



**NETHERTHORPE SCHOOL**

SCIENCE AND MATHEMATICS COLLEGE

Learn · Enjoy · Succeed



**NETHERTHORPE SCHOOL**

**BEHAVIOUR MANAGEMENT and EXCLUSION POLICY**

Last Reviewed: September 2018

Next Review: September 2019

## 1. Principles

Netherthorpe School is committed to providing a high quality, inclusive education in a caring environment. The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary.

At Netherthorpe School we want our students to:

- a) Be motivated and enjoy learning
- b) Develop a range of skills such as independence and ambition to equip them for a successful adult life
- c) Be confident, responsible, happy and feel safe
- d) Be friendly, respectful, caring and polite
- e) Experience success every day

### **We believe that:**

- a) An orderly environment is essential for teaching and learning to be successful.
- b) Each student has a right to such an environment.
- c) It is the responsibility of the whole school community to contribute to the maintenance of such an environment.
- d) Each member of the school community who takes responsibility for and contributes to its orderly environment should be valued and rewarded.

Netherthorpe School advocates the view that dealing with challenging behaviour involves far more than simply implementing a set of classroom rules, expectations and punishments. In order to prevent poor behaviour developing the following pre-conditions must be met;

- a) A strong induction and transfer programme ensuring Year 7 students have the best possible start with clear expectations and aspirations.
- b) An appropriate curriculum balancing a range of subjects appropriate to student levels. Work that is personalised and differentiated according to the individual student.
- c) Staff absences, whether due to training or illness, are managed appropriately with cover supervisors providing continuity wherever possible and the use of supply staff kept to a minimum.
- d) Non-contact times such as lunchtime are of an appropriate length and are well supervised.
- e) Lessons are properly planned and delivered and are commensurate with the standards detailed by Ofsted.
- f) Staff follow the professional standards as detailed by the DfE and adhere to the school guidelines for lesson delivery.
- g) Behaviour management within the school is the responsibility of every adult and all employees should be aware of their role within this process

## 2. Roles and Responsibilities

**2.1 The Governing Body** will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

**2.2 The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures.

**2.3 Staff**, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the

effectiveness of the policy and procedures. They also have responsibility with the support of the Headteacher for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

**2.4 The Governing Body, Headteacher and Staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

We believe that at secondary school age, young people know the difference between right and wrong. At Netherthorpe School we want to reward and encourage students to make the right choices and have a positive attitude to learning.

### **2.5 Inter-Relationship with other School Policies**

In order for the Behaviour Management Policy to be effective it should be read in conjunction with the Behaviour Modification Process, the Classroom Expectations, the Anti-Bullying Policy, the Home School Agreement and the Equal Opportunities Policy.

### **3. Rewards**

Rewarding students is extremely important at Netherthorpe. Students should enjoy and achieve and be recognised for their positive contributions to the school; both in the classroom and out of it. Rewards and achievements are crucial to raising self-esteem and helping to prepare students for the future.

To create a positive school ethos (and climate for learning), it is essential that every member of staff rewards students when they produce good work; demonstrate notable effort or when they contribute positively to the school.

Consistency when rewarding students is essential in creating a positive ethos around school.

#### **Rewards should be given for:**

1. Being helpful/kind
2. Excellent behaviour
3. Excellent effort
4. Extra-curricular activities
5. Excellent pieces of work
6. Excellent homework
7. Improved effort
8. Improved work

#### **Rewards should vary between:**

1. Verbal recognition and praise – staff should actively seek out opportunities to praise effort and achievement.
2. Written comments in exercise books – positive comments recognising the effort and achievement made, no matter how small.
3. Sending postcards of praise home
4. Positive phone call home
5. Signing reward cards for students who make positive contributions, produce good work and /or give excellent effort.
6. Signing reward cards for 100% attendance each week and certificates awarded for 100% attendance each term.
7. Prizes or certificates awarded during reward week at the end of each term for students who have tried hard and exceeded expectations that term.
8. Legend Awards for effort at the end of the Year
9. School Colours

### **Ceremonies to promote achievement;**

1. Reward assemblies
2. Year 7-10 Award Ceremonies
3. Netherthorpe Presentation Evening – Year 11 and Year 13

### **Reward Cards**

**It is expected that all staff should issue rewards on a weekly basis by signing student reward cards.** There is a clear tariff of rewards. For example, the higher the quality of work, the more signatures should be awarded. Completed cards will be acknowledged by a postcard of praise and will be entered into a termly prize draw.

### **Legend Awards for outstanding effort**

These rewards are given in July at the Award ceremonies to Year 7- 10 students. They are based on Behaviour for Learning grades awarded by subject teachers from the final data collection of the academic year.

Average Effort Grade from all data collections	Reward
Above 3.6	Owl Legend Badge
3.4 – 3.59	Gold Legend Badge
3.2 – 3.39	Silver Legend Badge

(A Model Learner counts as 4 points, an Engaged Learner counts as 3 points, a Learner Causing Concern is 2 points and a Disengaged Learner is 1 point)

### **School Colours**

The Ultimate Reward for Exceptional Commitment

To be awarded to Year 10, Year 11, Year 12, and Year 13 students.

Recipients must have demonstrated exceptional commitment and leadership within an activity **for a period of 3 years or more** (unless the student has joined Year 12 from another school, where exceptional commitment and leadership for at least 12 months would be the required measure). The activity must be a weekly or at least a regular activity happening for a significant part of each year (eg. a football season).

#### *Examples*

A student who has shown exceptional commitment over a period of 3 years or more to:

- a) a school sports team attending practices and having taken on some responsibility within the team.
- b) a subject club that takes place regularly. The student has attended regularly and has helped to run the club for some of that time.
- c) the Debating Society and has had some leadership role within the society.
- d) the School Choir and has had some leadership responsibility within the choir.
- e) Peer Counsellors and has a role of responsibility within the group.

Students who are successful, will be awarded a certificate (they may show exceptional commitment to more than one activity and therefore be awarded more than one colours certificate), have their name displayed in a 'colours' notice board and receive the special badge for their blazer.

**Colours will not be re-awarded for the same activity a year later.**

Students will be nominated each year by members of staff and a small committee will meet to make the final decision as to who will receive their school colours.

#### **Year 7-10 Award Ceremonies – July**

Students are nominated by staff for awards in each subject area to recognise outstanding effort and progress. Attendance certificates are also presented, and prize draws for completed reward cards take place. Legend badges are presented to students who achieve the required effort points as detailed above. Special prizes will also be presented as part of the ceremony.

#### **Netherthorpe Presentation Evenings -Year 11 and Sixth Form**

These evenings celebrate the success of students in external examinations. Students are presented with their GCSE and A level Certificates along with Special Awards which the students are nominated for by subject staff.

#### **4. Managing Behaviour**

*This document should be read in conjunction with the Behaviour Modification Chart (BMP).*

**This process should be used consistently by all members of staff, teachers and support staff.**

Where sanctions become necessary, it is the responsibility of the classroom teacher to respond to the incident. However, a hierarchy of sanctions exists, which can be applied and additional support sought from the whole school community. We believe that a coherent, consistent and supportive response to inappropriate behaviour is the key to successful behaviour management. Most students will respond to the initial sanction and there will usually be no need to progress beyond the first stage of this process.

Negative consequences will always result from behaviour that interferes with the student's right to learn and the teacher's right to teach. The actions below should be carried out in an assertive, non-aggressive way that addresses the behaviour of the student and not the student's personality / character.

The teacher should not enter into a debate with the student about their behaviour or the sanction issued.

The following process assumes that unwanted behaviour has not been modified by simple, unobtrusive non – verbal signals.

It is essential that sanctions are carried out in a way that minimises the impact on other students by directing them at the individual student/s.

Behaviour expectations are published in the student handbook.

Should a student misbehave staff will administer the sanction as detailed below:

Level of Conduct/ Caution	Type of Behaviour	Teacher Response	Student Response
C1	<p>Entering the classroom in a loud or disorderly manner</p> <p>Not being ready to work when the teacher starts the lesson</p> <p>Not listening when the teacher is talking</p> <p>Not working in the manner as explained by your teacher</p> <p>Distracting others and preventing them from learning</p> <p>Shouting out in class when answering questions</p> <p>Drinking in a DT, Science lesson or when computers are out</p> <p>Touching another student or their belongings (unless this is part of the lesson and directed by your teacher)</p> <p>Getting out of your seat without permission</p> <p>Making inappropriate comments to other students</p>	<p>If a student displays any of the listed behaviours then staff must issue a clear C1 (first caution), inform the student why they have issued the caution and record the students name in their mark book</p>	<p>Respond positively to the caution and behave in the way that they are expected to</p>
C2	<p>A second occasion of inappropriate behaviour</p>	<p>Staff to issue a C2 caution and inform the student of the reason why. Staff to add a second tick to the students name in their mark book</p>	<p>Students should respond positively and behave in the way they are expected to for the remainder of the lesson</p>
C3 In Class	<p>A third occasion of inappropriate behaviour following C1 and C2 cautions</p> <p>Eating during a lesson</p> <p>Chewing gum</p> <p>Uniform being worn inappropriately – blazer sleeves rolled up, excess jewellery etc</p> <p>Repeated failure to complete homework</p>	<p>Staff to issue a C3 and inform the student they have received a C3 and the reason why.</p> <p>This will result in a 30 mins after school detention on the following day. If the student receives a second C3 in one day they will be required to do a 60 min detention.</p> <p>Staff should give the top copy of the detention slip to the student and place the duplicate copy into the detention box in the staffroom or school office before 5.30pm.</p>	<p>Students should respond positively and behave in the way they are expected to for the remainder of the lesson.</p> <p>The student will be given a duplicate copy of the sheet with the details of the detention on and it is their responsibility to take this home and inform parents.</p> <p>Attend the detention.</p>
C3 Punctuality	<p>Arriving at school after 8.45am but before 9am</p>		

	Arriving at registration or lesson late without a valid written reason.		
C3 Around School	<p>Being out of bounds at break or lunchtime</p> <p>Eating lunch or food from the canteen in non-designated areas (designated areas are the canteen and the paved area between the canteen and the art block)</p> <p>Acting in a way that will hurt or harm others or themselves</p> <p>Being rude or impolite to others</p> <p>Interfering with another student or another student's property.</p> <p>Chewing gum</p> <p>Uniform being worn inappropriately – blazer sleeves rolled up, excess jewellery etc</p>		
C4 In Class	<p>Refusal to follow a reasonable instruction</p> <p>Acting in an inappropriate manner towards another student</p> <p>Arguing or challenging a C3 caution.</p> <p>Continued poor behaviour following a C3 caution</p> <p>Repeated failure to complete homework</p>	<p>Staff to issue a C4 detention (60 mins) and exit students to the isolation room. Staff to email the isolation room manager to inform them that the student has been exited.</p> <p>The isolation room manager may decide to keep the student for the next lesson if they are exited within 10 mins of the end of the lesson.</p>	<p>Student to take themselves straight to the isolation room and work there for the remainder of the lesson.</p> <p>Take home the detention slip and attend a one hour detention the following evening.</p> <p>Students who fail to arrive at the isolation room within 5 minutes of being exited will remain in the isolation room for the rest of the day.</p>
C4 Punctuality	Arrival after 9am without good reason	Reception staff will issue a C4 detention for 60mins on the following evening	Students will ensure that they arrive at their form room before 8.45am in future
On-Call	<p>Failing to leave the classroom when issued with a C4.</p> <p>Speaking to a member of staff inappropriately</p> <p>Intentional dangerous behaviour</p> <p>Misuse of technology</p> <p>Behaviour likely to bring the school into disrepute</p>	Staff will use the on call button on SIMs, or their radio to send for a senior member of staff. The student will be taken to the isolation room and remain there for 1 full day until 4pm (this may go into the following school day to be completed). The parent/carer will be contacted and a decision made as to any further action to follow.	<p>Students will work in the isolation room for one full day until 4pm. This may go into the following day, eg if they are on-called during p3 they would do lunchtime – 4pm on that day and p1 – end of break the following day.</p> <p>Students are expected to apologise to the member of</p>

		The incident will be recorded on SIMS by the isolation room manager and Head of Year informed.	staff or the student who was affected as a result of their poor behaviour.
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**A serious incident may bypass some/all of the above.**

#### **4.1 The Detention System**

##### **Detentions:**

As outlined in 'Behaviour and Discipline in Schools' DfE 2011, teachers have a legal power to put students (aged under 18) in detention without parental consent (we inform parents as a courtesy).

##### **After School Detention C3 or C4**

Issued by any member of staff for exhibiting one of the behaviours outlined in the above chart for C3 or C4. A C3 detention is from 3.15pm – 3.45pm. A C4 detention is from 3.15pm – 4.15pm. Staff should issue a detention slip for an After School Detention which clearly shows the duration of the detention. Teaching staff will supervise detentions on a rota basis and detentions will be issued for the next evening. If a student fails to attend the detention then they will spend half a day in the isolation room on the following day. If a student has a genuine reason for being unable to attend a detention parents must inform the isolation room manager by 1.30pm on the day of the detention so that the detention can be moved to the following day.

**Staff who complete detention slips should make sure the school copy is placed in one of the detention slip boxes located in the staffroom and in the school entrance area by 5.30pm each evening to allow the detentions to be logged on the SIMS system.**

Detention Duty staff should:

1. Mark that students have attended on their SIMS register.
2. Ensure students have some work to do – either homework or reflection work.
3. Isolation Room Manager will follow up absentees and liaise with Head of Section regarding an internal exclusion for half a day.

**Any students who misbehave or disrupt the detention will be sent home from the detention and placed in isolation the following day until 4pm.**

**Students who receive multiple C4 detentions in a half term will spend a day in isolation and will be placed on report to the Head of Section. If the student continues to get C4 detentions for breach of the school rules they will spend further time in the isolation room or be given a 1 day fixed term exclusion for repeated failure to follow school rules.**

#### **4.2 Head of Department Strategies:**

**Heads of Department should use one or more of these strategies in addressing behaviour problems:**

1. Department report – maximum of 2 weeks (Yellow)
2. Withdrawal from practical work for a short period of time
3. Discussion with parents
4. Refer the student to the Pastoral Team

#### **4.3 Pastoral Team Strategies:**

**Pastoral Support Managers/Heads of Section/Heads of Year should use one or more of these strategies in addressing behaviour problems:**

1. Contacting home, counselling student, setting targets for improvement, monitoring and recording outcomes
2. Time out card
3. Homework Report (Blue)
4. 6<sup>th</sup> Form Contract – 7 weeks approximately
5. Form Tutor report (Green) - 2 weeks maximum.
6. Referral to Behaviour Support Specialist
7. Pastoral Support Manager report – 2 weeks– (Pink)
8. Head of Year report (Amber) - 2 weeks maximum
9. External Agency support
10. Assistant Headteacher report – (Red) – 2 weeks maximum
11. Headteacher's report (Purple) - 2 weeks maximum
12. Positive report monitored by Head of Year
13. Head of Year to work with parents, student and staff to create a pastoral support plan for the student

#### **4.4 Additional Support Agencies:**

Once a student is showing additional cause for concern the following Support Agencies should be considered and used as appropriate:

1. Pastoral Support Manager involvement
2. Learning Support Department – Early intervention, statutory assessment, additional literacy, numeracy, beat dyslexia, toe by toe
3. Restorative Justice
4. Positive Support
5. Behaviour Support
6. Youthinc
7. Educational Psychologist – Multi Element Plan (MEP)
8. School Attendance Officer Support
9. Appropriate alternative curriculum
10. School Health
11. GP
12. Referral to Child and Adult Mental Health Service (CAMHS)
13. Social Care
14. Youth Service
15. The Police
16. TAPs Funding
17. Young Carers
18. Anti-Drug Worker
19. Parent Partnership/DIAS

- 20. Physical Impairment and Support service
- 21. Hearing Impaired service
- 22. Sight Impaired service
- 23. CAF
- 24. AIS referral
- 25. Managed Move

#### **4.5 Internal Exclusion**

May be used as an alternative to external exclusions to ensure students complete appropriate work and are supervised throughout the school day.

##### **4.5.1 When will an Internal Exclusion be used?**

- a) Persistent Disruptive behaviour
- b) First incident of fighting,
- c) Swearing in the hearing of staff,
- d) Being rude to staff,
- e) Verbal abuse to other students,
- f) Threatening behaviour or bullying
- g) Breaking of school rules,
- h) Theft,
- i) Deliberately setting off the fire alarm,
- j) Failure to attend detention
- k) 2 exits in one week or 5 detentions in a half term

This list is not exhaustive and there will be other situations where Internal Exclusion is an appropriate sanction.

##### **4.5.2 How long will the Internal Exclusion be?**

One or two days.

##### **4.5.3 Where will the Internal Exclusion be held?**

Students will remain in the Isolation Room throughout the day – no breaks or lunchtimes.

Students to be allowed to use the toilet outside the Isolation Room.

Parents to be informed by letter and by phone call. (Head Of Section or Senior Leadership Team)

Parents will be asked to provide sandwiches unless the student is in receipt of free school meals. The 6<sup>th</sup> Form Admin Officer will collect the 'free school meal' – sandwiches, on her way to supervise the Isolation Room at lunchtime.

The Isolation Room Manager will email teaching staff the previous night for suitable work.

Subject staff to make sure sufficient work is provided either by 8.40am for morning lessons or 1.10pm for afternoon lessons.

Internal Exclusion will finish at 4pm. For more serious offences students may be sent to another school to work in their isolation room for 1 or 2 days as a step before a fixed term exclusion.

#### **4.6 Behaviour Points –These are reported at each data point to parents**

- a) Detentions = 1 point
- b) Lunchtime in Isolation = 1 point

- c) Out of lesson and sent to isolation for the remainder of that lesson = 5 points
- d) Half day in Isolation = 10 points
- e) Full Day in Isolation = 20 points
- f) Internal Exclusion = 30 points
- g) External Exclusion = 40points
- h) Internal exclusions will count the same as external exclusion on the Behaviour Modification Process – ie 3 internal exclusions per half term will trigger an informal governors meeting with parents.

#### **4.7 Poor Behaviour outside the classroom.**

This includes issues such as truancy, smoking and those misdemeanours that occur at break and lunchtime as well as on the way to and from school.

The school will address matters such as these on an individual basis, with specific circumstances being considered. Matters will if possible be addressed by form tutors and referred to Heads of Section or the Senior Leadership Team.

#### **5. Communication of Behaviour Issues:**

- a) Class teachers record the lower frequency incidents and inform the student's Form Tutor of any concerns.
- b) Head of Department is aware of those sent from any class under the 'exit' system, records kept and liaison with Head of Year as necessary.
- c) Students' names are recorded on the Isolation Room Log, which is monitored by Heads of Section and the Senior Leadership Team.
- d) Headteacher Reports maintained by Heads of Section, Senior Assistant Headteacher and the Isolation Room Manager
- e) Heads of Section, Senior Leadership Team, Pastoral Support Manager contact parents

#### **6. External Exclusions**

##### **6.1 STATEMENT OF EXTERNAL EXCLUSION POLICY**

The school will apply the Behaviour Modification Process and the consequence system in a consistent, rigorous and non-discriminatory way and all areas of its application will be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law.

Exclusion from school is not a decision that is taken lightly. Members of staff are not allowed to send students home without going through the exclusion procedures detailed below.

##### **6.2 Fixed Term External Exclusion**

###### **6.2.1 How long will the fixed term exclusion be?**

Most external exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to exclude students for one or more fixed periods not exceeding 45 school days in one school year.

We will aim for the shortest period which reflects the severity of the offence.

Criteria for an extended period of exclusion will include previous history of exclusions for similar offences or the impact that the action has had on other members of the school community.

**NB** In the event of a student being excluded from school at a time when he/she will be taking an external examination, he/she will be allowed to come into school to do the examination and will leave the premises immediately it finishes.

When excluded for more than 1 day, work will be set and marked by school staff. This work will be returned to the Isolation Room Manager when the student returns to school. The Isolation Room Manager will message subject teachers to request appropriate work, work must be sent as soon as possible.

Each case must be considered on its merit and the context and circumstances of the event taken into account.

The student's previous behaviour must be taken into account, as must the factors that led to the incident. We will take time to investigate the incident fully in order to understand what caused it and who the instigator was.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what he or she is alleged to have done, the Headteacher (**in their absence the Acting Headteacher**) may exclude the student.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. On occasion the police may request documentation from the school to help with their enquiries. However, it may still be possible for the Headteacher (**or in their absence the Acting Headteacher**) to make a judgement on the balance of probabilities on whether to exclude the student.

### **6.2.2 IMPLEMENTING THE POLICY**

**Before deciding to exclude a student the Headteacher (or in their absent the Acting Headteacher) will:**

1. Make sure that a thorough investigation has been carried out in order to establish the facts and to rule out any possible mitigating factors.
2. Give the student the opportunity to say what has happened.
3. Consider carefully the evidence available so that the sanction that is eventually decided on has been based on a consideration of the mitigating and aggravating factors that may apply and reflects the degree of severity of the offence.
4. Take into account the school's Behaviour Modification Process and Equal Opportunities Policy
5. Have regard to the DfE guidance re the exclusion of students who:
  - i. have special educational needs (SEN),
  - ii. are looked after (i.e. in care),
  - iii. are disabled,
  - iv. are from minority backgrounds,

If necessary, consult others.

### **6.2.3 Who authorises exclusions?**

The Headteacher or in their absence the Acting Headteacher.

### **6.2.4 When do we use fixed term exclusions?**

The behaviours listed below may result in fixed-term exclusion:-

- a) Physical assault against a student.
- b) Verbal abuse/threatening behaviour against a student or a member of staff.
- c) Bullying.
- d) Racist abuse.
- e) Swearing at staff.
- f) Sexual misconduct.
- g) Indecent behaviour.
- h) Persistent disruptive behaviour.
- i) Persistent breaking of school rules.
- j) Persistent failure to follow reasonable instructions.
- k) Theft.

- l) Deliberate setting off of the fire alarm.
- m) Serious acts of vandalism/damage to school property. **NB** We will always seek costs for damage done.
- n) Repeated failure to attend detention.
- o) Being in possession of, or drinking alcohol on the school premises, or coming into school under the influence of alcohol
- p) Cyber Bullying
- q) Inappropriate use of IT or mobile phones
- r) Dangerous behaviour
- s) Disruptive behaviour whilst in isolation

This is not an exhaustive list and there will be other situations where exclusion is an appropriate sanction.

### **6.2.5 Fixed term exclusions over five days**

In accordance with DfE guidance the school is obliged to provide full time education from the sixth day of any period of fixed term exclusion of six days or longer. This will take place at an offsite venue.

### **6.2.6 Who needs to be informed?**

#### **a) Parents**

Parents are to be informed as soon as possible by telephone by the member of staff involved in the authorisation of the exclusion.

The student will be given an official letter of exclusion to take home and a copy will be sent by post.

#### **b) Other Staff:**

The Headteacher

The Senior Leadership Team

Head of Section

Relevant teaching staff

Pastoral Support Manager

School Support Staff

If appropriate, external support agencies

## **7.1 What happens when the student returns to school?**

### **7.1.1 First exclusion**

There will be a reintegration meeting between the student, their parents and his/her Head of Section. The student will be placed on Head of Section or form tutor report for two weeks.

### **7.1.2 Second exclusion, third exclusion or five day exclusion**

There will be a reintegration meeting between the student, his/her parent(s)/carer(s) and a member of the Senior Leadership Team, on or before the day the student returns to school. The interview will lead to the conditions under which the student returns to school, any action that will be taken to help the student overcome the issue that led to exclusion, and arrangements for his/her return to classes. If the fixed term exclusion is greater than five days or an accumulation of exclusions that exceeds five days a Pastoral Support Programme (PSP) will be completed during this meeting.

An Informal Governors Disciplinary Panel will be held if a student has three exclusions per half term or following a five day exclusion.

Following exclusion the student will automatically be placed on either Head of Year or Senior Assistant Headteacher report for two weeks.

### **7.1.3 Fourth exclusion**

If a student is excluded again following an Informal Governors Disciplinary Panel they will go before a Formal Governors Disciplinary Panel and a Managed Move will be considered. On returning to school they will be placed on Headteacher report for two weeks.

Further exclusions after this could result in a permanent exclusion from school.

### **7.2 Recording exclusions**

The Isolation Room Manager is responsible for all administration relating to exclusions. They will:

- a) Update SIMS record for the student.
- b) Maintain a list of excluded students and inform the relevant persons.
- c) Maintain a list of excluded students in the staffroom to keep all staff informed of exclusions.
- d) Inform Governors.
- e) Inform Derbyshire County Council.
- f) Keep the Heads of Section and senior staff informed of exclusions, via regular statistical print outs, which will allow them to monitor trends of behaviour.
- g) Maintain Headteacher reports.

#### **7.2.1 Alternatives – to be considered if appropriate:**

1. Internal Exclusion – either in the isolation room at Netherthorpe or at another local secondary school
2. Community Service
3. Restorative Justice
4. Managed Move – if a student is causing whole school behaviour concerns and is ‘at risk’ of permanent exclusion, the school may apply for a Managed Move to another secondary school. Parents/carers have to agree that a ‘fresh start’ is the best option for their child. When a student is ‘managed moved’ he/she has a probation period of 12 weeks. Once the probation period is successfully completed the student is transferred permanently to the new secondary school role. If the managed move process fails then the student returns to Netherthorpe School for one final chance before a possible permanent exclusion.
5. Students who have a Special Educational Need (EHCP) will have the option of transferring to another secondary school or educational provision as an alternative to permanent exclusion. Parents/carers, the school and external agencies must agree that this is in the best interest of the student.

### **8. Behaviour off the school premises**

The school’s Behaviour Policy is applicable to all students whilst on school business, e.g. on school trips, at sports fixtures, on work or college placements, coming to and going home from school and on the buses . Unacceptable behaviour in such circumstances will therefore be dealt with as if it had occurred at school.

### **9. Permanent Exclusion**

#### **9.1 When will permanent exclusion be used?**

The decision to permanently exclude a student is a serious one. Permanent exclusion will be used as a last resort.

There are two types of situation in which permanent exclusion may be considered:

1. A formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.
2. In exceptional circumstances where it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or ‘one off’ offence. These might include:
  - i) Serious assault or threatened violence against another student or a member of staff

- ii) Sexual abuse or assault
- iii) Supplying an illegal substance
- iv) Possession or use of an illegal substance
- v) Possession of any weapon of any sort including items with a blade whether folded or not.
- vi) Arson
- vii) Serious vandalism

The school will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

#### **9.1.1 Governor Involvement**

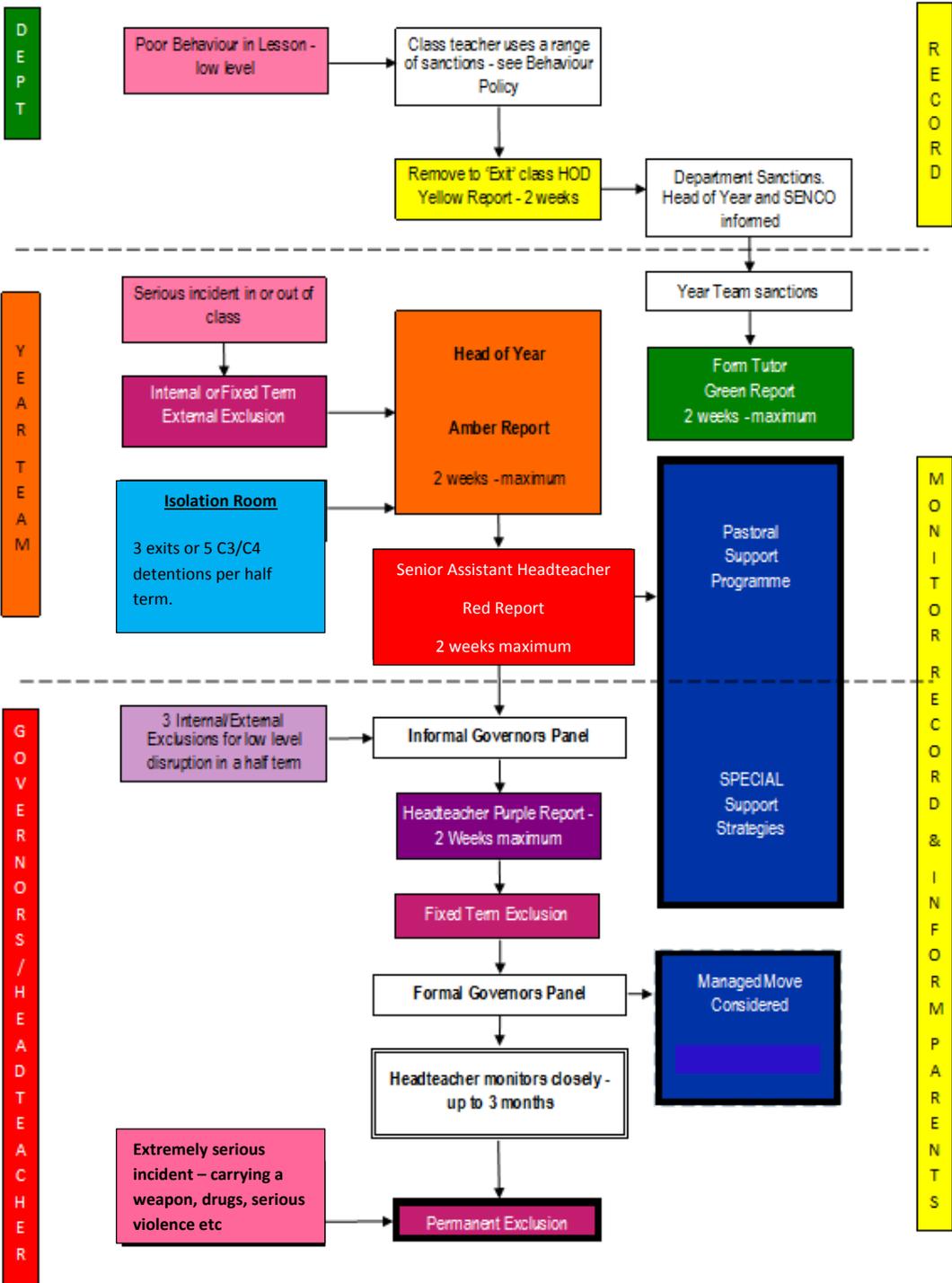
Before deciding to permanently exclude a student the Headteacher will keep the Chair of Governors fully informed.

#### **9.2 Removal of pupils from the school in exceptional circumstances**

Students can be removed from the school site for the following criminal, medical, or uniform reasons:

- a) Accusations of a serious criminal offence that took place outside the school's jurisdiction. This may mean the student is educated off site for a certain period, subject to review at regular intervals.
- b) Medical reasons where a student's presence on the school site represents a serious risk to the health or safety of other students or school staff. In these circumstances, after consultation with parents, the Headteacher may send the student home.
- c) Where a student is breaking the school's rules on appearance or uniform the school can authorise a student to leave the school premises briefly in order to rectify. This is not exclusion but an authorised absence. [www.education.gov.uk](http://www.education.gov.uk).

# Behaviour Modification Process (BMP)



NETHERTHORPE SCHOOL  
BEHAVIOUR PROCESS – CLASSROOM



# 6<sup>th</sup> Form Behaviour Modification Process

