



Behaviour for Learning and School Exclusion Policy

Version 2.1

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Behaviour for Learning Policy

The **aims** of the policy are:

- to promote high levels of student engagement with all aspects of their learning and to minimise incidents of low-level disruption
- to embed clear routines with high expectations for all (explicitly teach learning behaviours)
- to ensure that the efforts of all our students are regularly and consistently recognised through praise and rewards
- to allow students to take responsibility for their behaviour, both in lessons and around the schools site, so that the students, staff and visitors enjoy a purposeful, calm and welcoming environment.

For the BFL policy to be successful there needs to be a consistent commitment from all staff to operate within the agreed framework. The organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better. 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.

Driffield School Expectations

- Be ready to learn, stay focused and work to the best of your ability when working in school or when working remotely.
- You **must** always follow the current safety routines and guidance including, good hygiene measures, social distancing from staff, and the use of face coverings, as national or local guidance dictates
- Follow instructions at the first time of asking
- Take full responsibility for your actions
- Show respect for students, staff and other members of the community, including respecting the personal space of others
- Arrive at designated time, enter the school through designated entrance and move directly to classroom without stopping
- Arrive in correct uniform and with the right equipment
- Toilets should be accessed during break and lunchtimes. You will use the toilets in the building you use for break and lunch times. You can also access the toilet during lesson time if necessary, with a note from your teacher
- Treat resources and the school environment with care and respect.

Classroom Routines

- Arrive on time, fully equipped, wearing your blazer or jumper and ready to work for each lesson
- Sanitise hands on entry to the classroom
- Place your planner either at the designated place or on your desk as directed by your teacher
- Complete homework on time, every time
- Engage fully with the 'get thinking' task
- Do as you are told by all staff – first time, every time
- Remain in your seat unless you have permission to move
- Listen carefully when the teacher or another person is talking
- Put your hand up and wait for permission to speak
- Always try your best without disturbing others
- Wait to be dismissed at the end of the lesson

Around School Routines

- Always follow the one-way systems - entrance and exits
- Whilst moving between buildings or lessons, you must go **directly** to your destination
- Remain in your designated area for break and lunch times
- Be polite and show respect for other people
- Do as you are told by all staff – first time, every time
- Wear your school uniform correctly at all times.
- Respect your environment and the school site

- Eat and drink in the right place at the right time
- Walk around the school sensibly and quietly, arriving to lessons on time.
- Mobile devices and headphones must not be visible at any time on school site, this includes at the end of the school day until you are off school site.

All teaching staff will strive to create a positive climate for learning by ensuring:

- We remind you about classroom routines at the start and end of each lesson.
- Lessons are well planned, prepared and resourced
- That, where possible, you are met by your teacher as you arrive and a 'get thinking' activity is ready for you to tackle
- That you are fully supported to complete work remotely from home if and when required
- The Driffield School & Sixth Form expectations are modelled frequently by us all
- That any failure to meet Driffield School & Sixth Form expectations is addressed assertively, consistently, and fairly as set out in the BFL policy.

The use of the Student Planner

Central to the success of the Behaviour for Learning Policy is the student planner. The student planner is key to ensuring effective and swift communication between home and school and will provide immediate feedback on a student's attitude to learning in terms of both reward and sanction.

On entry to the classroom, students will place their planner either on the designated desk at the front of the classroom or on their own desk, as instructed by their teacher. In the event of remote learning, a virtual planner page will be used. Students are still able to gain stamps and written warnings if appropriate.

Rewards

All members of staff within the school are expected to recognise, praise and reward all students as a matter of agreed policy. This is the first key area of consistency.

Students' achievement, effort and behaviour will be recognised and celebrated in the following ways:

- Praise and encouragement
- Stamps/House Points will be given through use of the teacher stamp
- Super Six Award
- Postcards home
- Certificates
- Attendance awards
- Celebration Assemblies
- Award ceremonies
- End of year reward trips.

Sanctions

For the BFL Policy to be successful, it is crucial that when any student makes a poor choice and demonstrates unwanted behaviour an identified sanction or range of sanctions must follow both in and outside the classroom. The identified sanction is not open to negotiation or debate. This is another key area of consistency. Where a student has a recognised disability that requires reasonable adjustments to be made, this will be taken into account. The policy should not be draconian and inappropriately rigid. Consistency and flexibility need to operate in balance. However, flexibility should not be confused with negotiation or a lack of challenge.

Classroom Sanctions

The following staged consequences will be applied if a student fails to follow expectations. Expectations are clearly displayed around school, in classrooms and in student planners. Written warnings still apply during remote learning.

Stage 1	Verbal Warning
Stage 2	First Written Warning
Stage 3	Second Written Warning - student moved within the classroom (if there is room) – lunchtime detention
Stage 4	Third Written Warning – On call member of staff removes student to School Remove for the remainder of the lesson.
Stage 5	School Remove (9 written warnings in a week or an 'on call' event)
Stage 6	Exclusion
Stage 7	Extended periods of Exclusion (Internal Exclusion, Fixed Term External Exclusion or Permanent Exclusion).

All students will start each week with a clean slate.

Sanctions for out of lesson behaviour

If a student chooses to behave in an inappropriate way around school, he/she will, as a minimum, be given a written warning in the Student Planner. For more serious behaviours the member of staff will liaise with the Pastoral Team and a more severe sanction will be applied.

Typical behaviours which result in a written warning:

- Dropping of litter
- Lateness and/or time wasting on way to lessons
- Moving inappropriately around the site
- Mobile device or earphones visible on site (*followed by confiscation until the end of the day*)
- Not wearing school blazer/jumper between lessons or being out of uniform e.g. wearing a hat or hoodie in the school building
- Being in an out of bounds area
- Failure to follow instructions
- Out of lesson without a teacher pass
- Failing to follow current safety guidance, including using one-way systems, face coverings (if guidance dictates and unless exempt) and hygiene measures.

Typical Behaviours which result in fast tracking straight to lunchtime detention:

- **Six written warnings in a week**
- Late on the gate
- Persistent lateness throughout the week
- 2 missed homeworks in a week
- Removing another student's tie
- Forgetting planner twice in a half term
- Vandalised planner e.g. crossing out a written warning, tearing a page out or trying to run two planners
- Deliberate unwanted physical contact
- First offence of bullying/abuse of other students.

Typical Behaviours which result in fast tracking straight to after school detention:

- Truancy (time owed could be made up over a course of lunchtimes/evenings)
- Failure to attend lunchtime detention (this is in addition to the lunchtime detention which will still be served).

Typical Behaviours which result in fast tracking straight to School Remove:

- Forgetting student planner for a third time in a half term
- Failure to hand student planner to a member of staff
- **9 written warnings in a week**
- Vandalism of student/school property

- Persistent truancy
- Inappropriate or offensive language in the presence of staff (e.g. swearing in a lesson)
- Persistent bullying/abuse of other students
- Smoking/vaping
- Deliberately ignoring or breaking current safety measures (depending on severity)

Typical Behaviours which result in fast tracking straight to Exclusion:

Note: This could be internal exclusion, external exclusion or pending consideration of permanent exclusion. For further information on external exclusion, refer to part B.

- Deliberate unsafe behaviour which potentially causes risks to others
- Fighting, if equal blame on both sides
- Actions which put the student, or others, in danger
- Verbal abuse directed towards students or staff
- Racial, homophobic, sexist or other discriminatory abuse or aggression
- Physical abuse of/assault against staff or students
- Malicious allegation against staff
- Indecent behaviour
- Damage to property
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Theft
- Serious actual or threatened violence against student or staff
- Sexual misconduct
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour (see above).
- Defiance and /or persistent refusal to accept school sanctions.

This is not an exhaustive list and there may be other situations where the Executive Principal makes the judgement that exclusion is an appropriate sanction.

Internal exclusion (9.30am to 4.30pm) should not be viewed as a 'soft' option and easy alternative to external exclusion. Internal exclusion ensures that students have to tackle work, do not fall behind and have to meet targets.

In addition, where a student has assaulted or persistently bullied another student, the school will also consider restorative approaches and/or class moves, including moves of year half where appropriate, alongside other sanctions.

Behaviour outside school

Students' behaviour outside school on school business, for example school trips and journeys travelling to and from school, away school sports fixtures or a Work Experience is subject to the BFL Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school

For behaviour outside of school but not on school business, the policy will still have an effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If a student's behaviour in the immediate vicinity of the school or on a journey to and from school is poor and meets the school criteria for exclusion then the Executive Principal may decide to exclude. This is also included in the criteria for permanent exclusion. It should be stressed that incidents of cyber bullying or other online behaviours that clearly impact on the welfare and safety of students and staff do come under the remit of 'behaviour outside school'.

Support

It is essential that the school works with parents, Governors and outside agencies to support students who are persistently failing to meet our expectations. In our experience, when parents and the school work together in partnership, we are most effective in being able to improve student behaviour.

Pastoral teams will quickly identify students who need support. Pastoral teams may use Strong Start Plans, Behaviour reports, Individual Behaviour Plans (IBPs), Pastoral Support Plans (PSPs) and intervention from other agencies, such

as:

- Education Inclusion Service (EIS)
- Youth and Family Support (YFS)
- Emotional Wellbeing Service
- Child and Adolescent mental Health Service (CAMHS)
- Social Mediation and Self Help (SMASH)
- Mind
- The Hub
- School Nurse
- Safeguarding and Partnership Hub (SaPH)
- Early Help Locality Hub (EHLA)
- Children’s Social Care
- Local Policing Team
- Youth Offending Support Service (YOSS)
- For students in imminent danger of permanent exclusion the school may work with parents/carers and students to provide an Alternative Learning Package or Managed Move to another school. In these circumstances, where a managed move is turned down or unsuccessful, the school may deem that it has tried every strategy possible and that it has no alternative but to impose a permanent exclusion.

Training

The Governing Body will ensure that appropriate training is in place to support the implementation of the school’s BFL policy.

Monitoring

For the BFL policy to be successful there needs to be a consistent commitment from all staff to operate within the agreed framework. The organised and widespread use of praise and rewards will impact positively on the working practices of all students.

Members of staff who are not consistent in their use of the agreed policy should be prepared to be challenged by a senior member of staff. Senior members of staff must ensure they set the standard by operating within the framework at all times.

To ensure that the implementation of the BFL policy is subject to effective review, systematic monitoring is undertaken through analysis of the data held.

Review

The Executive Principal, in consultation with staff, will undertake systematic monitoring and conduct a regular review of the BFL policy. The purpose of this action is to ensure that the operation of the policy and associated strategies are effective, fair and consistent. The Executive Principal will keep the Governing Body informed.

The Governing Body will regularly review this policy, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Executive Principal, staff, students and parents. The outcome of the review will be communicated to all those involved, as appropriate.

Related Documents and Policies

Attendance and Punctuality

Anti-bullying

Uniform

Child Protection and Safeguarding

Physical Intervention and Restraint

Mobile Phone Usage

Equality and Diversity

Special Educational Needs and Disability

No Smoking

Part B – External Exclusion from School

The decision to exclude any student will only be taken in exceptional circumstances and:

- In response to significant breaches of the school's Behaviour For Learning Policy
- If allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

The decision to exclude a student from the school can and will only be taken by the Executive Principal or, in their absence a Deputy Headteacher, or a Senior Member of staff to whom the authority to exclude has been delegated.

The decision to exclude a student is a matter of judgement for the Executive Principal, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on the school premises, outside the school e.g. bus, journey home or during school visits and residential activities that is in breach of the standards of behaviour expected by the school.

Exclusion, whether internal, fixed-term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's BFL Policy:

- Deliberate unsafe behaviour which potentially causes risks to others
- Fighting, if equal blame on both sides
- Actions which put the student, or others, in danger
- Verbal abuse towards students or staff
- Racial, homophobic, sexist or other discriminatory abuse or aggression
- Physical abuse of/assault against staff or students
- Malicious allegation against staff
- Indecent behaviour
- Damage to property
- Possession and/or misuse of illegal drugs, alcohol and/or other substances (e.g. legal high)
- Theft
- Serious actual or threatened violence against student or staff
- Sexual misconduct
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour (see above)
- Defiance and /or persistent refusal to accept school sanctions.

This is not an exhaustive list and there may be other situations where the Executive Principal makes the judgement that exclusion is an appropriate sanction.

Before reaching a decision to exclude either permanently or for a fixed period, the Executive Principal will:

- Consider all relevant facts and such evidence as may be available to support the allegations made
- Make every effort to ensure that the student makes or dictates a written statement to give his or her version of events
- Check whether the incident may have been provoked, for example by racial or sexual harassment
- (If necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee
- Keep a written record of the actions taken, including any interview with the student. Witness statements must be dated and should be signed, wherever possible.

Student behaviour outside the school will be dealt with in the same way as behaviour inside the school where it is considered that there is a clear link between the inappropriate behaviour outside the school harming the education, welfare and discipline among the students as a whole. Inappropriate student behaviour in the immediate vicinity of the school or on the journey to and from the school may result in exclusion.

Before permanently excluding a Looked After Child the Executive Principal will discuss with the appropriate LA officer the availability of suitable alternative provision elsewhere.

Permanent Exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted. In exceptional circumstances, the Executive Principal might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual, attempted or threatened violence against another student or member of staff
- Sexual misconduct
- Supplying an illegal drug
- Carrying an offensive weapon
- Any severe form of bullying including racist, sexist or homophobic bullying
- Any action resulting in a serious health and safety issue.

In cases where a criminal offence has taken place, the police may be informed and where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the student. Should the Executive Principal decide to permanently exclude a student she/he will inform the Local Authorities Exclusions Officer at the earliest possible opportunity.

Drug Related Exclusions

When dealing with an incident involving the potential use or dealing in drugs it should be stressed that if sanctions are applied the school will base its judgement not only on physical evidence but also where the balance of evidence indicates a student or students have taken illegal substances or supplied illegal substances to other members of the school community. This is not restricted to school premises but also includes outside the school e.g. bus, journey home or during school visits and residential activities that is in breach of the standards of behaviour expected by the school and/or where the health and safety of other members of the school community are compromised.

Fixed-term Exclusion

The Executive Principal may exclude a student for up to 45 days in any one school year. No exclusion will be given for an unspecified period of time.

Procedures following a fixed term exclusion

The Executive Principal will inform the parent/carer of the period of the exclusion and the reasons for it. During this process the school will ensure that the parent or carer is informed of their duties in the first five days.

Where the exclusion is for a period of between one and five days the school will set work and arrange for it to be marked where practically possible. Where a student is given an exclusion of six school days or longer the school will arrange suitable full-time education from and including the sixth day provided there are no health and safety risks in relation to the physical and emotional wellbeing of supervising staff. If a parent or student refuses the offer of suitable full time education, the school will not offer an alternative unless there are exceptional circumstances.

During the period of exclusion the school will consider strategies to address the student's problems and identify any support that may be necessary to promote a successful reintegration.

The parent/carer has the right to make representations about the exclusion to the Discipline Committee of the Governing Body.

Should any parent/carer refuse to comply with the terms of an exclusion, the school may notify the Social Services Department and the police if, in the Executive Principal's view, the student or any other person may be at risk as a result of a failure to meet the terms of the exclusion. If the issues cannot be resolved, the Education Welfare Service will be contacted and the advice of the LA Exclusions Officer will be sought.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of

the lunchtime period. Any lunchtime exclusion will be treated in the same way as any other fixed-term exclusion and parents will be informed in the same way. Any student entitled to a free school meal will be offered a packed lunch.

Reintegration following a fixed term exclusion

A reintegration meeting with parents or carers will be held during or following the expiry of all fixed term exclusions. The students should normally attend all or part of the meeting.

A fixed term exclusion will not be extended because a meeting with parents/carers cannot be arranged. In the event that a meeting with parents cannot be arranged, the meeting will still be held with the student and an appropriate adult. The school will keep a record if parents or carers fail to attend and any reason given.

Other considerations

The school will implement its Exclusion policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation. Driffield School and Sixth Form will be sensitive to the needs of children in public care when excludable incidents occur. Professional advice will always be sought and social services will be kept informed at the earliest opportunity.

Alternatives to exclusion

Driffield School and Sixth Form is committed to using exclusion as a last resort. Alternatives will always be considered and may include:

- Restorative practice processes
- Isolation in units such as the Internal Exclusion unit
- A managed move to another secondary school, in line with the locally agreed protocol.
- Alternative provision.

No student will be excluded solely for:

- Minor incidents e.g. failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of the school uniform rules except where these are persistent and/or in open defiance of the rules
- The behaviour of their parents e.g. parents refusal or inability to attend meetings to discuss the behaviour of the student.

Procedures for review and appeal of Exclusion

The Governors of Driffield School and Sixth Form will make provision for arrangements to review promptly all permanent exclusions and all fixed-term exclusions totalling over 15 days in a school term. Where exclusion is more than 5, but not more than 15 school days in one term, the Governors will review the exclusion, within the statutory time frame, but only if the parent or carer requests such a meeting.