

ARCHIVE School Behaviour Policy

(Including Exclusions)

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Purpose

This document sets out measures which aim to:

- promote exemplary behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of pupils

It also covers the following:

- screening and searching pupils
- the use of reasonable force and other physical contact
- the potential to discipline beyond the school gate
- when and how the school works with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- pastoral care for staff accused of misconduct

Expectations

We have the highest expectations of students at XP in terms of both their behaviour and progress at school. This is underpinned by our Habits of Work and Learning as we expect all of our students to 'Work Hard, Get Smart and Be Kind' and our character traits of 'Courage, Respect, Craftsmanship and Quality, Compassion and Integrity' which shape and determine the culture at the school. The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). These duties have been taken into account and have informed this policy.

When students do display poor behaviours, there are clear sanctions that are shared and owned by the community at XP.

Character Traits

Courage

- to put ourselves outside our comfort zone to develop and deepen our learning and character
- to have conviction in our thoughts and feelings and communicate them effectively
- to endeavour to succeed, even though there is a chance of failure

Respect

- to respect ourselves and others
- to work with others despite differences or difficulties
- to show consideration towards other people and our environment

Craftsmanship and Quality

- to always strive to create beautiful work
- to take time and effort to draft, redraft and critique our work
- to aim for a quality in our work that is indistinguishable from professionals

Compassion

- to show understanding, care, love and pride for ourselves and other people
- to be committed to contributing positively to our community
- to help others to achieve

Integrity

- to be self-motivated to achieve our best
- to build resilience, responsibility and a never give up attitude
- to recognise the reasons for failure and, as a result, enhance our chances for success

Habits of Work and Learning

Work Hard

- I arrive for each session on time and prepared.
- I participate fully and mindfully in sessions.
- I complete all work in a timely manner to the best of my ability.

Get Smart

- I take responsibility for my learning by asking questions and seeking help when needed.
- I assess my work based on established criteria and rubrics.
- I welcome feedback and revise my work.

Be Kind

- I communicate politely and kindly
- I work cooperatively with others
- I take care of resources and materials and act as a steward of our community

Home/School Agreements

Although there is no statutory requirement to have a home/school agreement we believe that positive and strong home/school relations are the key to success at school. As such we have in place a home/school agreement that is shared, agreed and signed by students, parents, staff and governors. This home/school agreement sets out our expectations for key stakeholders at XP.

Our [Home/School Agreement](#) is on our website.

Prevention of Bullying policy

Our [prevention of bullying policy can be found here](#)

Promoting good behaviour

Our processes for promoting good behaviour are clear, simple and consistently applied so that they are understandable to staff, parents and pupils.

These approaches are outlined in our [Promoting Good Behaviour Policy](#)

This policy takes into account the following:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions;
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Pupil support systems;
8. Liaison with parents and other agencies;
9. Managing pupil transition; and
10. Organisation and facilities.

Maintaining good behaviour and discipline

To maintain good behaviour and discipline in school, staff can:

- discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- discipline pupils at any time the pupil is in school, on fieldwork or elsewhere
- under the charge of a teacher, including on school visits.
- discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- impose compulsory sessions outside school hours.
- confiscate pupils' property.

The school's behaviour policy and other associated documents can be made available in hard copy to parents on request and we publish the policy on our [website](#). The policy is reviewed annually.

To be lawful, the consequence of poor behaviour will satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. Account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The definition of 'staff' for the purposes of this policy unless stated otherwise includes:

- Teachers
- Learning Coaches
- Paid employees
- Adult volunteers

In line with our Social and Emotional Support policy, staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school safeguarding policy. In addition, they will consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multiagency assessment is necessary.

Behaviour and sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. XP has a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges - such as using break time to put things right.
- Supervised lunches
- School-based community service – such as picking up litter; weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times
- Directed extended study including during lunch-time, after school, on Staff Days and possibly at weekends.
- Writing a reflection of their behaviour and finding ways to put things right, before being allowed to rejoin the classroom community.
- Being placed away from the classroom community as an internal exclusion
- Being placed on a SES (Social and Emotional Support) plan which may include early morning or after school reporting.
- Fixed-term exclusion
- Working with stakeholders to find alternative educational provision
- Permanent exclusion

Directed Extended Study

Staff have the right to keep students in directed extended study:

- after school from 3:15pm to 4:30pm
- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days - usually referred to as 'staff days'

While parental consent is not required, staff must contact parents to inform them of their decision. This is appropriate in order to safeguard students. Notice may not be necessary for a short after school sanction (for example, remaining behind after a session to complete work for ten minutes) where the pupil can get home safely.

Staff will not issue a sanction where they know that doing so would compromise a child's safety. When ensuring that a sanction outside school hours is reasonable, staff issuing the sanction will consider the following points:

- Whether the consequence is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent
- With lunchtime sanctions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

Reflection & internal exclusion

Sometimes students are asked to reflect on their behaviour away from their classroom community if they have behaved in a way that is unacceptable. These reflections are time limited and often only last for part of a session (am/pm) or a day.

For more serious incidents, students may be placed in reflection for an extended period as an internal exclusion.

The Principal will decide how long a pupil should be kept in reflection, and students will be expected to work constructively and to complete work set by staff.

Our protocol for reflection can be found here: [Reflection Protocol](#)

Social and Emotional Support (SES) Plan

Where students need specific support to display appropriate behaviour, a SES plan will be drawn up. This will be done in conjunction with the SENCo and appropriate staff, and will be distributed to all staff. Staff that are directly teaching and supporting the student will be briefed on the strategies to be put in place and will feed into the plan as well as monitor the success of the plan.

Sometimes, drawing up a SES plan may involve including multiple local agencies.

Fixed-term Exclusion

A fixed-term exclusion can be used when a student displays more extreme issues. Normally, this is on the ladder of 1, 3 then 6 days, and is the discretion of the Principal.

Exclusion at XP is used to show that certain behaviours are not acceptable within our community, and sends a strong message to the student, their parents and importantly, the rest of the students in our community.

Exclusion also offers a short respite for students and staff, to enable a social and emotional support plan, restorative measures and reflection to be put in place before the student returns to lessons.

If a 6 day exclusion is determined to be appropriate, the sixth day will be spent at a different school. The student will then appear before a Governing Board, and must show that they are willing and able to accept the expectations of our school.

During exclusions, appropriate work will be set and the student is expected to complete this work to the best of their ability. Students need to present this work on their return to school and they will only be returned to sessions if the work is complete and of an acceptable standard.

Alternative Educational Provision

Where a student is not able to show that they can or will accept the expectations of the school, alternative education provision will be sought.

This will initially be with the support of the school, and focus on character development of the student for them to understand and buy into the expectations of XP.

Due to its nature, this provision will be bespoke to meet the needs of the student.

If the student shows consistently that they will not accept the expectations of the school, an assessment will take place to determine whether the student is able to access mainstream education at all. This may involve multiple local agencies.

If this assessment is positive, the school will work to accomplish a successful managed move to another mainstream school.

If the assessment is that the student is unable to access mainstream education, the school will work with an alternative provider to ensure they will meet the student's needs. At this point, the student will be transferred from the role of XP to the alternative provider.

Permanent Exclusion

Heads of School are trusted to use their professional judgement based on the individual circumstances of each case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Pupils' conduct outside the school gates

There may be occasions when staff have the right and duty to discipline pupils for poor behaviour outside school premises.

Staff may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Staff will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. Staff can confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. For example, chewing gum which is

not allowed in school may be confiscated and thrown in the bin or a mobile phone, if misused, could be confiscated and retained until a parent comes into school to collect.

2. The Executive Principal, Heads of School, the Designated Safeguarding Lead can search without consent for “prohibited items” including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. For example, weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for staff to decide if and when to return a confiscated item.

See link for further guidance: [Searching Screening and Confiscation](#).

Power to use reasonable force

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Force will only be used when reasonable or necessary. For example, staff will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

Authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

See link for further advice: [Use of reasonable force in schools](#)

Accusations against Staff

Instances of this are rare at XP. However, if this did occur, and the allegations were malicious, serious disciplinary measures would be put in place (i.e. exclusion) by the Principal. There would also then be significant follow up work with the student involved before returning to school.

Further Guidance

The school's behaviour policy and other associated documents can be made available in hard copy to parents on request and we publish the policy on our [website](#). The policy is reviewed annually.

Appendix

Useful links:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>