



# Heathside School

## Behaviour and High Expectations Policy including Exclusions Policy

*As a school committed to the principles and values of the UN Convention on the Rights of the Child, this policy particularly highlights Articles 1,2,3,4,13,14,28,29*

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**Role:** Vice Principal

**Reviewed by:**

**Local Advisory Board**

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## **Part A: Behaviour and High Expectations Policy**

### **Introduction and Aims**

At Heathside we strive to provide a welcoming, challenging, secure and positive learning environment where all students feel safe, valued and happy.

We believe that everyone has the right to be treated with respect and with this right comes the responsibility to treat others with respect. This notion of 'Give Respect, Gain Respect' is central to the principles and guidance set out in this policy, to the Code of Conduct and to the school Behaviour Expectations.

We aim to achieve outstanding levels of behaviour and an exceptionally positive climate for learning through a clear, shared understanding of expectations and the skilled and highly consistent behaviour management by all staff.

This Behaviour and High Expectations Policy aims to

- ensure expected standards of behaviour are shared with the school community.
- ensure all adults and students understand, support and promote the principles underpinning the policy.
- ensure boundaries, sanctions and rewards are consistent and understood by all.
- enable students to develop reasoned, self-discipline and socially acceptable behaviour, demonstrating respect towards each other and adults.
- maintain high standards of appearance and orderliness around the school and within the wider community.
- ensure effective learning opportunities for all
- ensure inclusive practice and equality of opportunity

### **Legal Guidance and Responsibilities**

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for headteachers and school staff (January 2018)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

We acknowledge the school's legal duties under the Equality Act 2010 to ensure equality of opportunity for all members of the school community, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **Relationship with other school policies**

The Behaviour and High Expectations Policy also has clear links with other systems and policies, in particular:

- Anti-Bullying
- Equality Policy
- Child Protection
- Special Educational Needs
- Drugs and Substance Misuse
- Positive Touch and the Use of Restrictive Physical Intervention
- Mobile Phones and Communication Devices

These policies are available on the school website ([www.heathside.surrey.sch.uk](http://www.heathside.surrey.sch.uk)).

## Roles and Responsibilities

The creation of a caring, welcoming ethos, which promotes a safe, secure and stable environment, is the responsibility of all members of the school community. Clearly defined and understood roles and responsibilities are also important in order to ensure the effective implementation of the policy.

- **The Head of School**  
The Head of School is responsible for determining the standards of behaviour expected of students and for determining a line management structure for staff which supports and promotes effective implementation of the policy. The Head of School may delegate day to day matters concerning behaviour to the Vice Principal and other senior and middle leaders.
- **Staff**  
School staff are expected to:
  - set and maintain high standards of professional behaviour, politeness, self-discipline and respect to all.
  - listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
  - actively support and implement this policy applying it consistently and fairly at all times
  - discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
  - ensure students' efforts and achievement are recognised, rewarded, acknowledged and celebrated
  - share in the process for review and communicate any ideas for improvement to the School's Leadership team.
- **Students**  
The Heathside Code of Conduct and the Behaviour Expectations (see Appendix 1) outline what students are expected to adhere to. In addition, they are expected to:
  - show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour
  - know the Behaviour and High Expectations Policy and engage in discussions aimed to develop an understanding of it in school, and at home
  - adhere to the Behaviour and High Expectations Policy whilst in school, on off-site visits, and to and from school.
  - support other members of the school community in promoting the expectations of good behaviour
  - ensure school work and homework is well presented, completed to a high standard, and handed in on time. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their class teacher or tutor who will work with them to draw up a support plan
- **Parents and Carers**  
We recognise that an effective Behaviour and High Expectations Policy requires close co-operation between parents and carers, teachers and students. Staff will work in partnership with parents in resolving situations as quickly as possible. Parents and carers are expected to:
  - indicate that they will respect and support the school's expectations and the authority of the school staff
  - know the Behaviour and High Expectations Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school
  - ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.
- **Board of Trustees (governing body)**  
Governing bodies have a duty under section 175 of the Education Act 2002 and Section 88 of the Education and Inspections Act 2006 to ensure that schools have an effective behaviour policy and that their functions are carried out with a view to safeguarding and promoting the welfare of children. To this end the Local Advisory Board:
  - i) Reviews the policy and its implementation on a regular basis

- ii) Consults regularly with the Head of School and senior staff to ensure that the school maintains a high standard of behaviour

## **Behaviour in School**

### **School expectations that apply at all times to students:**

- Be polite and respectful in your manner and choice of language.
- Be considerate of all others within your environment.
- Follow the reasonable instructions of all staff.
- Behave in a way that secures a positive learning environment where all students feel safe, valued and happy.
- Always be on time – be at school by 8.25am and attend all lessons on time.
- Maintain good attendance, this includes attending every lesson.
- Bring the correct equipment to school each day
  - Equipment for learning: pens, pencils, eraser, ruler, protractor, calculator, sharpener, glue stick, scissors
  - Books for lessons and PE Kit
- Keep your appearance smart and tidy;
  - School uniform should be worn at all times during the school day and to and from school
  - Make-up/Nails – a light application of foundation only, no nail varnish or false nails, nails should be kept short
  - Jewellery – A watch and one small stud per ear lobe is permitted.
- Take care of your environment;
  - keep it tidy and place litter in the bin
  - do not damage school property
  - do not damage or graffiti on walls or furniture
  - take care of displays
- Move around the school in a calm and quiet manner, do not run in the corridors and keep to the left.
- Mobile phones – on site, out of sight. They are not to be seen in school unless a teacher specifically allows this as part of a lesson activity.
- The following items are not allowed in school and may be searched for by staff without consent. This list is not exhaustive:
  - alcohol
  - drugs (in the case of where a student needs to take medication during the school day, please refer to the school's Medication Policy)
  - items that can be smoked, such as cigarettes, cigars, tobacco, vapes – Heathside School is a non-smoking campus and smoking (including all forms of e-cigarettes) is not permitted anywhere on the site including car parks.
  - matches, lighters
  - aerosols
  - chewing gum, energy drinks, high sugar content drinks
  - knives and other weapons, or other objects that could be deemed to be a weapon
  - material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic
  - items that could be dangerous to others e.g. party poppers, fun snaps, fireworks, helium balloons

For additional expectations, see Appendix 1.

### **Classroom Expectations**

Students are expected to behave in a way that secures a positive learning environment where all students feel safe, valued and happy. The 4Cs are the steps we follow as a school to ensure the students get a consistent message about the high expectations we have regarding behaviour and, most importantly, what steps they can follow to ensure it does not escalate.

#### **C1 – Warning**

Student is given a clear warning about unacceptable behaviour, they now have the chance to correct this behaviour and will receive no sanction if they take that chance.

#### C2 – 20 minute detention after school

Student has chosen not to correct the behaviour. They now receive a 20-minute after school detention the same day. During this time the student will be asked to reflect on why their behaviour was poor and the damaging effect that this can have on their learning and the learning of others.

#### C3 – Removal from class, 45 minute detention after school

Student has chosen to continue disrupting learning. They are removed from the lesson to work elsewhere (usually another classroom) and will receive a 45 minute Curriculum Area Manager (CAM) detention after school.

#### C4 – Removal by SLT, 90 minute detention after school

Student's behaviour has not improved once removed or they have continued to refuse to follow reasonable instructions. They are removed to work elsewhere by a member of the Senior Leadership Team (SLT) and set a 90 minute SLT detention after school.

### **Behaviour off the School Site**

The Heathside Behaviour for Learning policy applies to students on site during the school day, while they are on educational trips and visits, while they are travelling to and from school and if they are clearly identifiable as belonging to the Heathside School community (i.e. in uniform).

Appropriate sanctions will be applied for any misbehaviour which could adversely affect the reputation of the school, poses a threat to another student or member of the public, or could have repercussions for the orderly running of the school. Responses and sanctions will be in line with this policy and will involve the student's parents or carers.

### **Guidance for Staff**

The Code of Conduct and Behaviour Expectations clearly set out the requirements for good behaviour. Every member of staff is responsible for promoting high standards of behaviour and a positive climate for learning in the classroom and around school. We know students do better when they receive recognition; our rewards system therefore aims to acknowledge and promote the behaviour and achievement of all our students, but there are times when students need to be held accountable for their actions.

The school operates the 4Cs system, which is designed to promote consistency in dealing with classroom behaviour and ensures that students have an opportunity to correct their behaviour before receiving a sanction. Our aim is to be firm but fair in our dealings with students and to reassure them that it is their poor behaviour which is being rejected not the student themselves. We aim to work with students to enable them to understand why their behaviour has been inappropriate. It is important that students and staff are able to move forward following any instance of misbehaviour so that all students' learning can continue.

Staff should use the 'C' system and deal with low level disruption themselves in the first instance. If they require additional support they should then seek it from their Curriculum Area Manager. Staff may also use Senior Leadership call-out if a student is persistently disruptive and is preventing others from learning. Other sources of support and resources which can be used by staff include:

- Use of Pupil Profiles for identified students
- Meetings held in order for staff to share good practice with regard to individual students.
- Staff training
- Lesson observation

If there are persistent difficulties with a student, or if the issue is of a more serious nature, it should be reported to the Curriculum Area Manager, one of the Heads of Learning, or an Assistant Principal. The Vice Principals or Head of School may be involved depending upon the severity of the incident.

### **Pastoral care for school staff**

Allegations of abuse against staff will be taken seriously and will be dealt with in a fair and consistent way that provides effective protection for the student and supports the person who is the subject of the allegation. If an accusation is found to be malicious, the student will be dealt with in accordance with the school's disciplinary procedures.

### **Screening, Searching and Confiscation**

Staff may search a student for *any item* if the student agrees.

The Head of School or authorised staff may search a student *without consent* if they have reasonable grounds to suspect that a student may have in his or her possession a prohibited item such as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any item not allowed by the school (see Appendix 1)
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Further guidance on screening, searching and confiscation may be found in the DfE document 'Screening, searching and confiscation – Advice for head teachers, school staff and governing bodies' (DfE January 2018).

### **Use of Reasonable Force**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force should only be used as a last resort. The school does not encourage the use of force and it will be used rarely. Staff and parents should refer to the school's Positive Touch and Use of Restrictive Physical Intervention policy for further guidance on this area.

### **Rewards and the House System**

The school recognises that a positive learning environment can be created by recognising positive efforts, praising students and building mutual respect between staff and students, and between students themselves.

The House system is designed to encourage a sense of belonging to the school and to encourage students to work together and support one another. Each student is assigned to one of the four houses: Kestrels, Falcons, Eagles and Hawks. The House system promotes achievement by enabling students who gain rewards to earn points for their Houses. The Heads of House, supported by a team of House captains, promote Sports Day, fund-raising events, Curriculum Area competitions and activities in assemblies in order to motivate students and promote a sense of achievement and belonging. They also lead and promote the rewards system.

Students in all year groups who are working well will be rewarded with achievement points which are recorded on the school's electronic information system (SIMS). Achievement points are awarded for success in a number of areas including effort, homework, outstanding work and contribution in class. When students achieve certain thresholds they

are given a bespoke award such as a pen, lunch pass or badge. Each time a student gains an achievement point this equates to one House point.

There are many other opportunities used to celebrate student success. These include letters and postcards home, being invited to the Head of School's breakfast which takes place termly, being invited to share their success at a Senior Leadership meeting, achievement assemblies, Key Stage 3 Presentation mornings, Senior Prizegiving and the annual Sports Dinner. Excellent attendance is also rewarded.

### **Sanctions**

There will be times when students behave unacceptably. Students need to discover and therefore understand where the boundaries of acceptable behaviour lie, as this is a part of growing up. In all disciplinary actions, it is essential for the student to understand that it is the behaviour that is unacceptable, and not them as a person. The school does not issue whole class sanctions.

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner. Each case is treated individually. Generally, students are reminded that they are responsible for their own actions and that not meeting the Behaviour Expectations or Code of Conduct will result in consequences for them. If a student chooses to behave in class in a way that falls below the expectations that we have, they will move through the 4Cs in accordance with the Classroom Expectations outlined above. There may be occasions when a student is to move to sit alone in class or asked to leave the classroom for a very short period in order to reflect on their behaviour.

Unacceptable behaviour outside of the classroom may also result in sanctions, these may include loss of free time (such as break-times), making an apology or loss of a privilege.

If the unacceptable behaviour is persistent or recurring, a student might then be placed on a daily or weekly report in order to monitor their behaviour. If there is no improvement a student will be placed on a disciplinary stage (See Disciplinary Stages).

Students with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some students may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These students will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the student.

### **Detentions**

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for headteachers and school staff (January 2016)' states that 'Teachers have a right to impose detention outside school hours' and that 'Parental consent is not required for detentions.'

Detentions usually range between 20 and 90 minutes in length and are issued for poor behaviour in lessons (4Cs), lack of homework, not wearing the correct uniform, lateness to school and lessons, inadequate work in lessons and so on. This list is not exhaustive.

### **Senior Leadership call-out**

If a student has not responded to the 4Cs system and if his/her behaviour is preventing others from learning, SLT call-out may be used. The member of SLT will either remove the student to the Curriculum Area Manager's classroom or will ask the student to sit with a senior member of staff for the remainder of the lesson. The SLT call-out will be logged and then followed up.

### **Withdrawal Room (internal exclusion)**

A student is placed in the Withdrawal Room for a serious misdemeanour. Examples include: smoking on site, truancy, defiant or persistently disruptive behaviour, aggressive or threatening behaviour towards another member of the school community, bullying (including online bullying), failure to attend Senior Leadership detention.

Students in the Withdrawal room work in isolation from other students and take their break and lunch outside normal hours. Parents are asked to provide a packed lunch for the day. The day is also extended until 3.30pm. Parents will be notified by telephone and email of the intention to place a student in Withdrawal. Occasionally a student may be placed in Withdrawal at short notice whilst an incident is investigated. In this instance parents will be contacted by phone to discuss the incident.

### **Staggered Start day (2pm-7pm)**

In some circumstances, if a very serious misdemeanour has occurred or a situation has escalated beyond the use of the Withdrawal Room, a student will have to start school at 2pm and remain on site until 7pm working in isolation in the withdrawal room and with Senior staff. The seriousness of the behaviour is such that it would previously have led to a fixed term exclusion. Parents will be contacted by telephone to give notice of a Staggered Start day.

### **Fixed Term and Permanent Exclusions**

Exclusions are used only in response to serious incidents, beyond that which would result in a referral to the Withdrawal room or a Staggered Start day. See Part B of this policy for more details.

### **Mobile Phones and Communication Devices**

Please note that by mobile phones we mean any communication device that has an equivalent capability e.g. smart watches.

If a student's mobile phone is seen, used or heard then this will be confiscated in accordance with the Mobile Phone and Communication Devices Policy.

### **Support for Students**

There are a number of ways in which the school is able to offer support to a student who is finding it difficult to comply with the expectations of the school. Depending on the needs of the student, these can be provided as follows:

- A report for all lessons or for a particular Curriculum Area
- A contract or action plan setting a pattern for success and drawn up in consultation with the student to which the student agrees to adhere for a specified amount of time
- Guidance from the Learning Support Department
- Social stories
- Consequences grid
- Time-out card
- Student mentoring
- Support from the Home School Link Worker
- A referral to a school counsellor
- A referral to the SENCO
- Use of a Risk Assessment and subsequent behaviour plan
- Liaison with outside agencies such as the school nurse, the EWO (Educational Welfare Officer), Children's Services, the Behaviour Support Service, the Police
- Referral to alternative provision
- A Pastoral Support Plan

### **Disciplinary Stages**

The school has a three stage discipline procedure. A student is placed on a stage following a serious incident or if behaviour points and other evidence indicate that their behaviour is giving cause for concern.

When reviewing an incident or pattern of behaviour, consideration will be taken of:

- Current Stage and Previous history  
Repeat offences will be taken very seriously as this will indicate an unwillingness or inability to change the pattern of behaviour. A repeat offence is one which is similar in nature or of equal severity to previous offences.
- Aggravating and/or mitigating circumstances
- Special Education Needs (SEN), disabilities, additional challenges



### **The three stages**

Progression through Stages 1 to 3 will indicate the increasing seriousness of the concerns about a student's behaviour. The entry point onto the stage procedure will be at the discretion of the Head of Learning and the member of the Senior Leadership Team dealing with the situation, after consideration of the relevant factors.

Any student on a Stage will be part of a supportive pastoral and monitoring strategy exercised in order to prevent a repetition of, or deterioration in, the situation which led to the stage being implemented.

Students on Stage 3 will be considered to be at risk of permanent exclusion and a risk to the ethos of the school. At Stage 3 a Pastoral Support Plan will be implemented. As part of this process a multi-agency assessment will be considered.

A review of Stages 1 and 2 will take place approximately six weeks after the implementation of the stage, and where possible a mid-way review will take place after three weeks. A successful review after six weeks will lead to the student moving down one stage. If relevant, further reviews would take place at three and six-week time intervals. Serious misconduct or persistent repetition of behaviours that led to the stage being implemented will lead to an earlier review and/or movement to the next stage. Note that Stages continue consecutively across term and academic year ends.

### **Stage 1**

Students may be placed on Stage One if concerns have been raised by a tutor or one or more of the subject teachers. These concerns may be related to attendance, punctuality, poor attitude to studies in class, missed deadlines or anti-social behaviour. A meeting will be arranged between parents and carers, the Head of Learning, the student and the SSCo and Tutor if available. Targets will be set and support identified to help the student to reach those targets.

### **Stage 2**

Students may be placed on Stage Two if they fail to meet the targets agreed after Stage One. They may be placed directly onto Stage Two if there are deep rooted concerns across all subject areas; if the student deliberately damages school property or if the student has behaved in a manner which is considered unacceptable. A meeting will be arranged between parents and carers, the Head of Learning, the student, a member of the Senior Leadership Team and the SSCo and Tutor if available. Targets will be set and support identified to help the student to reach those targets.

### **Stage 3**

At Stage 3 a Pastoral Support Plan (PSP) will be implemented. A PSP is sixteen week programme for those students at risk of permanent exclusion. Additional targets will be set and further support will be identified in order to help a student to reach those targets. An interim review of progress will be held after 8 weeks with the final review after 16 weeks. A student who does not successfully complete Stage 3 may be permanently excluded, the school may therefore consider alternatives to exclusion such as a managed move to another school or alternative provision during this stage. There may also be a Governor's Disciplinary Panel Meeting as part of this stage.

### **Additional Support for Students with Special Educational Needs and Looked after Children**

Certain groups of students are particularly vulnerable to the impacts of exclusion. This includes students with statements of Special Educational Needs and Looked after Children. Where concerns arise about the behaviour of such students, additional support will be sought in order to help a young person improve his or her behaviour. This might include the use of external agencies, the use of alternative provision and the use of multi-agency meetings and/or assessment.

## **Part B: Exclusions Policy**

### **Introduction**

Exclusions are used only in response to serious incidents, beyond that which would result in a referral to the Withdrawal room or a Staggered Start day.

### **Fixed-Term Exclusions**

A fixed-term exclusion is where the student is withdrawn from normal classes and sent home from school for a period of time, depending upon the severity of the offence.

A decision to exclude a student should be taken only:

- 1) In response to serious breaches of the school's behaviour policy; and
- 2) If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

Only the Head of School (or in the absence of the Head of School, the most senior teacher who is acting in that role) can exclude a student.

### **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 student concerned. Before deciding whether to exclude a student the Head of School should:

- Ensure that an appropriate investigation has been carried out.
- Consider all the evidence available to support the allegations, taking account of key policies such as Behaviour for Learning, Anti-Bullying, Child Protection and the Single Equality Scheme.
- Give the student the opportunity to give his or her version of events.
- Check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment.

In addition consideration will be taken of:

- The student's previous record
- The severity or frequency of the behaviour
- The school's opinion of the likelihood of recurrence
- The student's behaviour showing emerging signs of an emotional and behavioural difficulty (EBD) giving rise to Special Educational Needs or a Disability

If satisfied that, on the balance of probabilities, the student did what he or she is alleged to have done, the Head of School may exclude the student.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. It should, however, still be possible for the Head of School to make a judgement on whether to exclude the student.

If a student is excluded, parents will be notified by telephone in the first instance. This will be followed, subsequently, by a letter in which the terms of the exclusion are set out, together with the time and date of the reintegration meeting. The letter will also advise parents that during the term of suspension the student is the responsibility of the Local Education Authority and parents, and that the student must not come within the vicinity of the school. In addition the letter will advise parents of a named person they may contact in the Local Authority if they require advice or guidance. Parents are also advised that they have a right to make representations in writing to the Local Advisory Board if they wish to challenge the terms of the exclusion. However, for exclusions of five days or less, the Local Advisory Board will write to parents after considering the appeal and will not hold a meeting with the parents.

If the exclusion is for more than five school days, but no more than 15 days in any one term or school year, the Head of School will immediately notify the Local Advisory Board and the Local Advisory Board must arrange alternative suitable full-time education. This provision must begin no later than the sixth day of exclusion. The Local Advisory Board must consider any appeal and hold a Disciplinary Committee meeting, if parents request one, between the 6th and 50th day.

If the exclusion is over 15 days, parents will be informed that a meeting will be held. Local Advisory Board must hold a Disciplinary Committee meeting between the 6th and 15th day. The Local Advisory Board will invite the parents, Head of School and Local Authority Exclusions Officer to attend. Full-time supervised education will be provided by the school from day 6 of the exclusion.

If a student is excluded, work will be set for students to complete at home. This may be sent home with the student, emailed, posted or parents may be asked to collect it from school. Students may also be asked to complete work set on the VLE or study independently, especially if the exclusion is for only one day. Parents will be advised of the method(s) used to set work.

### **When exclusion is not appropriate**

Exclusion should not be used for:

- Minor incidents such as failure to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of school uniform rules or rules of appearance (including jewellery and hairstyle) except where these are persistent and in open defiance of such rules
- Punishing students for the behaviour of their parents, for example where parents refuse or are unable to attend a meeting

### **Alternatives to exclusion**

In some circumstances the school may look for possible alternative solutions such as:

- Internal Exclusion in the Withdrawal room
- Staggered Start day
- Temporary alternative placement at another local school
- Restorative Justice

Staff may make use of 'restorative practices' where appropriate. This alternative form of dealing with a misdemeanour or incident will be implemented with the full agreement of the victim(s) and the offender(s). Restorative practices will be utilised alongside, or instead of, an existing sanction / punishment. Heads of Learning, Student Support Co-ordinators or Assistant Principal will make the decision based on their professional judgement.

- Use of external provision such as a Pupil Referral Unit or other alternative learning programme
- A Managed Move to another school

This allows a student the opportunity of a 'fresh start' in another school. This should be attempted only with the full knowledge and co-operation of all parties, including the parents and Principals/Headteachers of both schools.

### **Permanent Exclusions**

The Head of School may exclude a student for either:

- 1) A pattern of persistent misbehaviour which can, over time, be seen as disruptive to good order, or
- 2) A single act of extremely serious misconduct

A decision to exclude a student 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 student and would normally be used as a last resort.

However, in exceptional cases it can be appropriate to impose permanent exclusion for a first or 'one-off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Dealing of illegal substances.
- Carrying an offensive weapon.
- Arson

Where the Head of School makes a decision to permanently exclude a student from the school the following procedures will be followed:

The Head of School, or the most senior person acting in that role, will immediately (within 24hrs) inform the parents by phone of the decision. This will be followed, subsequently, by a letter in which the terms of the exclusion are set out. Parents are also informed of their rights regarding an appeal of the terms of the exclusion. The Local Advisory Board Disciplinary Committee will hold a meeting between the 6th and 15th day. The Local Advisory Board must invite the parents, Head of School and Local Authority Exclusions Officer to attend. The committee will examine the reasons for the decision and look at appropriate evidence such as the student's behaviour log, incident reports, witness statements and the strategies used by the school to support the student prior to permanent exclusion.

All paperwork including written statements and other relevant information held by the school should be circulated to all parties at least five working days in advance of the meeting of the Local Advisory Board Disciplinary Committee.

### **Appealing a Permanent Exclusion**

Where parents dispute the decision of a governing body not to reinstate a permanently excluded student, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to either a fixed- term or permanent exclusion, parents can also make a claim to the First-Tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

An Independent Review Panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4000. This payment will go to the Local Authority towards the costs of providing alternative provision.

### **SEN students and Permanent Exclusion**

Whether or not the school recognises that a student has Special Educational Needs, parents have the right to request the presence of an SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example whether a school acted reasonably in relation to its legal duties when excluding the student.

Further information and guidance is available in the statutory guidance document 'Exclusion from maintained schools, academies and pupil referral units in England' (DfE September 2017).

## Heathside Code of Conduct and Student Behaviour Expectations

The Student Behaviour Expectations are underpinned by the Heathside Code of Conduct.

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### HEATHSIDE SCHOOL CODE OF CONDUCT Give Respect, Gain Respect

As members of the school community, we all share responsibility for upholding our most important value, mutual respect.

We do this by:

- R** Behaving **responsibly** in school and when representing our school in the community
  - E** Showing **effort** and commitment in our work
  - S** Meeting **standards** of uniform, equipment and punctuality
  - P** Speaking **politely** to all members of the school
  - E** Understanding that everyone should have an **equal opportunity** to achieve potential
  - C** **Co-operating** with staff to make the school a safe and enjoyable place in which to learn
  - T** Showing **tolerance** towards the different views and needs of others
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### Student Behaviour Expectations

#### School expectations that apply at all times to students:

- Be polite and respectful in your manner and choice of language.
- Be considerate of all others within your environment.
- Follow the reasonable instructions of all staff.
- Behave in a way that secures a positive learning environment where all students feel safe, valued and happy.
- Always be on time – be at school by 8.25am and attend all lessons on time.
- Maintain good attendance, this includes attending every lesson.
- Bring the correct equipment to school each day
  - Equipment for learning: pens, pencils, eraser, ruler, protractor, calculator, sharpener, glue stick, scissors
  - Books for lessons and PE Kit
- Keep your appearance smart and tidy;
  - School uniform should be worn at all times during the school day and to and from school
  - Make-up/Nails – a light application of foundation only, no nail varnish or false nails, nails should be kept short
  - Jewellery – A watch and one small stud per ear lobe is permitted.

- Take care of your environment;
  - keep it tidy and place litter in the bin
  - do not damage school property
  - do not damage or graffiti on walls or furniture
  - take care of displays
- Move around the school in a calm and quiet manner, do not run in the corridors and keep to the left.
- Mobile phones – on site, out of sight. They are not to be seen in school unless a teacher specifically allows this as part of a lesson activity.
- The following items are not allowed in school and may be searched for by staff without consent. This list is not exhaustive:
  - alcohol
  - drugs (in the case of where a student needs to take medication during the school day, please refer to the school's Medication Policy)
  - items that can be smoked, such as cigarettes, cigars, tobacco, vapes – Heathside School is a non-smoking campus and smoking (including all forms of e-cigarettes) is not permitted anywhere on the site including car parks.
  - matches, lighters
  - aerosols
  - chewing gum, energy drinks, high sugar content drinks
  - knives and other weapons, or other objects that could be deemed to be a weapon
  - material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic
  - items that could be dangerous to others e.g. party poppers, fun snaps, fireworks, helium balloons

### **Expectations at Break and Lunch times**

- Students can be in the playgrounds, hall or canteen dining areas or the LRC (if open).
- Students should use toilets on the ground floor only
- No food or drink is to be consumed on the tennis courts or in the corridors.

### **Areas that students should not use or be in**

Students are not allowed:

- to use the main entrance
- walk or cycle through the staff car park
- to go into the woods at the rear of the school or walk through the woods between the school and Weybridge Station
- to go onto Brooklands College grounds or private property in Brooklands Lane
- to go into the cycle shed, except when arriving/leaving and securing/removing their own bike
- to go into the area behind the Gym and Sports Hall
- to exit the school via the locked gate at the rear of the school

### **Travel to school**

- Students who ride their bicycles to school must adhere to the Cycling Code of Conduct which includes riding in single file, sensibly and considerately and wearing high visibility clothing and a helmet
- Students may not ride mopeds or scooters to school

## Unacceptable Behaviours

The following are examples of behaviours that are unacceptable to the school community, this list is not exhaustive:

- Refusing to follow the reasonable instructions of staff
- Preventing others from working or participating in activities in and out of lessons
- Bullying or teasing
- Violence and aggression towards another person, including threats of violence
- Any language or behaviour which causes embarrassment or upset to another person, this includes:
  - swearing at or in the presence of others
  - sexual, racial, homophobic, transphobic or other prejudiced based name-calling or harassment
- Stealing, misuse of or deliberately damaging the school's or someone else's property
- Deliberately setting off the fire alarm when there is not a fire
- Misuse of drugs or solvents
- Smoking and vaping is forbidden when in school, on the way to/from school or when wearing Heathside uniform
- Telling lies
- Walking out of a lesson
- Being in an area that students should not be in (see above)
- Misuse of the School Computer Network
- Congregating on the green before or after school, walking through the woods
- Filming or photographing staff or students at Heathside without permission
- Posting/uploading/sharing photographs, videos or writing comments about any Heathside students or members of staff.

## **Sixth Form Behaviour and High Expectations Policy**

Heathside Sixth Form has high expectations of its students. The students in the Sixth Form should adhere to the same rules and expectations of the main school. Our Sixth Form students should act as role models to our younger students and therefore demonstrate the behaviour and expectations we expect of all students. Students are expected to work to the best of their ability, maintain good attendance to lessons, assemblies and registration periods and to behave in a responsible and appropriate manner.

Each Sixth Form student is issued with a student agreement at enrolment, which is signed by both student and parent. Students should refer to this document for our expectations on behaviour, attitude, attendance and work completion.

The content below, outlines the steps that may be taken in the rare occasion that a Sixth Form student causes concern.

### **Failure to produce homework/ meet deadlines**

- 1) In the first instance, students should be given an opportunity to present the homework at a later date.
- 2) If, however, the work still does not appear or failure to produce homework becomes a regular occurrence, parents should be contacted by telephone or by letter. Concerns should also be raised with the Sixth Form Team.
- 3) If problems continue the Sixth Form Team will then investigate further and intervene appropriately.

It is not recommended policy to prevent students attending class until the work is complete. Experience has shown that students fall further behind with work and that some simply choose not to attend classes if homework is incomplete fearing they will be sent away in any case. An after school 'catch-up session' is more helpful.

### **Poor effort in class**

- 1) In the first instance, students should be made aware of the concerns and expectations should be reiterated.
- 2) If problems continue, parents should be contacted by telephone or by letter, expressing the concerns. In addition, concerns should also be raised with the Sixth Form Team.
- 3) If problems persist further action will then be taken by the Sixth Form Team and the student may be placed on Performance Report.

If it is felt, however, that there is a specific problem or serious issue that is preventing a student from working, then the Sixth Form Team should be contacted as early as possible.

### **Poor Behaviour**

Rudeness to staff; disrupting the learning environment; intimidation towards other students

- 1) All incidents of poor behaviour will be logged.
- 2) If, however, the matter needs further consideration the Sixth Form Team will then take further action, speaking to the students and contacting parents if appropriate.

### **Poor Attendance**

- 1) Failure to attend lessons, assembly, registration or independent learning periods
- 2) All student absence should be recorded on class registers
- 3) Where absence becomes a problem, parents should be contacted by telephone or email.

For persistent absence further action will be taken by the Sixth Form Team by placing the student on Attendance Report.



## **Guidelines for Stage Structure**

To monitor students whose behaviour, academic achievement or attendance is a cause for concern, a three stage discipline structure is in place. This is designed to give students a framework for support, individual guidance, target setting and review throughout their Sixth Form studies. The review stages are monitored by the Head of School and the Director of Post 16 Education.

### **Stage One**

Students may be placed on Stage One if concerns have been raised by a tutor or one or more of the subject teachers. These concerns may be related to attendance, punctuality, poor attitude to studies in class, missed deadlines or anti-social behaviour. A meeting will be arranged between the student and the Director of Post 16 Education to discuss the concerns and targets will be agreed. These will be set out in a letter to the student and a copy will be sent to the student's parents or guardians. A date will be set for review.

### **Stage Two**

Students may be placed on Stage Two if they fail to meet the targets agreed after a Stage One interview. They may be placed directly onto Stage Two if there are deep rooted concerns across all subject areas; if the student deliberately damages school property or if the student has behaved in a manner which is considered unacceptable. A meeting will be arranged between the student and the Director of Post 16 Education to discuss the concerns and targets will be agreed. The student's parents or guardians may also be invited to attend the meeting. A letter will be sent to the student to confirm what has been discussed and to set out the agreed targets. A copy of the same letter will be sent to the student's parents or guardians. A date will be set for review.

Students may be moved down a Stage after a review meeting. This will normally be at the end of a half term or full term depending on the nature of the concern.

### **Stage Three**

Students may be placed on Stage Three if they fail to meet the targets agreed after a Stage Two interview. They may be placed directly onto Stage Three if the student has behaved in a manner which is considered contrary to the culture expected in a school based sixth form. A meeting will be arranged between the student, the Director of Post 16 Education and the Head of School. In addition the student's parents or guardians may be invited to attend. This is a serious and formal interview which could lead to the student being asked to leave the Sixth Form.