



An All-Through Co-operative School

# GOOD BEHAVIOUR POLICY

“Making school memorable by striving for excellence – the highest aspirations for all”

Updated January 2017

(Revised by Guy Brougham)

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- *Preston Manor All-Through Cooperative School Complaints Policy (hyper link)*

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## **OUR MISSION**

### **Making school memorable by striving for excellence – *the highest aspirations for all***

Our aim is to be an excellent and memorable school. We have the highest aspirations for all children, students and staff to enjoy learning in a safe and inclusive environment. We recognise our duty to contribute to a society in which there is a common vision and sense of belonging and the diversity of our multicultural community is appreciated, celebrated and valued. As well as ensuring that similar life opportunities are available to all, we strive to harness the energies of our children, students, staff and parents to establish strong, positive relationships at home, in school and in the wider community.

### **Introduction**

At Preston Manor we expect all students to behave well. The Education and Inspections Act 2006 includes a specific responsibility to discipline students for teachers and other staff with pastoral responsibilities for students. This applies to breaking school rules, failure to follow instructions or other unacceptable behaviour. It applies at any time a student is in school or elsewhere under the charge of a staff member, including where a student is participating in a school visit. This responsibility also applies for misbehaviour outside the school gate or when students are off school premises and not under the control of the school staff and also relates to any bullying incidents occurring anywhere off the school premises.

### **Behaviour Expectations**

Be prepared, ready to learn and give your best  
Be respectful, kind and polite to all members of the school community  
Be safe, help keep others safe and respect the school environment

### **Behaviour we seek to reward:**

Meet Preston Manor's Learning Identity  
Thinking of others/someone else  
Behaviour never less than good  
Show outstanding effort  
Contribute to the school outside of the classroom  
Actively involved in student leadership opportunities

### **To help achieve students follow the school rules and go over and above staff will:**

Be a role model  
Be calm, fair and consistent  
Encourage, recognise and reward good behaviour.

### **Policy Statement**

The Good Behaviour Policy is based on the premise that all members of the school community have the right to:

- Learn and work in a purposeful, orderly and calm environment without being disrupted by others
- Feel safe
- Have their voice heard and concerns listened to
- Be treated with fairness and respect

The Good Behaviour Policy should be consistently and fairly applied to reward achievement, recognise good behaviour and to deal with any inappropriate conduct. All adults who work directly with and alongside students of our school must ensure that the Policy aims are integral to their work and practice.

### **We aim to provide**

- a community ethos and climate for learning which is inclusive but which emphasises the highest standards of behaviour and respect for others
- a culture of success which emphasises encouragement, praise and recognition of good behaviour and effort
- a common system of rewards
- a consistent and fair response to behavioural issues
- expectations that clearly define the limits of acceptable and unacceptable behaviour
- support for students with learning and/or behavioural needs.
- a common system of sanctions which address persistent behavioural problems

### **This Policy also applies to:**

- All students at Preston Manor, including those in the Lower School and 6th Form. This reflects the important role Sixth Form students play in encouraging younger students to behave appropriately and fulfil their potential.
- Support staff whose job normally includes supervising students such as peripatetic music teachers, learning support assistants, learning mentors and school meals supervisors
- Administration staff, site staff, cleaners and technicians
- Unpaid volunteers, for example parents accompanying students on school visits and outside speakers.

### **Main Principles**

*The emphasis is on good order and respect to enable high quality teaching and learning.*

- At Preston Manor All-Through Cooperative School, our Policy involves all staff, students, parents and governors. If students are to achieve their best then they must be free to learn in a stimulating, encouraging, supportive, friendly and rewarding atmosphere.
- Above all it means our students accepting responsibility for their own actions and ensuring that they do not affect their own education and the education of others by poor behaviour.
- Each student is entitled to be taught in classrooms free from disruption and to be able to walk about the school feeling safe.
- To reward students who consistently follow the school rules and show good behaviour.

Any student unable to follow the school rules may face a consequence. The rules and consequences are referred to in detail later in this document.

- Parents play a vital role in the Behaviour Policy and we pledge to keep them informed should their child be giving cause for concern.
- Parents will be informed by email, text, letter, planner or telephone of serious misbehaviour.
- In the most serious cases students may be excluded internally or externally, with parents invited into school to discuss the situation at a reintegration meeting. This meeting should occur before the student is re-integrated where possible.

- The maintenance of good, positive behaviour management is the responsibility of all teachers in their lessons. Sanctions are nearly always most effective when they come from the class teacher themselves.

### **Roles & Responsibilities**

Every adult stakeholder, in whatever role, has a responsibility to support students in their learning by contributing to their personal development and wellbeing.

### **The Pastoral System**

This deals with the total welfare of the student. Where appropriate it involves guidance and counselling, mentoring, pastoral support programme and contact with parents and outside agencies such as the Education Welfare Service, the Education Psychology Service, the Careers Service and the Police.

### **Role of the Heads of Department (Upper School only)**

- The role of the Head of Department is to manage behaviour, learning and teaching within their subject area(s) and to monitor the application of the Good Behaviour Policy
- To liaise with relevant DSD if a specific problem persists with an individual student or class.
- HoDs will support the professional development needs of individual staff members within their subject area(s) with regards to behaviour management.

### **Roles and responsibilities of the Student**

- All students who are part of the Preston Manor School community are required to have a proper regard for the authority of staff and treat all persons in authority with courtesy and respect.
- All students will show consideration and respect to others ( inc. their peers ) and learn and behave to the best of their ability at all times.

### **Role of the Classroom Teachers**

- The role of the classroom teacher is to manage behaviour, learning and teaching within their classroom and in doing so to apply the Good Behaviour Policy consistently and fairly
- Any concerns with the behaviour of an individual student must be referred to and discussed with the appropriate HoD

### **Role of Form Tutors (Upper School only)**

- The form tutor plays an integral role in supporting students. The form tutor sets the standards and expectations of students for the day. In partnership with the Director of Student Development the form tutor should assist in monitoring the behaviour, academic and personal development of students within the form group.

### **Role of the Head**

- The Head is responsible for overall leadership, direction, organisation and accountability of the school in all areas including behaviour.

### **Role of the Governing Body**

- The Governors are accountable for the performance of the school, including behaviour, to parents/ carers and the wider community.

### **Role of Parents & Families**

- Abide by the Home School Agreement
- Support the Preston Manor Good Behaviour Policy
- Share concerns about their child's education, welfare and behaviour with the school
- Take an interest in their child's work and achievements
- Attend parents' evenings and support school functions
- Support the school in achieving a minimum 96% attendance rate for their child
- Inform the school of any absence
- Ensure their child arrives at school on time
- Ensure their child is in full school uniform and wears that uniform correctly
- Ensure their child completes homework/coursework to the best of their ability

- Treat school staff with respect

### **Role of Senior Leadership Team**

- The SLT are responsible for the overall leadership, management, development, monitoring and evaluation of behaviour and the application and efficacy of the Good Behaviour Policy across the school.
- Support staff and promote good behaviour conducting 'Behaviour for Learning' drop-ins
- A named member of the SLT has development oversight of behaviour.

### **Role of the DSDs / Director of VI Form (Upper School only)**

- Directors of Student Development are responsible for monitoring and managing the personal and academic well being of the students in their Year Group and to monitor the application of the Good Behaviour Policy
- DSDs are expected to work in partnership with Heads of Department, form tutors, classroom teachers and other adults employed or utilised by the school to support students in promoting good behaviour across the Year Group.
- Ongoing behavioural concerns regarding a student should be discussed with the DSD.
- DSDs are expected to track their Year Group through analysis of information/ data/reports related to the well-being, behaviour, punctuality, attendance and academic progress of students.

### **Role of the Pastoral Support Assistant (Upper School only)**

- The role of the PSA is to support the fundamental roles undertaken by the DSD.

### **The Scope of this Policy**

The school's behaviour policy will be applied in school but may also be applied when students are out of school for example on school trips, on their journey to or from school or in any other situation where the students is identifiable as a member of the school. The Policy may be applied at any time if the behaviour could have repercussions for the orderly running of the school or poses a threat to the well-being of other members of the school (for example, but not limited to, incidents of cyberbullying).

### **Student Behaviour in the Wider Community**

The Head's power to discipline also applies for misbehaviour outside the school gate or when students are off school premises and where it is witnessed by a member of staff or reported to the school. This also relates to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head will also consider whether it is appropriate to notify the police ( inc. Safer Schools Officer ) or anti-social behaviour coordinator in the local authority of the actions taken against a student.

### **Summary of the Behaviour Policy**

The Governing Body will regularly review the Behaviour Policy which the Head must consider, in determining measures to promote good behaviour and discipline. The Governing Body may also bring to the Head's attention such further measures as they consider necessary, and offer guidance, as they consider appropriate, to promote safeguarding and the welfare of all pupils.

The Governing Body, Head and Staff will ensure that the policy is implemented equally in all cases, without regard to ethnic origin, cultural differences, gender, disability or sexuality issues. They will ensure that pupils are listened to and that their concerns are appropriately addressed.

All staff (teachers, support staff and volunteers) share responsibility for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff is

essential for creating a high quality and safe learning environment promoting good behaviour and implementing the agreed policy and procedures consistently.

Parents and Carers will be encouraged to work in partnership with the school in order that high standards of behaviour are maintained both in and out of school, and that students respect both similarities and differences between themselves and other members of the school and the wider community.

The progress of students and the efficacy of the Good Behaviour Policy, systems and structures will be monitored, evaluated and reviewed by DSDs, HODs and SLT through line management meetings, students' termly reports to parents/ carers, the Department Self Review process and Steering Group.

## Part 2: Procedures to Support the Good Behaviour Policy

### Upper School: Consequences & Praises (referred to as Cs & Ps).

#### Rewarding Good Behaviour

Rewards underpin good practice in managing behaviour. Underpinning the School's Good Behaviour Policy is an awards-based approach. Staff should always celebrate success openly, visually and as often as possible:

- Verbal praise for individuals and groups of students in every lesson - many times more than every reprimand
- Written comments in planners and books
- Displays of work in classrooms and corridors
- Phone calls home 'Diamond'
- Well done' postcards and letters
- Certificates and other awards
- Awards Assemblies

**The 'P' for Praise System** : Members of staff are encouraged to issue House points to celebrate success. For everyday student achievement there are 1, 2 or 5 House points available. For achievement that goes beyond the expected success of the class room, staff can make a praise referral through SIMS/G4S to their Head of Department or Director of Student Development. HODs and DSDs will then discuss the achievement with their SLT line manager and agree whether it merits 20, 30 or 50 house points.

P Levels	House Points	SIMS	Awarded by
P1 Basics	1	P1 - General Achievement P1 - Getting the Basics Right	All Staff
P2 Learning Identity in lessons	2	P2 - Active Learner P2 - Reflective Learner P2 - Resilient Learner P2 - Collaborative Learner	All Staff
P3 The whole child	5	P3 – Preston Manners P3 – 100% Attendance & Punctuality P3 – Extra Curricular P3 – Citizenship P3 – Community	All Staff
P4	20	P4 – Excellent DSD P4 – Excellent HOD	All staff can refer but only HOD/DSD/SLT can award
P5	30	P5 - Outstanding	All staff can refer but only SLT can award
P6	50	P6 – Exceptional	All staff can refer but only the Head can award

To award a child a ‘P House Point’, staff enter it onto the IT system. At the end of every half-term the top boys and girls in each form are rewarded.

House Points are awarded for a variety of endeavours, such as:

- Attendance/Punctuality Certificates will be awarded to students who achieve 100% attendance / punctuality over a term or/and full year.
- Contribution to the school or wider community e.g. Mentoring

When a student achieves each house point threshold, SIMS/G4S will notify the DSD admin, the DSD, the tutor and the student. The DSD will then arrange for the certificate, and any associated prize, to be presented to the student either in form time (Bronze and silver level) or in assembly (Gold or Platinum level).

Levels	House Points	Reward
Bronze	100	Certificate from FT
Silver	200	Certificate from DSD + Branded Highlighter
Gold	350	Certificate from SLT & Film Afternoon
Platinum	500	Certificate from head & lunch with head

**Cs’ for Consequences are issued to students when their behaviour does not follow the school rules,**

**In the Classroom : Incremental C1 – C3**

- **C1** : Warning given to a student behaving in a way that interrupts their learning or the learning of others. The student is informed they have a “C1”. This will be recorded on a board in the classroom and is essentially a first warning. The student will be given an opportunity to modify their behaviour.
- **C2** : If poor behaviour continues, the teacher will issue a “C2”, a second warning. The teacher will request that the student sits in another space. (e.g. away from distraction) If the student behaves appropriately for the remainder of the lesson, then there is no further action.
- **C3** : If poor behaviour continues, the teacher will issue a C3 (60mins) detention for that same day (the following day, if C3 issued after period 4). This is recorded on the school’s information system. The students’ parents/carers will receive a text informing them of the C3 detention. The detention takes place in ADD CLASSROOMS) and is supervised by a team of staff. Students are required to sit in silence for the duration, and are expected to complete school work.
- **2D** : If a student deliberately refuses to attend or behaves poorly in a C3, they will serve a 2hrs Friday detention. Refusal to attend a 2D could result in an internal/external exclusion.
- **C3 : Internal Withdrawal System** : If a student is given a C3, the teacher may choose to request that the student is removed and continues their work with another colleague within their department.

**C4 - C6 : Removed from the Classroom**

- **C4 : Emergency Call-Out**, If there is a more serious breach of the school rules, a member of ECO team is asked to come and take the student away for the lesson. That student will then serve a C3 ( 60mins detention) and their parents/carer will be invited into the school that week.
- **C5 : Head's Detention** : 3hrs Saturday detention is given to those students who seriously breach the School's behaviour policy. The Head may choose this sanction, instead of a fixed term exclusion
- **C6 : Fixed Term Exclusion** : Serious incidents or persistent failure to comply with the school's behaviour expectations could result in a fixed term exclusion from school. These exclusions are administered according to common guidelines. A fixed term exclusion will always be followed by a reintegration meeting involving the student, parents/carers, the DSD or member of the SLT. The meeting must establish the student's readiness to return to school and to behave appropriately. Examples of behaviour that could trigger a fixed term exclusion involve behaviour that has/could harm the welfare of students, staff or the students themselves. include; Persistent failure to comply with school behaviour policy / Bringing banned/dangerous into school / Harassment or intimidation of a member of staff or student at school or off site (including cyber-bullying) etc.
- **Referral into the Inclusion Room** : This can be deemed by the Head, as an appropriate alternative sanction to issuing an external fixed term exclusion. A fixed term period in the inclusion room must always be followed by a reintegration meeting involving the student, parents /carers, the DSD or member of the SLT. The DSD will fill in a **Sanction Referral Form** which is authorised by a Deputy/or the Head. The student will then spend a specified day(s) in isolation. The student will follow a different timetable to the rest of the school. Notably, the student will arrive in school for 9.00 and be escorted off site by 2.50.
- **C6 : Permanent Exclusion** : A Serious incident that is deemed by the Head and governing body to be worthy of a permanent exclusion.

## Part 3: Supporting Documents/Policies

### Anti-Bullying Policy

Schools have a duty of care for pupils and staff alike and, to this end, Preston Manor All-through School strives to create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school, at work, in the local community or when social networking. We believe that school should provide a safe, caring and happy place for young people to learn and for adults to work. If this is achieved, the school will be able to develop teaching and learning, whilst fostering an attitude of responsible behaviour at all times to promote safety, both on the premises and out of school hours.

The policy's primary objective is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make pupils aware of what action they can take both now and in their adult lives, whether as victims of bullying, or as bystanders.

Bullying is a form of anti-social behaviour that has no place at Preston Manor. It can include any sort of physical or mental intimidation of a person by another or a group which causes anxiety or stress to the 'victim'. Such behaviour is unacceptable by any member of the school community as no person has the right to make another feel uncomfortable or unhappy.

Preston Manor will react firmly and promptly where bullying is identified. Action will follow and the nature of the action will depend upon perceived seriousness of the situation. A course of action might include:

- Discussions with parent/carer and students
- Referral to senior staff
- Withdrawal of from specific activities
- C3 Detentions
- Fixed Term or Permanent Exclusion
- Involvement of our Safer Schools officer

#### **Additionally we will ;**

- Support students who are being bullied : This may be done through the mentoring programme if appropriate
- Help bullies to understand the need to redress their behaviour
- Take bullying seriously and find out the facts of any incident
- Meet all those concerned individually
- Use peer group pressure to actively discourage bullying
- Break-up bully groups where necessary
- Involve parents of bullies and victims at an early stage
- Help children develop positive strategies and assertiveness
- Be equally concerned about bullying to and from School
- Record incidents of bullying in a consistent way that allows for monitoring of behaviour
- Request help from SEN Support Services – Educational Psychologist where necessary
- Involve the Police ( esp. SSO ) where necessary
- Ensure staff are vigilant in the playgrounds and other areas where adults are less likely to appear
- Obtain information regarding potential bullies or victims from feeder school and share with the Pupil Progress Manager and Form Tutor
- Provide opportunities within the PSHEE programme for groups to discuss bullying in role playing situations devised so that pupils learn to cope better with bullies.
- To enforce our Policy, plans of action and advice on how to identify, prevent and resolve problems of bullying are included in handbooks for staff and parents.

## Mobile Phones

Mobile phones are banned at Preston Manor. The school recognises the increased use and importance of mobile phones in society and realises that parents may wish their children to carry mobile phones for reasons of safety and convenience in communication on route to and from school.

Students at Preston Manor All-Through Cooperative School have access to a public telephone on the school premises.

The high standards of education and behaviour at Preston Manor are facilitated by the maintenance of a well-ordered teaching and learning environment, in which individual student achievement is valued and distractions are kept to a minimum. With this, as well as the security of valuable student property, in mind:

- Students in years 7-11 at Preston Manor may carry a mobile phone on site, which must be kept switched off at all times (i.e. Including pre-school, break-times & lunchtimes). The mobile phone should be stored out of sight (e.g. in a bag.) If the phone bleeps during a lesson etc, it will be confiscated.
- Sixth Form students may use mobile phones in school, outside of lesson times, but only in the Sixth Form Centre. There should be one designated area set aside for phone use e.g. Common room.

The school appreciates the support of parents/carers in upholding the mobile phone policy.

### Sanctions:

- Mobile phones are confiscated by members of staff from students in years 7-11 who use the phone on school premises. The phone is returned to the student at the end of the school day.
- Mobile phones are confiscated by members of staff from Sixth Form students who use the phone anywhere on site, other than the Sixth Form centre. The phone is returned to the student at the end of the school day.
- Parents/carers are required to collect mobile phones from the school, if a student does not observe the above policy on a second occasion.

## Use of Reasonable Force

**Section 93 of the Education and Inspections Act 2006 enables staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do any of the following ;**

- Committing an offence (or, for a students under the age of criminal responsibility, what would be an offence for an older student)
  - Causing personal injury to, or damage to the property of, any person (including the student themselves); or
  - Prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise
- There are 3 broad categories of incidents in which the use of 'reasonable force' may be appropriate
    - i. In self defence
    - ii. Where there is risk of injury or significant damage to property
    - iii. Where a pupil's behaviour is compromising good order and discipline
- Examples of physical intervention include:

- i. Physically interposing between students
- ii. Blocking a pupil's path
- iii. Holding
- iv. Pushing
- v. Pulling
- vi. Leading a pupil by the hand or arm
- vii. Shepherding a pupil away by placing a hand in the centre of his/her back (h) using more restrictive holds (in extreme circumstances)

• Examples of types of force which should *never* be used are:

- i. Restricting a student's breathing
- ii. Slapping, punching or kicking a pupil
- iii. Twisting or forcing limbs against a joint
- iv. Tripping up a pupil
- v. Holding a pupil by the hair or ear
- vi. Holding a pupil face down on the ground
- vii. Holding a pupil in a way that might be considered indecent

• Use of force on a student by a staff member should be recorded on the 'Use of Reasonable Force Incident Form' in the staff room.

• **Unless the incident is minor or trivial. A member of the Senior Management Team should be informed immediately and parents should be contacted.**

• Physical contact with students may be proper and necessary in many situations, eg demonstrating techniques in PE. It is important to remember that for some children, any kind of touching is unwelcome, because of their cultural background or perhaps because they have been abused. Staff should bear in mind that innocent and well-intentioned physical contact could sometimes be misconstrued.

## Prohibited Substances and Drugs

The subject of students possessing, using or intending to supply illegal drugs or drugs paraphernalia at school, or when travelling to or from school is not tolerated. Preston Manor School will educate students on this issue through assemblies and the Science, Citizenship and PSHEE curriculum. It has been agreed that, for this policy to be successful in protecting the school community, it will be implemented without exception.

Police involvement in cases of students possessing, using or intending to supply illegal drugs or drugs paraphernalia at school, or when travelling to or from school, will be seen as a positive outcome for the student(s) concerned as well as the school community as a whole. The police, in appropriate circumstances and in consultation with the school, will promote charging and court action; however, they will also initiate support mechanisms and interventions for the student(s) concerned.

### **Protocol to be followed where a student is found in possession of suspected illegal drugs or drugs paraphernalia:**

- The police will be notified of all incidents.
- Where suspected illegal drugs or drugs paraphernalia come into staff possession, they will be sealed in appropriate packaging and retained for collection by a Police Officer.
- The member of staff taking possession of the suspected illegal drugs or drugs paraphernalia will complete a police statement regarding the seizure.
- The student can expect to be interviewed at school by a Safer Schools Officer or alternatively may be required to attend the police station, either by direct arrest or subsequent invitation. (Unless the incident is of such a serious nature that immediate police intervention is necessary this decision will be a joint agreement between the police and school)
- After interview of the student the police will make a decision regarding judicial disposal

The final decision taken in relation to the above will be based upon the individual student's previous offending history, details of the specific incident and any other mitigating circumstances to be considered.

### **School Sanction**

The Head and Governing Body at Preston Manor School have agreed that offences of possessing, using or supplying illegal drugs or drugs paraphernalia at school, or when travelling to or from school, are so serious that any student involved in such an incident places themselves at risk of permanent exclusion and the following **minimum** sanctions will apply:

- Simple possession of illegal drugs or drugs paraphernalia – fixed term exclusion and police interview
- Use of illegal drugs or drugs paraphernalia - permanent exclusion (unless significant mitigating factors) and police judicial procedure
- Supply or Intent to supply illegal drugs or drugs paraphernalia – permanent exclusion and police judicial procedures.

### **Powers to Search Students**

- **Searching : Under the *Education and Inspections Act (2006)*** the Head and staff authorised by her has the power to authorise a search of students or their possessions (including bags and lockers) without their consent if there are reasonable grounds for suspecting that the student may have a prohibited item or an item banned by the school. Teachers can also instruct a student to turn out their pockets, and discipline them if they refuse to do so. Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Searches will take place in private with more than one member of staff present. Where possible at least one of the members of staff conducting the search will be of the same sex as the student.

Prohibited items as defined by the DFE are ;

- Knives and dangerous items ( e.g item that can be used as a weapon)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images ( This may include searching contents on mobile phones )
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Prohibited items as defined by Preston Manor School are

- Mobile phones ( That are visible )
- Personal stereos, electronic games players etc
- Items of clothing/ attire that do not conform with the school's uniform policy

### **Offensive Weapons**

The subject of students bringing offensive weapons into school has become an issue of increasing concern, as highlighted in recent high profile incidents. Individual schools will educate their students on this issue through the Citizenship and PSHE curriculum. However, in Brent, Head teachers and the Metropolitan Police have worked together on a uniform protocol to be followed by schools should any such incidents occur.

It has been agreed that for this policy to be successful in protecting staff and students in our school communities, it will be implemented without exception.

Police involvement in cases of weapons found in school will be seen as a positive outcome for the individual student concerned as well as the school as a whole. The police, in appropriate

circumstances and in consultation with the school, will promote charging and court action in the case of knife possession inside the school. However, they will also initiate support mechanisms and interventions for the student concerned.

### **Protocol to be followed where a student is found in unlawful possession of a knife or other offensive weapon:**

- The police will be notified of all incidents.
- Where weapons come into staff possession, they will be sealed in the protective tubes provided by police and retained for collection by a Police Officer.
- The member of staff taking possession of the weapon from a student will complete a police statement regarding the seizure.
- The student may be required to attend the police station, either by direct arrest or subsequent invitation.
- Unless the incident is of such a serious nature that immediate police intervention is necessary this decision will be a joint agreement between the police and school.
- The student can expect to be interviewed at the police station regarding their possession of the weapon and the police will then make a decision regarding judicial disposal.

The final decision taken in relation to the above will be based upon the student's previous offending history, details of the specific incident and any other mitigating circumstances to be considered.

### **School Sanction**

The Head and Governing Body at Preston Manor School have agreed that the offence of bringing an Offensive weapon onto the school site is so serious that the following sanctions will apply:

- Simple possession of weapon – permanent exclusion (unless significant mitigating factors) and police judicial procedure
- Weapon used to threaten another person – permanent exclusion in addition to police judicial procedure
- Injury caused to another – permanent exclusion and police prosecution.

### **Safe Arch Scan - Metropolitan Police**

The law allows that all schools can, should they choose to require students to undergo screening by walk-through or hand-held metal detector, even if they do not suspect them of having a weapon and without the consent of the students. Permission to conduct a S.A.S does not need to be sought from the student's family/carer.

If a student refuses to be screened, the school may refuse to have the student on the premises. This is not an exclusion. If the school takes this course of action the student's absence will be treated as unauthorised. Student must comply with the rules of attendance. Students will be provided with a letter for their families, informing them of the School's decision to conduct a Safety Arch Search.

## **Preston Manor Exclusion Policy**

### **EXCLUSION POLICY**

**September 2016**

1. This policy should be read in conjunction with DfE 'Exclusion from maintained schools, Academies and student referral units' (2012) and the following policies: teaching and learning,

special educational needs, health and safety, behaviour, anti-bullying, sex and relationships, safeguarding and admissions.

2. Our School is committed to the philosophy and practice of inclusion. Therefore we believe our policy should be an overarching policy, true to the school's vision and aims. Consequently, it sets out to make clear the importance of:

- leadership

- the culture within the school
- policy and practice

3. The leadership and management team has agreed that the shared vision will be given high priority and all stakeholders will be aware of our whole school commitment.

4. We aim to provide a stimulating learning environment that varies according to the age of the learner across the whole curriculum. We recognise that the curriculum is subject to imposed and developing change. We aim to be in a position to maximise individual potential and ensure that students of varied abilities level and attitudes to learning within our high ability context and staff at differing stages in their career are well equipped to meet the challenges of education, work and life.

5. This will be achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a broad, balanced relevant and challenging curriculum
- Using flexible and responsive teaching and learning styles linked to an understanding of assessment for learning practices and higher order questioning skills
- Equipping students with the skills, knowledge and attitudes necessary to fulfil their potential and develop as forward thinking and resilient members of society
- Developing a close partnership within and with the whole community, including all stakeholders

6. Preston Manor aims to be an inclusive school and offer equality of opportunity and diversity when needed to all groups of students within school. These groups include:

- Students from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Students who have English as an additional language
- Students who have Special Educational Needs
- Students who are more able
- Students who are looked after children
- Students who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress

7. We aim to provide a challenging curriculum that meets the high academic aspirations of all students, individuals and groups by:

- Setting challenging learning experiences
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment

8. We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students and staff members
- Providing high quality pastoral care, support and guidance, driven by the leadership team
- Safeguarding the health, safety and welfare of students and staff
- Listening and responding to the concerns of learners and parents
- Taking care to balance the needs of all members of the school community

9. We will secure inclusive education for our students by constant review and evaluating what is done through the following questions:

- Does each student achieve as much as he/she can?

- Are there differences in the achievements of different groups of students?
- What is in place for students who are not achieving their potential?
- Are our actions effective?
- Are all our students happy to be in school?
- Are all our staff members happy to be in school?
- Are all members of our community valued, do they feel secure and are they offered opportunities to learn? Are structures in place to support inclusion if they cannot?

10. In any circumstances where it becomes necessary to exclude a student the statutory guidelines and regulations will be stringently followed (see DfE 'Exclusion from maintained schools, Academies and student referral units' (2012) .

11. Exclusion would normally be used:

- For a major first offence, such as serious actual or threatened violence, sexual abuse or assault, supplying banned substances or carrying an offensive weapon
- Where allowing a student to remain in school would be seriously detrimental to the education of other students, to the welfare of other students, staff or of the student him/herself
- More usually it follows a series of breaches of the school's behaviour policy and after a range of strategies to resolve the student's disciplinary problems have been tried and have failed
- When the behaviour of students outside school is such that it can be considered as grounds for exclusion

## **12. The Principles of our Exclusion Policy**

- Only the Head teacher or acting Head teacher may exclude a student.
- This power may not be delegated to anyone else.
- The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.
- Any decision the Headteacher makes to exclude a student must be;
  - o Lawful
  - o Rational
  - o Reasonable
  - o Fair
  - o Proportionate.
- When establishing the facts in relation to a possible exclusion, the Headteacher will always apply the civil standard of proof i.e. on the balance of probabilities.
- We will take care to ensure that a decision to exclude does not involve any kind of discrimination as defined by the Equality Act 2010.
- The school will always have due regard to its public sector equality duty.
- We will not exclude any student for non-disciplinary reasons.
- Exclusion will never be used informally or unofficially. This is against the law.
- The Headteacher does, however, have the right to direct a student for education off-site to improve behaviour, or to arrange a 'managed move' for the same reason, but this will only be considered when there has been full consultation and agreement with parents and the receiving institution.
- Where practical, the Headteacher will give the student an opportunity to present his/her case before taking the decision to exclude.
- When considering exclusion, the Headteacher will take into account;
  - o Possible short term mitigating circumstances such as bereavement, mental health issues etc.
  - o Whether the student comes into a category that is known to be a particularly vulnerable group (e.g. students with SEN, PP students; looked after children; certain ethnic groups; traveller children) and whether all preventative strategies have been fully utilised.
  - o Whether a student has already had a number of fixed term exclusions which appear to be ineffective.

## **13. Duration of Exclusions**

- The Head teacher may exclude a student for one or more fixed periods not exceeding a total of 45 days in any one school year or permanently.
- If a student is excluded for lunchtimes only, each lunch time counts as a half day.
- The Head teacher may exclude a student permanently if she judges the circumstances warrant it.

## **14. Action following any exclusion** of whatever type or duration, the Headteacher will:

- Inform the parents of the period and nature of the exclusion
- Give the reasons for the exclusion
- Advise the parents about rights of representation about the exclusion to the governing body and how these representations may be made
- Take account of his/her legal duty of care when sending a student home following an exclusion. 'Holding' arrangements until the student can be collected may be necessary.

- Make arrangements to provide suitable full time education from the sixth day onwards for students who have been given a fixed period exclusion lasting longer than five days. Once alternative provision has been arranged from the sixth day of the exclusion, the Headteacher must by law inform the parents without delay of the start date, times and venue of the provision. This must be done no later than 48 hours before the alternative provision is to start.
- If the excluded student is in year 11 or 13 and has completed all public examinations, no alternative educational provision after six days is necessary.
- This information will be put in writing and will be sent either by e-mail, by text, by delivering a letter directly to the parents, leaving it at their last known address or by posting it to this address. The information can also legally be sent home with the excluded student, but in this case we will always send a duplicate copy by a reliable alternative method. The information provided to .parents will be clear and free of unnecessary jargon.
- Where the excluded student is of compulsory school age, the school will also notify parents without delay and by the end of the afternoon session that for the first five days of an exclusion they are legally required to ensure that their child is not in a public place during school hours without reasonable justification and that they may be given a fixed penalty notice if they fail to do so.
- Parents must be informed where a fixed term exclusion has been extended or converted to a permanent exclusion. In such cases, the Headteacher must write again to the parents explaining the reasons for the change and providing any additional information required.

**15. Informing Other Bodies** for any exclusion of more than five days, be it in a single block of days, an accumulation of short exclusions of more than five days in any one term, or a permanent exclusion, the Head teacher will also:

- notify the Local Authority (LA) giving the details of the exclusion and reasons for it
- notify the governing body giving the same details
- for a permanent exclusion, if the student lives outside the local authority in which the school is located, the Headteacher must also inform the 'home authority' of the exclusion without delay.
- if any exclusion of even one day would cause a student to miss a public examination, the Headteacher will inform the LA and the governing body.

The Head teacher will make a termly report to the governing body on all exclusions, covering:

- the number and type of exclusions
- the reasons, gender, ethnicity and age of students and whether they were already on Individual Education Programmes or Pastoral Support Programmes
- repeated exclusions and the school's response to them
- links with parents
- truancy punctuality and attendance figures
- follow-up action, including what has subsequently happened to permanently excluded students

In addition, within 14 days of a request the school will report information about any exclusions within the last 12 months to the Education Secretary

**16. The Powers of the Governing Body:** The governing body may review all the various categories of exclusions and will consider any representations made by the parents of the excluded student. If the student is aged 18 or over, she/he may represent him/herself provided there is parental agreement.

The governing body has no power to increase the severity of an exclusion. It can, however, uphold an exclusion or direct the student's reinstatement, either immediately or by a particular date.

However, in the case of fixed term exclusion that does not bring the student's total number of days of exclusion to more than five days in a term the governing body cannot direct reinstatement and is not required to arrange a meeting with parents.

**17. Discipline / Appeals Committee:** The governing body has established a discipline/appeals committee to which it delegates its functions in respect of exclusions.

- The committee consists of at least three governors,
- We ensure that all governors who serve on a discipline committee have received training to help them discharge their duties. A clerk to the discipline committee is also appointed.
- The committee can hear more than one appeal at a single sitting, so long as it complies with the statutory time limits related to each one.
- If one of the committee has knowledge of the student(s) involved in the exclusion, or of the incident that led to that exclusion that could affect his/her impartiality, he/she should step down.
- The chair has a casting vote in all cases where an even number of governors are considering the case
- If the exclusion could result in a student missing a public examination, the committee will make every effort to meet before the date of the examination. Should this not be possible, then the Chairman of Governors will consider the exclusion and decide whether to re-instate the student (these are the only circumstances in which the Chairman alone will review an exclusion). When this occurs, the parents also have the right to make oral representations. If possible, the chairman of governors will have the advice of the clerk or an LA officer. The committee or chairman of governors may agree to allow the student back onto the school premises for the sole purpose of sitting an examination but they are not obliged to do so.

### **18. Convening an Appeal Meeting**

Fixed Term Exclusions of 5-15 Days If the parents of an excluded student makes written representations,

- The committee will consider them
- No statutory time limits apply to the consideration of such exclusions
- The committee has the discretion to agree to a meeting to discuss the exclusion, if this is requested by the parents
- In the case of a fixed term exclusion of more than 5 but not more than 15 school days, the committee, once having agreed to hold a meeting will hold that meeting between the 6th and the 50th school day after receiving notice of the exclusion from Head teacher

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

- Should the exclusion be for more than 15 days, or the total of fixed term exclusions be more than 15 days that term, or if the exclusion is a permanent one, the committee has a duty to convene a meeting to be held between the 5th and the 16th school day after the date of receipt of a notice to consider the exclusion.
- The parents, the Head teacher (and an LA officer if the school chooses) will be invited to the meeting at a time and a place convenient to all the participants within the statutory time limit. The parent and the school may each be accompanied by a friend/advisor
- The committee will ask for any written statements including witness statements in advance of the meeting
- The clerk will circulate in advance of the meeting any written statements and a list of those who will be present at the meeting to all parties including the student if it is known that he/she will be present.

N.B. if a student has a number of lunchtime exclusions in any one term which add up to more than 5 school days, the rules above also apply.

### **Prior to the Meeting the governing body should;**

- Not discuss the exclusion with any party outside the meeting.

- Identify the steps they will take to enable and encourage the excluded student to attend the meeting and speak on her own behalf.

### **19. Conduct of the Meeting The meeting will be conducted as follows:**

- No party to the review will be alone with the committee before, during or after the meeting
- The clerk makes all introductions and explains the reason for the meeting and the powers held by the committee either to uphold an exclusion or re-instate the student
- The school representative, usually the Head teacher, will present the school's case.
- He/she can be questioned by all the other parties
- The parents will be asked to give their reasons for appealing.
- Very often it is the friend/advisor (who may well be a lawyer) who presents the parents' case.
- The parents and the student, if present, will still be asked if they have anything to add
- The other parties may question the parent and /or comment on what the family has said.
- If present, the LA representative will provide information on support for students in the LA and how similar incidents have been dealt with by other schools, and can be questioned on these, but may not comment on the specific case being discussed.
- The school sums up its case
- The parents or their representative sum up their case
- All the parties except the committee and the clerk leave

The committee will apply the 'balance of probabilities' standard of proof to the allegation of misconduct by the student. The more serious the allegation, of course the more convincing the substantiating evidence needs to be. This is not the same as requiring the criminal standard of 'beyond all reasonable doubt' to be applied.

**20. The Decision- Fixed Term Exclusions** The clerk may help the committee in making its decision by reference to notes taken, by reminding them of statutory procedures where relevant and by wording the decision letters afterwards.

In reaching that decision, the committee should be mindful that the government does not allow that exclusion is justified for:

- A breach of uniform or appearance, except for persistent defiance
- Minor incidents such as failure to complete homework or to bring in money owed
- Poor academic work
- Lateness or truancy
- Pregnancy
- Misdeeds by a child who has special educational needs, except for very serious offences

In the case of fixed term exclusion, it is possible that the exclusion may already have expired and the student is back in school. In that case:

- The committee will decide whether the Headteacher's decision to exclude the student was justified, based on the evidence
- The outcome should be added to the student's record for future reference

In rare cases, the parents may have already decided that they do not want their child reinstated whatever the committee's decision. Under those circumstances, the committee should simply record whether or not they believed that the Headteacher's decision was justified. This view should be recorded and sent to the parents.

If the fixed term exclusion is still operative:

- The committee will decide whether or not the Headteacher's decision to exclude was justified.

- They can either uphold the exclusion, which will have to run its course, or
- Direct the student's reinstatement either immediately or on a named date

The committee through the clerk must inform the parents and the Head teacher of their decision in writing within one school day of the hearing, giving the reasons. They may not attach any conditions to any direction they have given the Headteacher to reinstate the student.

The school has in place established procedures both for the return to school of a student whose fixed term exclusion has been upheld, and for the reinstatement of a student whose exclusion has been overturned. On their return, a student first has a meeting with the Head teacher or another senior member of staff, responsible for the student's welfare, along with his/her parents.

**21. Permanent Exclusion;** Preston Manor follows government guidance which sets out reasons why it would normally be inappropriate to reinstate a student. These are:

- Serious actual or threatened violence against another student or a member of staff/possession of a dangerous weapon
- Sexual abuse or assault
- Supplying illegal drugs
- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform to school rules

When the committee decides to uphold a permanent exclusion, a letter to the parents (or to the student if aged 18 or over) will state:

- Their reason for the decision
- The right of the family to appeal to an Independent Review panel, together with the name and address of the person to whom any request for a review should be sent
- The date by which any request for a review should be lodged
- That any request for a review must set out the grounds on which the request is made
- That any claims on grounds of disability discrimination can also be set out. If a case for discrimination is made, this will be referred to a First Tier Tribunal or a County Court.

If the committee decides to overturn the exclusion, again as with fixed term exclusions, the decision as to whether there is to be an immediate reinstatement or a later date for this to occur will be conveyed to all parties. A note of the governing body's views on the exclusion will be placed on the student's school record with copies of relevant papers.

**22. Independent Review Panels:** We advise parents that they can request a review of the decision by the governor's committee to uphold a permanent exclusion. The Academy Trust is responsible for managing and training independent panels concerning cases of permanent exclusion. An independent panel can uphold an exclusion but cannot overturn the decision of a governors' committee. The panel can recommend that the governing body reconsiders its decision, taking account of the findings of the panel. If the panel has grounds for believing that the governors' decision was flawed, they can direct the governing body to reconsider their decision.

The Academy Trust may appoint a clerk to provide advice to the panel and parties to the review on procedure, legislation and statutory guidance on exclusions.

The Academy Trust must ensure that all panel members and clerks have received training within the two years prior to the date of the review.

If requested by parents, the Academy Trust must appoint an SEN expert to attend the panel and will cover the associated costs of the appointment (regardless of whether the school recognises that a student has SEN).

**23. Follow up** where an application for an independent review has been made within 15 school days

the student will remain on the school roll until the review has been held and its outcome known.

The Headteacher will, however, remove the name of a permanently excluded student from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing body' decision to uphold the permanent exclusion.
- The parents have stated in writing that they will not be applying for an independent review.

If the parents go on to make a discrimination claim which is upheld by either a First Tier Tribunal or the County Court, student must be re-instated.

Should the LA place an excluded student with us, we will not refuse to take such a student unless we are full. However, if the child has already been excluded from two or more schools, then our governing body may refuse to take her.

**24. Parenting Orders:** Under the anti-social Behaviour Act 2003, LAs have powers to apply for a parenting order to help address children's behaviour in school. If necessary, we will request the LA to make an application for a parenting order if we feel it necessary to help us address a child's behaviour in school. A parenting order is a court order which compels parents to attend parenting classes and to fulfil other requirements as determined necessary by the court for improving their child's behaviour.

Parenting orders will only be considered following a permanent exclusion or a second fixed term exclusion within 12 months, particularly if parents have not responded to the opportunity to meet with us or the governor's committee.

**25. Financial Implications** of exclusion should a student be permanently excluded, the appropriate sum allotted for that child's education will be deducted immediately from the school budget. The money will remain in the school budget for a little longer if the parent chooses to appeal to a governors' committee and then an independent review panel. If an independent review panel directs the governing body to reconsider a permanent exclusion but the governing body upholds that exclusion, the school will be required to make a payment of £4,000 to the LA in which the school is sited.

This is to ensure that the money follows the child to whatever form of education he/she receives after the exclusion. Special arrangements can be made if the child moves to another authority or would be about to move anyway from one phase of education to another e.g. at ag