting a lesson.

Pastoral staff will monitor these warnings. Persistent breaking of the school rules will then trigger further communication with home and, if required, parents will be invited into school to discuss the behaviours.

## Uniform

A student not wearing the correct uniform will be identified during uniform checks at morning registration by their Form Tutor. Contact home via EduLink or a phone call is required and if the student / parent(s) fails to address the uniform anomaly, a stepped sanction approach will follow from the Form Tutor or Head of Year. 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 in the Reflection Room until the problem is resolved.

## Mobile Phones

Mobile phones are part of modern society and the majority of students will now own a mobile phone. We understand that for safety reasons students will carry a mobile phone in order to contact parents/carers after school/before school. However, mobile phones can lead to several problems in school, for example bullying, disruption to lessons and inappropriate web usage.

As a school we strongly encourage our students to talk to each other and develop friendship groups at break and lunchtime, as opposed to using their mobile phones. As a result, the use of mobile phones during school hours is forbidden. Students found using their mobile phone without permission will be dealt with in accordance with school policy.

- Any student seen using their mobile phone without permission will have their phone confiscated immediately. **Phones must not be seen or heard.** This includes the use

of smart watches or Apple watches - the use of these is not allowed as they are effectively mobile phones and will be treated as such. The teacher must log on EduLink and place student into a lunch time detention. Any student who brings a mobile phone into school **does so at their own risk and school will not be held responsible for any loss or damage.**

- The member of staff that confiscates the phone must take it to the School Office where the phone will be secured in a locked cupboard.
- For the first confiscation of a mobile phone, the student will be allowed to collect their phone at the end of the day from the School Office.
- For the second confiscation of a mobile phone and thereafter, parents will be required to collect the mobile phone from the School Office themselves. Students will not be granted permission to collect the phone from the second confiscation onward.
- Should the student refuse to hand their phone over to the member of staff when asked, the member of staff will contact Transfer to collect the phone and discuss the impact of the student having their phone out and the disruption this can cause to theirs and their peers' learning. This will result in the phone being sent to the School Office for a parent to collect to discuss with the student the importance of not having their phone out at school. This will also be recorded on EduLink.
- If student does not hand their phone over to Transfer they will be relocated to discuss and resolve. This will result in the phone being sent to the School Office for a parent to collect. The Head of Year or a member of the pastoral team will discuss with the student the importance of not having their phone out at school. This will also be recorded on EduLink and an after-school detention set, in order that the student is taught the implications of taking up staff time/ phone use in schools.
- If the phone is not handed over, the student will be taken to a member of SLT to discuss this, the time taken to deal with situation and the consequences of their actions. The phone will be given to the member of SLT. This will result in the phone being sent to the School Office for a parent to collect to discuss with the student the importance of not having their phone out at school. This will also be recorded on EduLink and an after-school detention set.
- The tally for collecting mobile phones will reset each full term - at Christmas, Easter and the Summer holiday.
- If students need to contact home for an emergency reason during the school day, then they will be permitted to use a school phone.
- Any instances of students having their phones confiscated will see the incident recorded on EduLink and could lead to further sanctions.
- When students have finished the last lesson of the school day, they may use their mobile phone on the school site. If students are attending an after-school club or a detention, this extends the no mobile phone use until they finish.
- For their own safety, students must not use their phone to listen to music if they are cycling to school. Students should also be mindful of traffic and dangerous situations if using their phone when walking to and from school.

### Behaviour for Learning walks (on call)

**Green Learning Walk** is a positive visit to the classroom - a member of staff may want the on call staff to come and see a piece of work or section of a lesson that is over and above or deserves recognition.

**Transfer Learning Walk** is a negative visit to the classroom - A member of staff will be notified to transfer a student from class. This procedure will only be called upon if:

- a major incident or offence has occurred;
- **persistent** poor behaviour is disrupting the learning;
- a Transfer is required;
- a student is missing.

The member of staff 'On Call - transfer' will collect the student and place the student into the transferred room. The transfer will be within the department or a faculty-paired department. Some students may need time to be calm and reflect away from a classroom; these students may be placed into the Reflection Room. The member of staff that is on transfer will make this professional judgement. The member of staff on transfer will also communicate with the Pastoral Coordinator/Assistant Head of Year to ensure the students transfer is logged by the member of staff.

If the offence is of a major nature the member of staff on transfer may advise or be advised by the Head of Year / Senior Leadership Team to keep the student in the Reflection Room to continue investigations into the incident/behaviour.

### Differentiation

In extreme or particular circumstances, this Behaviour for Learning 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 for Learning and Exclusion Policy will be agreed via consultation with all stakeholders. The final decision will be made by the Senior Leadership Team.

Staff should strive to build a positive relationship with students to help them regulate their behaviour by giving the students time *before* engaging in a meaningful conversation or looking to find solutions with the student. In addition, the Careers and Community (PSHEE/RSE) programme is followed each week, which aims to support students in building positive relationships with others through appropriate communication and conflict resolution.

### Mentoring / Monitoring report cards

If a student requires closer monitoring, a report card may be used. All report cards **must** have targets that have come from a restorative meeting and/or link to the Gildredge House Way.

#### 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 more than one subject. 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, a Punctuality Report, a Positive Report, a Break Time Report, etc.

### Outside the classroom

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

1. **Warning** - think carefully about your next step. Inform student for the reason behind the warning. Use micro script to support. ([Record in EduLink](#)).
2. **Applied** - discussion in private, 3-minute cool off. ([Record in EduLink](#)).
3. **Transfer** - transferred. ([Record in Edulink](#)). Transfer to another/appropriate location according to the incident.
4. **Restorative** - scripted support to complete following a transfer. This should occur as soon as possible.

Follow up sanction to be co-ordinated by the Assistant Head of Year/Head of Year. (SLT support if required).

If a student is out of bounds during a break time, the student will receive 30 minutes in reflective time after school. The relevant Assistant Head of Year/Head of Year will also contact home.

### Bullying

Please refer to the 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 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 recorded in EduLink to enable data to be tracked.

### Sexism

The 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 for Learning 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 for Learning 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.

### **Detention (Reflection)**

Detentions (reflective time) will be given to a student that does not follow the school values and/or lack of effort in lessons.

## Detention Flow Diagram



### **Punctuality: Tutor Period**

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

- Students sign in at the School Office if the school gates are closed. The gates close at 8.20am.
- Staff will challenge the student and ask for their reason for lateness.
- Staff will contact home for any students that arrive late on a regular basis. For persistent lateness please refer to the Attendance Policy.
- Staff will communicate with Heads of Year and/or Assistant Heads of Year for students that are persistently late.

### **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 EduLink.
- The cumulative time a student is late to lessons will result in an after-school detention being set for this duration.
- Frequent lateness to a subject lesson will trigger the Class Teacher to phone home, with the support from the Head of Department / Faculty.

# Exclusion Policy: Years 7-13

## Aims

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 for Learning 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 and values.

## Permanent exclusion

Examples of behaviour warranting exclusion are:

- 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.

All of the above could result in a permanent exclusion. The Executive 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 for Learning and Exclusion Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or other individuals at Gildredge House.

## Alternative to permanent exclusion

As an alternative to permanent exclusion, the school will seek, as part of its Behaviour for Learning Policy, to utilise the agreed local partnership protocol involving directing a student to a supported placement at another school, College Central or other alternative provision.

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. It is important that parents share with staff possible causes of unwanted behaviour and strategies that they have found to be successful within the home setting in order to allow us to tailor our response to each individual. 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 the Reintegration Meeting

The student will be placed on report in order to review their behaviour following the re-admission to school. 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.

## Governors' Discipline Committee

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

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

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.

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. Parents have the right to be accompanied by a friend or representative, including a legal representative.

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 Executive 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 Executive 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.

### Local Schools - Inclusion 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.

### Alternatives to permanent exclusion and directed placements

Gildredge House follows ISEND Guidance on 'School to School placements' in order to prevent fixed term and permanent exclusions. Therefore, the school will sometimes work with other local mainstream schools to provide a package of support for an individual, and in some instances, to enable the student to successfully integrate into another mainstream school setting instead of having a permanent exclusion on their record. The guidance is available to view on request, and includes information regarding temporary School to School placements, intervention via College Central, or a permanent move to another mainstream setting within the local area.

### Powers of direction

In some circumstances these placements may not necessarily have been agreed in advance with parents, or indeed the parents/carers may not be supportive and therefore powers of direction may be needed; DFE 'Alternative Provision - Guidance for Local Authorities' January 2013 provides details on the powers and responsibilities maintained schools have in using off-site provision to improve students' behaviour. These powers come from 'Section 29A of the Education Act 2002', introduced by the 'Education and Skills Act 2008'; as required by this Act, the Secretary of State then made regulations in 'The Education (Educational Provision for Improving Behaviour) Regulations 2010'. This legislation does not apply to Academies; Academies can arrange off-site provision for similar purposes under their general powers as set out in the Academy Trust's Articles of Association. Though the regulations and guidance do not apply, they can provide Academies with an example of good practice. Maintained schools and Academies should ensure that their Behaviour Policies reflect the different types and purposes of placements, along with the possible use of 'Powers of Direction'.

### 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 Executive Head Teacher is responsible for deciding how to respond to particular incidents, taking into 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 Executive Head Teacher will consider. For a second offence, permanent exclusion will be almost inevitable.

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.

### Application

The Behaviour for Learning 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 - this is particularly the case with students on the SEND register.

- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

### Concerns and complaints

The Head of School, in conjunction with the Executive Head Teacher, is responsible for deciding how to respond to particular incidents, taking into 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.