



Positive Behaviour for Learning

Introduction

This policy sets out the framework of the school's approach to encouraging wanted behaviour known as Positive Behaviour for Learning (PBfL).

PBfL is designed to encourage students to behave and learn in well ordered, calm classrooms and around the site. Here good behaviour and hard work are recognised and unwanted, disturbing or disruptive behaviour is discouraged by a series of warnings. In order to support the good and wanted behaviour of the vast majority of students, it is necessary to have a recognised and consistent set of warnings which students know will be used to prevent other students from disrupting their learning. Driffield School is not immune to the national situation where low level disruption has the potential to disturb the learning of many students. Therefore, **all teaching and support staff who deal with the supervision and/or teaching of the students will be expected to follow the basic requirements of PBfL, using praise and rewards and warnings.**

PBfL contains elements from a number of well researched schemes for improving student behaviour:

1. Clear expectations (or general aims) for students and staff as outlined in the Expectations Charter.
2. Specific rules for the classroom and around the school.
3. A range of positive influences.
4. A range of warnings.

The emphasis is on making choices and taking personal responsibility. Students accepting that there are consequences of wanted and unwanted behaviour are part of that responsibility. Students know what those consequences are – no surprises, just consistency.

The Expectations Charter

**This to be posted in the main entrance of each building on the site*

The Specific Rules for the Classroom and Around the School.

The rules for students agreed by staff and students are specific, simple and straight forward.

Staff Expectations of Students

1. To be courteous and well mannered.
2. To listen to what they are being told and to act upon it.
3. To be properly equipped, work hard and produce their best work.
4. To let others work and feel comfortable.

5. To show respect to everyone and to personal and school property.
6. To wear the school uniform and follow the jewellery, hair and appearance codes.

Students May Expect Staff

1. To be firm, consistent, courteous, and fair.
2. To prepare and assess work appropriately, including homework.
3. To be on time.
4. To deal with unwanted behaviour.
5. To recognise and reward good work and behaviour.
6. To listen, at a time designated by the member of staff, to students' explanations for behaviour.

Positive Behaviour for Learning: Classroom Rules

1. Arrive on time to registration and lessons with the right equipment; books, planner, pencil case etc.
2. Take off outdoor clothes at the start of the lesson, sit according to the seating plan, prepare equipment and follow instructions straight away.
3. Only drink bottled water where allowed and do not eat in lessons.
4. Listen in silence when the teacher speaks. Talk quietly at discussion times.
5. Only use acceptable and polite language and tone. Back-chat and offensive comments are unacceptable.
6. When your teacher tells you that it is the end of the lesson pack up, be silent and wait to be dismissed in an orderly way.

**These to be posted in the main entrance of each building on the site*

The Rewards for Wanted Behaviour

These centre on the premise that **students respond better to praise, encouragements and rewards for wanted behaviour or good/hard work, than to criticism or sanctions. Rewards improve behaviour, motivation, work rate, morale, personal and collective standards and group dynamics.** Applied properly, rewards contribute to lower stress levels and can inspire originality and creativity.

Rewards:

- Must be applied consistently. They are a key means of supporting teaching and learning, even when in the non-verbal form.
- Should be used to acknowledge students who follow instructions and choose to behave responsibly as well as for good work.
- Should be frequent and meaningful, but not cheapened by excess.
- Should be talked about and used – especially immediately after giving instructions. Successes should be shared.
- Should relate to the individual student and/or the whole group.
- Should be indicated immediately although can be given later. Lengthy delays should be avoided (e.g. end of term/ year).
- Should be sensitive to the age and personality of the student to whom they apply. Sometimes private praise is preferred.
- Can be earned by individuals for themselves or by individuals/ groups for the whole class, form or House. They should enrich the ethos and life of the school community.

- Should normally occur before the warnings – usually quickly after instructions to students who are doing what staff want.
- Should be given in the approximate ratio 4:1 to warnings.

Positive Behaviour for Learning: Classroom and Department Rewards Making The Right Choices!

- Public and private verbal praise or acknowledgement such as displaying work or sharing it with the rest of the class.
- House Points.
- Positive Post Cards.
- Department Leader commendation certificates.
- Senior Leader presentations (e.g. commendations) within the classroom.

Positive Behaviour for Learning: House Rewards

- Public and private verbal praise / mention in assembly.
- House Point Certificates (with prizes).
- Trips for highest performing tutor groups and non-uniform day for highest performing house.
- Positive Post Cards.
- House Leader and senior staff commendations.
- Celebration Assembly every term (to include attendance success). Termly prize draw.
- Celebration of Success Evening nominations.

Positive Behaviour for Learning: Whole School Rewards

- All Staff to have access to House Point Stamps.
- Senior Staff Special Stamps and Headteacher Commendations.
- Reward for high performing Y11 (e.g. reduced price Prom ticket).
- Awards Evening nominations and Governors' Awards.

House Points

Ink stamps in order to award House Points will be provided for all staff. They are to be placed in the student planner in the designated grids. Students should be awarded House Points for:

- Positive attitude/behaviour
- Attainment
- Excellent and much improved effort

Teachers should look to reward all students for something they have achieved at least once per half-term, if not every lesson – think positive! As a guide subject teachers should award two House Points as a maximum for one piece of work. **Normally, at least 2 House Points should be awarded every lesson to at least 2 individuals for positive attitude/behaviour.**

If students are completing projects/topics it may be beneficial to award House Points on an on-going basis, rather than at the end. The balance should be towards **awarding** rather than not awarding House Points. Teachers must ensure that every student has equal access to House

Points. Subject teachers should stamp House Points in the pages of the student planner. House Points can be awarded to a teaching or form group en-bloc where appropriate.

Form Tutors may also award House Points at their discretion. Termly totals for each house will be published.

During Years 10 and 11 students' efforts must also be rewarded with House Points. These are awarded for wanted behaviour, projects, coursework and work completed in a series of lessons. In certain cases House Points may be awarded for an outstanding piece of work or behaviour.

House Points are monitored by Form Tutors who trigger referrals for certificates and rewards at the appropriate times by emailing to address 'House points' or 'HP'.

House Points	AWARD	Marked by	KS3 Prize	KS4 Prize
100 House Points	BRONZE AWARD	Certificate in assembly	Pen and Prize Ticket	Highlighter pen & Prize Ticket
200 House Points	SILVER AWARD	Certificate in assembly	Pen drive and Prize Ticket	Water bottle & Prize Ticket
400 House Points	GOLD AWARD	Certificate in assembly	£10 Gift Voucher and Prize Ticket	£10 Gift Voucher and Prize Ticket
800 House Points	PLATINUM AWARD	Certificate in assembly via Teacher	£10 Gift Voucher and Prize Ticket	£10 Gift Voucher and Prize Ticket
1600 House Points	DIAMOND AWARD	Certificate in assembly via Senior Teacher	£20 Gift Voucher and Prize Ticket	£20 Gift Voucher and Prize Ticket

A termly prize draw will take place in each House with a prize of the value of £100. Other prizes (e.g. £5 vouchers for good or improved attendance) will also be issued at this time.

At individual House level House Point totals to be calculated half-termly with Tutor Groups ranked 1 to 10. Attendance and punctuality totals also to be ranked by the Information Services Team half-termly and Tutor Groups to be ranked 1 to 10. Progress Checks average scores for Tutor Groups to be ranked and Sports Totals also incorporated (Sports Day/House events). All totals to be calculated at the end of the year and the most successful Tutor Group in each House can have a trip out of school for a whole day. The most successful House to have an additional non-uniform day.

Consistently high performing Year 11 students will receive a reduction for the Prom tickets.

The Sanctions for Unwanted Behaviour

One central aim of PBfL is to actively discourage unwanted behaviour and therefore avoid disturbance or disruption in lessons which prevent students from learning effectively. Well prepared and appropriate lesson planning will help to produce a positive climate in the classroom, but behaviour checks should also be used to prevent unwanted behaviour.

It is anticipated that students should be made aware of their inappropriate behaviour and be given an opportunity to make a positive choice about improving their behaviour before the formal sanctions are applied.

Sanctions for Unwanted Behaviour: Making the Wrong Choices!

IN THE CLASSROOM:

- **SANCTION 1:** First formal sanction. Student's name is recorded and may be asked to move.
- **SANCTION 2:** Class teacher detention and possible removal to shadow timetable – CL and FT informed and recorded as S2 in planner.

If a student has 3 S2's recorded in their planner during one week this will result in a one hour detention after school on a Thursday.

AROUND SCHOOL SITE:

Unwanted behaviour around the school site will be challenged.

- **SANCTION 1:** First formal sanction. Student may be asked to move.
- **SANCTION 2:** Student name taken. Lunchtime detention in seclusion.

Failure to modify behaviour following S2 around the school site, will result in referral to House Team for exclusion from school.

In the Case of Repeated Unwanted Behaviour

CURRICULUM LEADER:

- **SANCTION 3:** The Department Leader will consider department detention, subject report and changing teaching group (in conjunction with appropriate AHT). Parents will be contacted. Head of House, House Tutor and Form Tutor informed. Referral to HOH for a period of time in Seclusion may be considered.

HOUSE LEADER:

- **SANCTION 4:** Head of House, House Tutor and Form Tutor involved. Parents will be called into school. Individual Behaviour Plan with behaviour targets will be considered. Seclusion/Exclusion considered for failure to achieve targets.
-

In the Case of Very Serious Behaviour

Examples include:

- ❖ Repeated deliberate defiance.
- ❖ Serious bullying including repeated verbal or physical abuse, sexist and racist remarks.
- ❖ Deliberate damage to property or theft.
- ❖ Fighting, swearing, spitting.
- ❖ Drugs, alcohol, smoking or the abuse of any other substance.
- ❖ Other illegal or dangerous acts.

ASSISTANT HEADTEACHER/DEPUTY HEADTEACHER/HEADTEACHER:

- **SANCTION 5:** Senior staff involved. Immediate removal from lesson to seclusion. A Pastoral Support Plan and Final Warning will be considered. Parents invited into school. Permanent Exclusion may be considered.
-

Cover Supervisors/ Supply Staff

These colleagues are expected to follow the behaviour plan. The Information Services Team will issue a digest of the plan to visiting teachers. Follow-up actions will be led by the designated classroom teacher following contact by the Cover Supervisor/ Supply Teacher.

Seating Plans

A seating policy is adopted consistently by every teacher of year 7 to 11. There are a number of options which are at the discretion of the teacher. These include:

- Students sitting in alphabetical order as they appear on the register.
- Students sit in a boy and girl sequence alphabetically.
- Students sit at places decided by the subject teacher who makes a professional judgement about who sits where.
- Students sit next to a like ability partner - single sex or boy/girl.
- Students sit next to a weaker or stronger ability partner - single sex or boy/girl.

Staff have a choice of which of the above they use. A seating plan should be constructed for each Year 7 to 11 group and this should be submitted to the HOD so they can be made available for cover or supply staff. It is also helpful to place these on a classroom notice board. It is acceptable for classes to have more than one seating plan if they are taught in more than one classroom. If the learning activity requires movement away from the standard seating plan it should be operated at the beginning of the lesson when the checks are being made. Other seating arrangements can then be made. Colleagues are reminded that a register must be taken during the lesson. It should be made clear to students that a seating policy is in operation and that the teacher is deciding on the seating arrangements. It is good practice for seating plans to be displayed on the classroom wall for all classes using that room.

The Concept of the Key Worker

This is the person leading appropriate interventions and monitoring progress towards targets (usually the Form Tutor, Curriculum Leader, House Leader, Student Services colleague or SLT member). This is so that there is one colleague taking responsibility for each student on report, thus avoiding duplication and omission. Any colleague wishing to raise issues about a student on report must do so through the Key Worker, as well as keeping other relevant staff informed.

Key workers, once having agreed a plan of action with colleagues, students and parents, must keep to it except in times of highly stressful traumatised outbursts that are not the norm for that student and who may need skilled counselling or other appropriate action. Staff and students will need to understand the need for this executive action, although it is not an excuse for avoiding any PSP or other plan of action. Key Workers will be identified weekly in the pastoral bulletin. The Key Worker will often use the Report system, and must explain carefully to students the student targets and linked rewards and sanctions.

The Referral System

It is expected that the vast majority of student behaviours will be managed within the behaviour plan involving classroom teachers and Department Leaders. In some cases, however, it may be necessary to request from the House Leader an increase of interventions via email (or in the case of very serious behaviour, by word of mouth, with paperwork following). The House Leader will determine the outcome of this referral in liaison with other staff, taking into account the Warning system above.

Intervention by the Form Tutor

The emphasis of the form tutor is being pro-active. Form tutors are in the unique position of knowing their tutees well, they have an established relationship with parents and can liaise with House and Department Leaders as appropriate. The form tutor must take every opportunity to support the interventions of classroom teachers. Clear, consistent and regular messages must be given regarding our expectations and the behaviour plan. There must be daily/weekly general checks of the planner, school dress and appearance codes. School equipment checks must also take place. Form Tutors are in the front line in ensuring our "Duty of Care" is fulfilled so that our Pastoral and "Child Protection" obligations are met. Form Teachers should also pick up friendship/bullying/attendance/homework issues and maintain parental contact by telephone and in person where appropriate. Pro-active use of form tutor time will assist in managing these processes. The Form Tutor Report should be used to monitor progress, homework and behaviour as appropriate. Form Tutors **must** liaise with House Leaders if concern grows. Form Tutors should intervene positively by using the rewards strategies and highlighting wanted behaviours of the form and co-ordinating House Points and other positive aspects of student progress.

Intervention by House Leaders

House Leaders keep an overview of academic progress and behaviour. They liaise with the Form Tutor and Subject Teachers/Curriculum Leaders. There is a House Leader Report and individual Interviews with students are conducted. They can invite parents into school to discuss issues. They can issue rewards and behaviour checks. They have an overview of attendance and punctuality issues and if problematic, can link with the EWO. They organise House detentions for attendance, punctuality and behaviour issues. They investigate serious issues and liaise with the Assistant Headteachers for advice and support. They make referrals to the Student Services Team. House leaders intervene directly when a student is referred to them by

several curriculum areas. They manage Individual Behaviour Plans (IBPs). House Leaders coordinate the school rewards and sanctions in relation to out of lesson wanted and unwanted behaviours. In doing so they should employ a range of Rewards and Warnings including first verbal warning, second verbal warning and House detention.

Intervention by Senior Inclusion staff or Student Services

This is the access point for further support once serious repeated problems are identified. The SS Team has its own reporting strategies. This team manages Pastoral Support Plans (PSPs) which are designed to support students at risk of permanent exclusion. Full-time and part-time Alternative Learning Packages (ALPs) are managed by this team. This team is also responsible for students with SEN.

Intervention by SLT

These colleagues work with House and Curriculum Leaders and other colleagues. They will use a wide range of support mechanisms. They will always involve parents. An SLT member is normally present for PSP meetings.

SLT members will have the full range of warnings at their disposal and will operate their own detention system. The Headteacher will monitor the use of PSPs and will attend meetings where permanent exclusion appears likely. The Headteacher will usually issue "final warnings" personally and normally in the presence of parents. Final warnings are always recorded in writing with all relevant parties receiving a copy. It is vital that at this stage everyone works hard to avoid permanent exclusion, whilst understanding that this ultimate sanction will follow if the intervention strategies are unsuccessful.

Student Progress Monitoring via the Report System

This system is designed to help students raise their performance with regard to work, attitude and behaviour at school. The system has five tiers linked into the behaviour checks consisting of:

- Departmental reports.
- KS 3 teaching class reports.
- Form Tutor reports.
- House Leader reports.
- SLT reports.

Under normal circumstances, the maximum length of time a student should stay on one of the report levels is 10 school days. These monitoring structures record student progress and inform the behaviour check system.

In addition, the following monitoring systems are available:

- Positive behaviour reports.
- Interim student progress (the "round-robin").
- Student lunchtime supervision.
- Student Services sheet.
- Mentor intervention sheets.

Report Card Targets

When setting targets to improve behaviour for learning it is essential that the targets directly relate to learning and reflect a step by step approach to achievable goals. Targets should where possible be positive and negative phrasing is to be avoided. The report card targets should be linked directly to a clear set of reward and sanctions and any IBP or PSP. All targets on the report card should be S.M.A.R.T

- **Specific** Observable and precise description of behaviour
- **Measurable** Refers to the number of times (frequency) a behaviour occurs and how long a behaviour goes on for (duration). A target will include details of desired levels of behaviour.
- **Achievable** The student should have the ability to meet the target.
- **Relevant** Targets need to be related to the specific behavioural needs of the student
- **Timed** A realistic and appropriate time frame is given for the student to achieve the target.

Examples of suitable targets for achieving desired behaviour for learning are on the school intranet (under Inclusion Data – Guidelines).

Effective use of Report Cards

In order to be effective subject staff should only comment on the targets identified on the report card. If an incident has occurred during the lesson that does not relate to the targets on the card then the appropriate “Key Worker” should be informed via a contact form. Unnecessary negative comments should not be written on the report card. Only behaviour specific to the individual student should be commented on and not behaviour displayed by the whole class. It should be remembered that the report card is monitoring tool and subject staff still have a responsibility to respond appropriately to incidents that occur within their classroom. The Key Worker monitoring the report card should be informed of incidents but should not be expected to administer the rewards and sanctions directly related to the classroom. The Key Worker should make clear to students the targets and linked rewards and sanctions. It is the classroom teacher’s responsibility to do this within the sanctions framework.

Departmental Reports (White).

At Sanction 3 if a student is consistently falling below the school’s expectations in behaviour, work, attitude etc. in a particular subject area, a departmental report may be used for a period of time (normally for up to 6 lessons) in order to attempt to improve performance.

Department Leaders should:

1. Ensure that the behaviour plan has been used appropriately by the subject teacher and rewards and checks have been used.
2. Inform the student about the use of the report.
3. Notify the Form Tutor and House Leader via a copy of the parent letter. The form tutor should ensure that the student knows about this intervention and that they expect improvement.
4. Use the standard letter/ a telephone call home to inform parents. Invite parents in if appropriate.
5. Subject teachers should then monitor the student’s progress on the report sheet, noting any strategies used to encourage improvement, rewards and sanctions. The student should show this report to the appropriate departmental leader.

6. Completed reports should be monitored by the appropriate department leader. If the report fails to have the desired effect, discussion with the House Leader should take place to identify other strategies which could be used to gain the desired levels of improvement, i.e. further contact home. A move to Warning 7, Form Tutor report, and House Leader report should be considered if there are developing problems across a range of areas of the school. When completed the department report should be sent to the House Leader for filing.

KS3 Teaching Class Report (Yellow)

In order to monitor the performance of a particular class or range of classes within a year group, the appropriate Assistant Headteacher can instigate a teaching class report. A reliable member of the group is identified to carry the report and colleagues should identify wanted and unwanted behaviours and the rewards and sanctions used. This will be monitored by the Assistant Headteacher who will also co-ordinate appropriate interventions. Normally each year group in Key Stage 3 will be monitored for 2 weeks academic year and follow-up strategies identified.

Other Key Worker Reports

These are as follows:

- **Form Tutor Report (Blue)**
- **House Leader Report (Green)**
- **SLT report (Red)**

If a student is consistently falling below school's expectations in behaviour, work, attitude etc. in a number of subject areas then a Key Worker report may be used as described in the behaviour warning section above. These are issued by the Key Worker and contain targets to improve performance. The Key Worker will praise and reward the student when successful or arrange appropriate sanctions. Key Workers should:

1. Discuss the use of the report with the appropriate House Leaders.
2. Inform the student about the use of the report and the use of rewards and sanctions.
3. Use the standard letter/ a telephone call home to inform parents. Invite parents in if appropriate.
4. Meet with the student each day to discuss progress and further methods of improving behaviour.
5. Ensure that subject teachers fill in the report at the end of each lesson noting any strategies used to encourage improvement or any problems encountered during the lessons against the targets set.
6. Ensure that reports are taken home and signed by the parent/guardian each evening.
7. Ensure that completed reports are passed to a House Leader for filing at the end of each period of use.

The E-log

Staff are able to access records to see which incidents have been logged.

Students Moving To Driffield School at the Start of Year 7

It is vital that appropriate information is passed to Driffield School by primary schools. Very often there is a gap here as students with challenging behaviour are often more successfully managed in a primary setting (one room/one teacher) compared to a secondary setting (large complex site/twelve teachers/twelve rooms). Appropriate paper work should be provided for Year 6 teachers to complete and necessary follow-up discussions led by the Student Services Team. It should not be seen as a failure by primary teachers if a student cannot cope in a secondary

setting. We should properly anticipate unwanted behaviours and intervene before the students arrive at the school.

Student Services and House Leaders should put into place IBPs/PSPs /TRU placements/other support strategies ready for the beginning of the autumn term. All appropriate staff should be briefed and act upon the information prepared in order to avoid unwanted behaviours emerging.

Mid-year transfers into Driffield School

Mid-year transfers are a particular area of difficulty when information from previous schools often arrives late. The designated member of staff should make every attempt to contact the previous school by telephone to discuss academic/behaviour information. It is better to delay the entry of a student into the school until this accurate information has been obtained. Parents should be asked for patience as we wish to make the best possible start for their child. Where potential barriers to learning are identified, House Leaders and Student Services should be involved **before the arrival of the student** whenever possible.

Publicising “Positive Behaviour for Learning”

This is done via the posters around school, in newsletters to parents, the supplement to the school prospectus, the student planner and the home-school contract. Aspects of PBfL will be promoted in lessons, during form tutor time, assemblies and other public gatherings as appropriate.

Role of Support Staff

It is expected that all support staff will promote the rules, rewards and sanctions within the behaviour plan. This will particularly apply to classroom based support staff, canteen staff and lunchtime supervisors. These staff will be able to reward wanted behaviours by using the support staff stamp.

Pastoral Support Programmes (PSPs)

A Pastoral Support Plan (PSP) is a school based intervention to support individual young people who are at risk of permanent exclusion or failure at school through disaffection. The purpose of the PSP is to identify what additional support is required to enable a young person to remain in mainstream: to target, monitor and if necessary focus the support.

Social Inclusion: Pupil Support Circular 10/99 (S6.6):

A decision to exclude a child permanently is a serious one. It is a final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and have failed, including the use of a Pastoral Support Programme.

Criteria: A PSP is drawn up if a young person is at serious risk of permanent exclusion; a young person is at serious risk of failure at school through disaffection – this may include persistent bullying, racial/sexual harassment, persistent truanting, severe behavioural problems, continued drug or solvent abuse, when school-based strategies have shown little progress despite regular reviews involving the pupil and parents/carers; a pupil has already received a number of fixed term exclusions; a particularly vulnerable child enters the school in order to facilitate the transition; Support is needed for the re-integration of a student refusing to attend school. Some students may be at greater risk of social exclusion or disaffection than others and may benefit from a PSP. They include: Young carers; Pregnant Schoolgirls/teenage mothers; Travellers; Refugees; Pupils with chronic health problems; Young people in families under stress.

Principles: A PSP is a school-based intervention planned to help individual students, better manage their behaviour by identifying clear and precise behavioural outcomes for the young person to achieve, with multi-agency support. It provides an opportunity for the school and parents or carers to work collaboratively to prevent behaviour deteriorating further. A PSP should identify clear targets which are realistic and achievable (SMART) and should not be a paper exercise which leads to exclusion. A PSP should not replace the Individual Education Plan (IEP) for those students protected under the SEN Code of Practice. Before moving to a PSP it is expected that a wide range of school-based interventions have been tried and the outcomes recorded clearly in the student file. The student's parents/carers should have been informed of the school's concerns and the interventions that have taken place.

Implementing a PSP: The Assistant Head of Student Services has been nominated to coordinate and prepare the PSPs. For each student a key worker should be clearly identified and this should be communicated to staff. This should be the HoH, AHT, DHT or HT. The HT should normally be present when a final warning has been issued.

Prior to the PSP meeting: Information regarding the student should be gathered to ensure the chair of the meeting has knowledge of the key facts, i.e. Pupil status including SEN, LAC, CP, YOT, NC levels, Health and home circumstances. Previous Interventions including strategies used and effectiveness, outcomes of previous reviews, IEP, Statement of Special Educational Needs, incident log, attendance record, summary of information from file and Multi-agency links. Current Information including the collated TBB form and referral from House Leader. A list of those people to be invited should be made. It should include: Assistant Head of Student Services, House Leader for the Student, SLT representative and Parents/Carers. Depending on the situation it may also include:

Form tutor
TA
Assistant Head Inclusion
Head of Student Services
EWO
SENCO
Head Teacher if final warning to be issued.
Connexions PA
Youth Service
Ed. Pysch.
Advisory Teacher for behaviour
Social Services
Family Support Services
CAMHS representative
YOT
Police
Traveller Education
School Nurse/Other medical service
NCH
Any other appropriate agency

If an agency representative is unable to attend the meeting a report could be requested, where appropriate. An appropriate time and venue should be selected and all parties invited via letter. Arrangements should be made to support parents/carers where necessary. Identify a key worker for the young person who is able to hold a pre-meeting with the young person and where

necessary act as an advocate in the PSP meeting. They should: Share analysis of TBB in pupil speak, Rehearse understanding of PSP process and understanding of strengths, interests, concerns, targets, support strategies, monitoring procedures, rewards and sanctions. Obtain personal views from student. A range of suitable support strategies should be considered to offer to the meeting.

The PSP meeting: Effective, crisp chairing essential. Everyone should be clearly introduced and roles and responsibilities clarified. The PSP format (see enclosure) should form the structure of the meeting. However, it is good practice to begin from a position of strength. Discuss: Strengths, Interests, Concerns, Support strategies, Targets, Rewards and Sanctions, Home/school liaison, Time frames, Monitoring procedure. At end of meeting confirm input of all individuals present and set review date.

After Meeting: Ensure the young person understands the implications of the programme and understands what is expected of them in order to achieve. All those present at the meeting should receive a copy of the PSP document. Implement the PSP and ensure all staff involved with the young person are aware of the programme and targets via a summary sheet. Ensure the PSP is effectively monitored. Review the PSP monthly, but be prepared to amend earlier if ineffective.

Setting Targets: Ensure: All targets are SMART, All targets reflect a step by step approach to achievable goals, Keep targets positive, avoid negative phrasing.

Examples of PSP targets and strategies:

Examples of Targets Examples of Suggested Strategies

To use appropriate language in appropriate company (examples to be given)

Praise and recognition for efforts to improve.

☺ or merits used. Private reminder when unacceptable language used.

To put hand up when wanting to speak. Use of non-verbal signals.

To recognise when angry feelings are becoming too difficult to manage and take responsibility by removing yourself from the situation.

Time out card to be kept by student and handed to teacher. Student to go to designated place.

To sit in a seat unless asked to move by an adult.

Use of timers, non-verbal signals, praise and reward for sitting well for agreed length of time.

To sit at the front left hand side of classroom. Agreed seating plan for all to refer to.

General expectation that teacher will direct students to sit at certain place for some lessons.

To complete 1 piece of work per lesson. Teacher to set clear guidelines for task – time, page length. Provide framework, opening sentences, key words, Praise and opportunities to share completed work.

IEP writer provides many more examples of targets and strategies.

Rewards and Sanctions: Rewards and sanctions should be linked into the school behaviour policy, but may be individualised depending on the needs of the young person.

Rewards: Use of House Points, ☺, stamps, Certificate of achievement (general), Certificate of achievement of targets (gold, silver, bronze) weekly, Individual subject awards/Departmental award, Positive report sheet, Entry on Success board, Regular public/private praise or acknowledgement, Head Teacher Commendation, Small amount of free time daily, Extra computer time, Extra 1 to 1 time with 'special' adult, Time to listen to choice of music, Letter or phone call home, Referral to Head of House/SLT, Negotiated extra treats at home,

Unsupervised free time, Head teacher informed, Hull City tickets /Reward Trips, Governors' Award.

Sanctions: Withdrawal of unsupervised free time (deduct in small amounts), Isolation from peers for a specified amount of time, Removal from selected lessons, Detention after school, Removal of privileges – use of computer, Write a letter of apology, Parents informed, Senior teacher input, Internal exclusion, External exclusion.

Support Strategies: Agreed signals to communicate with young person about behaviour, Anger Management group, ALP – full time or part time, Assessment of preferred learning style, Buddy system, Careers Interview, College placement, Community service, Counselling, Differentiated curriculum, Exit pass, Extended work experience, Home/school liaison – letters or phone calls home regularly, Identified key worker and regular check in slot Identified 'safe' place during unsupervised free time, Lesson observations, Lunchtime activities: homework club, sports club, chess, Mentor, Opportunities to help/work with key personnel in school – caretaker, technician etc, Opportunities to help in other classes – play to strengths, One to One attention from key worker, One to One input from EPBST member, Part time timetable, Placement in primary school/Kingsmill School, Planning for success – rehearsing difficult situations, Positive weekly target sheet, Regular reviews with senior staff, Request for Family Support Service to work with family if appropriate, Scrapbook work (interests), Set one target that has already been achieved to ensure some success, Self esteem group, Social, communication group, Success board, TRU – part time or full time, Visual timetable, Withdrawal timetable.

Monitoring Process: All staff involved with the young person should be aware of the outcomes of the PSP and be clear what the targets the young person is working towards are. The PSP targets should be effectively monitored. This could be done via: The coloured report card system; The weekly target sheet; Use of school planner; Feedback from staff verbally and through the contact forms; Progress against the targets should be referred to in the PSP review.

Organisation of a PSP meeting: The chair should have all the facts to hand and keep the pace of the meeting. Ensure attendance of all key people by arranging the meeting a mutually convenient time. Everything possible should be done to ensure attendance by parents. Use a suitable venue and consider refreshments and comfort for all. Consider accessibility for parents with a disability or EAL. Make the purpose of the meeting clear from the outset and the time available. Clarify the nature of the concerns. Provide details of the intensity and frequency of behaviours from school records. Outline influencing factors such as health, attendance, SEN and family issues. Agree long term aims. Set short term targets with success criteria. Agree rewards and sanctions Identify key worker to monitor and co-ordinate PSP , liaise with parents/carers and link with other agencies and services as appropriate. Provide a copy of completed PSP as soon as possible to those in attendance. Ensure pupil is aware of what has been agreed. Ensure a time and date is set for next meeting. Ensure all relevant staff are given either a copy of the PSP or a summary sheet. Completed Plans will be distributed to all relevant staff including all the teachers of the particular student.

Alternative Learning Programmes (ALPs)

ALPs form part of the whole school strategy for dealing with KS4 pupils whose behaviour is giving grave cause for concern and who have already been through intervention packages to try and re-engage them. They are to be viewed as being available to those for whom all previous strategies have been unsuccessful. If it is then deemed that the school curriculum – even after individual modification - has not re-engaged or motivated the student then alternative provision needs to be made. Such students are usually identified as being at risk of permanent exclusion.

Once this stage is reached ie the school feels that it has exhausted all strategies it can offer then it is appropriate to consider an alternative learning package.

Part-Time ALPs: There may be occasions (if a student is identified as being **at risk of permanent exclusion**) when a student may not be coping with the full range of GCSE options and this manifests itself with a display of serious unwanted behaviours. Student Services, in conjunction with House Leaders and parents, may reach the conclusion that a carefully targeted part-time ALP should be instigated. This may entail part-time attendance at school, and day release to attend college, a work experience placement and/ or other bespoke provision from school/ other providers. It may be appropriate for a student to be involved in one of the following schemes:

PRU Placement part-time: An individual student may have a “Step Out” placement for one or two days per week depending upon their suitability and spaces available in the PRU. This may be combined with other specific arrangements including work placements and part-time timetables within school.

Individual Internal Arrangements (in conjunction with the WRL team): Some students may be experiencing problems accessing the curriculum. Their individual situation can be considered and the school may be able to establish an arrangement which allows them the flexibility to complete a long term work placement (weekly visit). If a suitable placement can be sourced, then individual arrangements can be set up to allow students to gain part-time work experience locally. It is anticipated that the Work Related Learning Co-ordinator would collaborate with the Student Services Team to set up such an arrangement. All the normal placement checking, insurance, and monitoring arrangements will have to be in place. Such an arrangement may be expanded to one or two days of **Extended Work Placement** if the individual situation is appropriate.

Full-Time ALPs: Full-time ALPs are expensive programmes to buy into and the current limitation for full-time programmes is approximately 10 per year. It is to be understood that an ALP is the final part of the continuum of behaviour interventions as soon as the student has been identified as “challenging”, and may not be suitable for all students, in which case other strategies need to be considered. Historically an ALP has consisted of a college placement, arranged by the Local Authority which has been able to use a variety of facilitators to place students into a curriculum of their choice. Not all are successful as it is not always possible to find placements for students that match their interest or career choice. The school may consider the feasibility of offering a personalised/ part time arrangement which could be constructed to suit the needs of a particular student (in consultation with parents and the LA). Before an ALP can be considered, the following should have been in place:-

- Concern expressed on a regular basis from a significant number of staff within the school
- Interventions from CL, House Leaders and Student Services, increasing in level of intensity, have been unable to sustain significant positive impact – all interventions should have been logged to provide evidence of any short term/long term /negligible improvements
- TBB forms, IEPs, IBPs and PSPs (as relevant) should have been generated, monitored and assessed, again showing little impact. Targets have been very specific (following the SMART target principles)
- Multi-agency involvement would be expected to be logged or noted
- The final decision should be based on the premise that the school has put in place, monitored, evaluated and flexibly adapted to the student’s needs and has no further

courses of action that it can be reasonably expected to follow. The student is now **in danger of permanent exclusion**, voluntary withdrawal (failure to attend school) and all parties agree that an ALP is the only way forward for the student and that it is deemed appropriate for the student.

Exceptions to this route would be extremely rare, for example a challenging pupil who is to join the school in Yr 11, with a record of challenging behaviour and/or minimal prospect of coping with the curriculum.

Route of Referral: In the first instance, the House Leaders would make the referral to AHT: Inclusion. This would then be passed onto the Student Service. Possible alternatives could then be discussed which could involve modified TT, work placement, WRL issues, P/T timetable, individual mentoring, student focussed programmes of work (anger management, self esteem etc), further involvement of external agencies to list but some of the options open to us. In KS4 we are allowed more flexibility in offering curriculum provision, which enables us to mix and match a programme to suit individual needs of specific students.

Student Services Referral Request

Please identify the area of concern.

A,G & T Behaviour/emotional SEN

When complete please return to Debbie Dalton (Head of Student Services)

Pupil Information

Students Name: Date:

Tutor Group: Date of birth:

Referral Made by:

Current Age:

What are your concerns about this student?

What strategies have already been tried regarding your concern?

What effects have you noticed?

How would you like things to change?

What input would you like from Student Services.

Are there any other facts of factors that seem relevant and/or important?

Are the parents aware this referral has been made? Yes/No

Has the student been involved in the referral process? Yes/No

Information to be completed by the Student Services Team:

Previous School Data:

National Curriculum KS data:

Standardised Test results and dates:

Information from other agencies:

Information from the student:

Information from the parent:

Recommended Next Step:

Additional Information: PBfL

Funding towards items of uniform is available for students who are eligible for Pupil Premium. For further information with respect to eligibility please check the Pupil Premium information on the website or contact Mrs D Dalton, (Assistant Headteacher: Inclusion).

School Uniform

There is an expectation at Driffield School that all students from Years 7 – 11 should wear uniform. The uniform we wish our students to wear is as follows:

Key Stage 3 Students (Years 7, 8 and 9) - Students must wear:

- A navy polo shirt with the school logo stitched or heat sealed on.
- A navy v-neck jumper, navy sweatshirt or navy cardigan all with the school logo stitched or heat sealed on.
- Plain black tailored trousers or a plain black skirt. **(no shorter than knee length)**
- A plain black or brown belt (only if required), with a simple fastening
- Sensible plain black shoes
(During winter months black boots may be worn with trousers)

Key Stage 4 Students (Years 10 and 11) – Students must wear:

- A plain white shirt or blouse with a collar and the school logo stitched or heat sealed on, or a white polo shirt with the school logo stitched or heat sealed on.
- A black v-neck jumper, black sweatshirt or black cardigan all with the school logo stitched or heat sealed on.
- Plain black tailored trousers or plain black skirt. **(no shorter than knee length)**
- A plain black or brown belt (only if required), with a simple fastening
- Sensible plain black shoes
(During winter months black boots may be worn with trousers)

Students are not allowed to wear the following items:

- Shorts of any length or style
- Skirts shorter than knee length
- Jeans, or denim trousers or denim skirts of any type or colour
- Pinstripe, checked or patterned trousers or skirts
- Tight Lycra trousers or jean styles (patch pockets, rivets)
- Trousers that are tight below the knee, skinny style trousers
- Tight skirts made of stretchy material
- Clothing displaying brand names or brand logos
- Open toe or backless shoes
- Fashion shoes including fabric shoes, trainers, pumps, plimsolls, backless shoes, open toe shoes and stiletto heeled shoes
- Fashion, studded or wide belts
- 'Hoodies' or tracksuit style tops
- Coloured t-shirts underneath school shirts or school polo shirts

Hair Colour, Hair Style and Make-up

Natural hair colours only are permitted. Hairstyles must not include extreme colours or styles. Excessive use of make up is not allowed.

Jewellery

- One pair of studs or small sleeper earrings is allowed. No other body piercing is allowed - this includes the use of retainers.
- One plain ring may be worn on either hand.
- One watch may be worn
- One discreet necklace may be worn

- One discreet bracelet on each arm, may be worn.

All permitted jewellery must be removed when requested by any member of the school staff as appropriate e.g. during PE, D & T or other lessons and activities where it may pose a health and safety risk

Mobile phones and prohibited items

Mobile phones

Students are permitted to bring a mobile phone with them to school, but there are restrictions on their use which students **must** adhere to:

- Phones **must** be switched off in lessons and not used inside any of the school buildings.
- Camera phones must not be used to photograph anyone without their knowledge or consent. They are completely banned from changing rooms, gymnasias, the sports hall or swimming pool. They must never be used to harass others.
- Phones must not be used during the school day to ring parents to arrange collection in case of illness or to deal with any other situation. Students who need to contact a parent should gain permission from their Form Tutor or House Tutor and ask to use one of the office phones.

Failure to comply with these rules will lead to the mobile phone being confiscated and taken to a building office, from where the student will be permitted to collect it at the end of the school day.

If a phone is confiscated on a second occasion, it will be placed in a safe until the student's parent/carer is able to come to school to collect it.

A ban on bringing the mobile into school for the remainder of the school year will be imposed for a third offence.

In the case of repeated warnings, or in response to a serious breach of the rules, we will withdraw our permission for the student to bring a mobile phone to school. Parents will be informed of this by letter and asked to support the school in its enforcement of the ban.

Students bring mobile phones to school entirely at their own risk

Prohibited items

- All personal stereo equipment such as iPods, MP3 players, CD or minidisk players and the headphones associated with each of these items **are not allowed** in school. ***Please note that although the sixth form have a dispensation which allows them to bring these items to school they should only be used in the designated sixth form areas and outside the school buildings.***
- Solvent based Tippex or felt tips
- Chewing gum
- Aerosols of any kind (including deodorant)

Government Guidance: The Decision to Exclude

Many pupils receive some of their education at locations other than the site of the school at which they are registered. For example, they participate in school journeys, field trips, work

experience and provision at further education colleges. These are routine arrangements for groups of pupils. However, there are three exceptional circumstances in which individual pupils may be removed from school sites, namely where:

- a) There is sufficient evidence that a pupil has committed a disciplinary offence. In these circumstances the pupil may be excluded from school for a fixed period or permanently. This guidance specifies procedures for exclusion.
- b) A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a fixed period, subject to review at regular intervals. This is not an exclusion.
- c) A pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a head teacher may send the pupil home that day after consultation with the parents. This is not an exclusion and may only be done for medical reasons.

These are the **only** circumstances in which pupils may be legally removed from the school site.

The decision to exclude

A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, or teacher in charge of a PRU, (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil. A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort. There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Teams, social workers, etc. These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. In cases where a head teacher has permanently excluded a pupil for:

- a) One of the above offences; or
- b) Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises

The Secretary of State would not normally expect the governing body or an Independent Appeal Panel to reinstate the pupil.

Drug-related exclusions

All schools should develop in consultation with the whole school community a drug policy. It should clearly state that illegal drugs have no place within schools and define any circumstances where legal drugs may legitimately be in school. In making a decision on whether or not to exclude for a drug-related incident the head teacher should have regard to the school's drug policy and should consult the designated senior member of staff responsible for managing drug incidents. But the decision will also depend on the precise circumstances of the case, for example, the seriousness of the incident, the circumstances and needs of those involved and the evidence available. Where legal drugs are concerned, again head teachers should conduct a careful investigation to judge the nature and seriousness of each incident before deciding what action to take.

Factors to consider before making a decision to exclude

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the head teacher should:

- a) Ensure that a thorough investigation has been carried out
- b) Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended
- c) Allow the pupil to give his or her version of events
- d) Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment
- e) If necessary, consult others, but not anyone who may later have a role in reviewing the head teacher's decision, for example a member of the governing body.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the head teacher may exclude the pupil. However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard to be applied but it does mean that when investigating more serious allegations, head teachers will need to gather and take account of a wider range of evidence (extending in some instances to evidence of the pupil's past behaviour), in determining whether it is more probable than not that the pupil has committed the offence. Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it may still be possible for the head teacher to make a judgment on whether to exclude the pupil.

Early intervention and alternatives to exclusion

LAs should have preventative programmes in place to enable them to refer pupils identified as being at risk of exclusion to appropriate support. Experience has shown that such intervention has a high success rate and few pupils go on to be excluded. Exclusion, whether fixed period or permanent, should be used as a last resort when all other alternatives have been exhausted, but there will be circumstances where exclusion is appropriate.

When exclusion is not appropriate

Exclusion should not be used for:

- a) Minor incidents such as failure to do homework or to bring dinner money
- b) Poor academic performance
- c) Lateness or truancy
- d) Pregnancy
- e) Breaches of school uniform rules or rules on appearance (for example, relating to jewellery, body-piercing, hairstyles, etc), except where these are persistent and in open defiance of such rules
- f) Punishing pupils for the behaviour of their parents, for example where parents refuse, or are unable, to attend a meeting.

Removal of pupils from school in exceptional circumstances

There may be exceptional circumstances in which head teachers need to remove pupils from the school site when exclusion would be illegal. An example is where a pupil is accused of committing a serious criminal offence which took place outside the head teacher's jurisdiction (perhaps during a weekend or school holiday and off the site) and/or there is insufficient evidence to warrant exclusion. A head teacher would be unable to exclude a pupil in this situation. However, there may be compelling reasons for removing that pupil from the school premises pending the outcome of a police investigation. A head teacher can authorise leave of absence for a fixed period, with the parents' agreement, or, exercising powers delegated by the governing body can arrange for the pupil to be educated elsewhere (without parental consent if deemed necessary, although the parents should be notified). However, such education elsewhere must be arranged for the purposes of receiving any instruction or training included in the secular curriculum of the school. Whether the pupil has been granted leave of absence or is being educated elsewhere, the school must ensure that the pupil's fulltime education continues while off site. Any such arrangements do not amount to a formal exclusion from school and should be kept under periodic review.

Removal of pupils on health and safety grounds

Head teachers may send a pupil home, after consultation with that pupil's parents and a health professional (for example, a school nurse) as appropriate, where because of a diagnosed illness such as a notifiable disease he or she poses an immediate and serious risk to the health and safety of other pupils and staff. This is not an exclusion and should be for the shortest possible time. If difficulties persist, the head teacher should seek medical advice.

Length of fixed period exclusions

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school or PRU in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school. However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

Considerations following a fixed period exclusion

The school's obligation to provide education continues while the pupil is on the roll, and must be met during a fixed term exclusion. In all cases of more than a day's exclusion, work should be set and marked. A head teacher considering whether to exclude a pupil for a longer fixed period, for example for more than 15 school days, should plan:

- a) How the pupil's education will continue during the period of exclusion
- b) How the time might be used to address the pupil's problems
- c) Together with the school's maintaining LA, what educational arrangements will best help with the pupil's reintegration into the school at the end of the exclusion. The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LA.

The head teacher should arrange a reintegration meeting with parents following the expiry of a fixed period exclusion. This should be an opportunity to discuss how best the pupil can return to school and can be a useful forum to consider with parents the possibility of a parenting contract (see paragraph 28 below). However, a fixed period exclusion should not be extended if such a meeting cannot be arranged in time or the parents do not attend, as such a meeting is not a statutory requirement. If the school or LA considers that parental influence could be better brought to bear in improving the behaviour of the pupil who has been excluded, they should consider whether it may be appropriate to offer a parenting contract. A parenting contract is a two-sided voluntary agreement between the school or LA and the parent under which the parent agrees to comply with certain requirements and the school or LA agrees to provide or help the parent access the support that they need. Parenting contracts are appropriate where the parent is willing to engage with the school or LA but needs support. A school may not require a parent to sign a parenting contract as a condition of their child being reinstated in the school. If the exclusion is the second fixed period exclusion (for serious misbehaviour) within a twelve-month period and the parent is unwilling to engage with the school or LA to bring about improvements in the pupil's behaviour, the LA may consider applying to the court for a parenting order to compel the parent to comply with certain requirements including attendance at parenting classes.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (deemed to be equivalent to one half of a school day) and should be treated as such, and parents have the same right to be given information and to make representations. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, would not be lawful. Arrangements should be made for pupils who are entitled to free school meals to receive their entitlement which may mean, for example, providing a packed lunch.

Parental co-operation

If a parent does not comply with an exclusion, for example by sending the excluded child to school, or by refusing to collect, or arrange collection of, him or her at lunchtime, the school must have due regard for the pupil's safety in deciding what action to take. An exclusion should not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the issue with the parents are unsuccessful the school should consider whether to contact the Education Welfare Service and seek the advice of the LEA about available legal remedies.

Procedures for review and appeal

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 15 school days in any one

term, or missing a public examination. Governing bodies must also review fixed period exclusions which would result in the pupil being excluded for more than 5 school days but not more than 15 school days in any one term, only where the parent has expressed a wish to make representations. They must decide whether or not to reinstate the pupil, if appropriate, or whether the head teacher's decision to exclude the pupil was justified. The governing body can delegate the function of reviewing exclusions to a committee consisting of at least three governors which may be called the Discipline Committee.

Behaviour outside school

Pupils' behaviour outside school on school business — for example, on school trips, away school sports fixtures, or work experience placements — is subject to the school's behaviour policy. Bad behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, a head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the head teacher. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion. School staff who intervene to control the behaviour of pupils on public transport or in public places should be mindful of the fact that they are not empowered to use measures beyond their normal common law powers as citizens.

Pupils with special educational needs (SEN)

Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social and emotional needs, is given in the Special Educational Needs Code of Practice. Schools must have regard to this guidance. School governing bodies have a statutory duty to do their best to ensure that the necessary provision is made for any pupil who has SEN. Early identification and intervention, accurate assessment and the arrangement of appropriate provision to meet pupils' SEN usually leads to better outcomes. Other than in the most exceptional circumstances, schools should avoid permanently excluding pupils with statements. They should also make every effort to avoid excluding pupils who are being supported at *SEN Support* under the Special Educational Needs Code of Practice.. In most cases, the head teacher will be aware that the school is having difficulty managing a pupil's behaviour well before the situation has escalated. Schools should try every practicable means to maintain the pupil in school, including seeking LA and other professional advice and support at *SEN Support*, where appropriate, asking the LA to consider carrying out a statutory assessment. For a pupil with a statement, where this process has been exhausted, the school should liaise with their LA about initiating an interim annual review of the pupil's statement. Where a child is permanently excluded, the head teacher should use the period between his or her initial decision and the meeting of the governing body to work with the LA to see whether more support can be made available or whether the statement can be changed to name a new school. If either of these options is possible, the head teacher should normally withdraw the exclusion.

It is extremely important that parents of children with SEN who are excluded from school receive advice on the options available for their child's future education. Schools might usefully advise parents that advice and information on SEN is available through their local SEN Parent Partnership. The Parent Partnership should also be able to provide details of voluntary agencies that offer support to parents, including those that can offer advice concerning exclusions.

Disabled pupils

Schools have a legal duty under the Equalities Act, as amended, not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions. The definition of disability under the Act covers pupils with physical, sensory, intellectual or mental impairments. Discrimination

means treating disabled pupils less favourably than other pupils without justification. It also means failing to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers. What constitutes a reasonable step will depend on the circumstances of each case. The Disability Rights Commission (DRC) has published a Code of Practice which explains and illustrates schools' duties to disabled pupils, including in relation to exclusions. Appeals against permanent exclusion, where discrimination is alleged to have taken place, or the disabled pupil has been placed at a substantial disadvantage by the exclusion procedures, will be heard by the Independent Appeal Panel. Claims alleging discrimination in respect of fixed period exclusions will be heard by the SEN and Disability Tribunal (SENDIST). Schools will be required, in disability discrimination claims, to demonstrate that their actions are justified and that there are no reasonable adjustments to their policies and practice they might have made to prevent the incident which led to the exclusion. Since many disabled pupils will also have special educational needs, schools may wish to consider the action they have taken to address those needs in this context.

Race relations

The law places a general duty on all maintained schools to have due regard to the need to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups. The law also places a number of specific duties on schools, including duties to assess the impact of policies and to monitor the operation of those policies on pupils, parents and staff from different racial groups. This legislation requires schools to take steps to ensure that they will not discriminate against pupils on racial grounds when making a decision about whether to exclude a pupil. For example, schools should monitor and analyse exclusions by ethnicity to ensure that they do not treat some groups of pupils more harshly than others. Schools are required to assess whether policies that lead to sanctions including exclusion, have a disproportionately adverse impact on pupils from particular racial groups. If adverse impact is identified and this cannot be justified, then the policy and practice should be revised. Although rates of permanent exclusion among most Black and minority ethnic pupils have fallen in recent years, there is still a disproportionate permanent exclusion rate for Black pupils, especially boys. Given this, schools should ensure that all school staff and governors are fully trained to understand how their own perceptions, values and beliefs affect their behaviour and therefore their interaction with pupils from minority ethnic backgrounds. Good connections between schools and community groups and open discussion within schools can greatly help to facilitate this.

Children in public care

Children in public care are especially at risk of low attainment in school and exclusion. Schools should be especially sensitive to exclusion issues where children in public care are concerned. Schools should try every practicable means to maintain the child in school and should seek LA and other professional advice as appropriate. If the school has a Looked After Children Officer, they may be best placed to do this. Social Services should in all cases be involved at the earliest opportunity in working with the school to avoid the need to exclude the pupil. In cases where a child in public care is excluded, anyone who is legally defined as a parent will have the right to make representations and to appeal. The definition of a parent for the purposes of the Education Acts is broadly drawn and includes any person who has parental responsibility (which includes the Local Authority where they have a care order in respect of the child) and any person (for example, a foster parent) with whom the child lives. These are in addition to the child's birth parent(s). This means that there could be a number of people whom the school has to notify about exclusions and who will have the right to make representations and appeal. Even where the Local Authority does not have parental responsibility, the child's social worker should be

informed about any exclusion. The designated teacher for looked after children will be able to advise on the legal status of pupils in public care in the school.

Guidelines for Disciplinary Committee meetings

The committee should consider the following when making their decision

- The events took place as described by the school
- A thorough investigation has taken place, and witness statements taken including one from the excluded pupil
- The student's actions were a serious breach of the school's discipline policy.
- The school has tried a wide range of rewards and strategies, without success. (Permanent Exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child)
- The school has involved outside agencies if appropriate.
- If the pupil has been at risk of exclusion, there should be a Pastoral Support Plan in place.
- Is the punishment proportionate?
- Has the incident been provoked for example by bullying, racial or sexual harassment?
- The exclusion is in line with the guidance provided by the DofE, and the Equalities Act.

Questions the Governors should ask

- Is the exclusion in response to a long-term problem?
- Have a wide range of sanctions been tried?
- Have a wide range of support strategies been tried and have they been reviewed?
- Have the parents/carers been involved?
- Have outside agencies been involved?
- Is the pupil at particular risk? (i.e. SEN, Disabled, Looked After, etc)
- Are there social conditions that need to be borne in mind?
- Has an early Annual Review been called for pupils with Special Educational Needs?
- Is it a 'serious one off'?
- Have the police been informed?
- Is it more probable than not that the pupil has committed the offence?

What should the documentation from the school include?

- The School's Behaviour Policy
- Pupil's Individual Education Plan, or Individual Behaviour Plan
- Witness Statements, signed and dated.
- Pastoral Support Plan
- Record of letters to parents
- Headteacher's Report
- Statement of Special Educational Need
- Attendance Record

In the case of disabled pupils:

- Check that the pupil is disabled
- Does the student have a physical or mental impairment?

- Does the impairment have an adverse effect on the ability to carry out normal day to day activities?
- Is the effect substantial?
- Is the effect long-term? (12 months)
- What was the reason for the exclusion?
- Is that reason related to the pupil's disability?
- Would others to whom that reason did apply be excluded?
- Can the exclusion be justified?
- Was there a material and substantial reason for the exclusion?
- Were there reasonable adjustments that could have been made that were not?