



CHALLNEY
High School for Girls



CHILTERN
LEARNING
TRUST

Behaviour Policy

Approved by:	Governing Body
Date reviewed:	December 2023
Next review date:	Autumn Term 2024

Contents	Page Number
1. Introduction	3
2. Rationale	3
3. Governors' Statement of Principles	3-4
4. Aims	4
5. Standards of behaviour and School ethos	4-5
6. Roles, rights and responsibilities	5-7
7. Procedures	8
8. School systems for promoting positive behaviour	8
9. Rewards and Recognition	8
10. Sanctions	8-10
11. The power to discipline students	10
12. Taking account of individual student needs	10-11
13. The curriculum and learning	11
14. Classroom Management	11
15. School Rules	11
16. Attendance	11
17. Student Support/Additional Support	11-12
18. Support for Parents/Carers in developing their child's social, emotional and behavioural skills	12
19. Staff development and support	12
20. Monitoring, evaluation and review	12
21. Further Information and Behaviour Curriculum	13
Appendix A - Behaviour for Learning classroom poster - The 3 Rs	14
Appendix B - Challney Code of Conduct	15
Appendix C - Detentions protocol	16
Appendix D - Using force to restrain students - Legal Context	17
Appendix E - Screening and powers to search students	18-19
Appendix F - External exclusion procedures and appeals	20-22
Appendix G - Epraise system (points and demerits)	23

1. INTRODUCTION

- 1.1 Policies at Challney High School for Girls are designed to support the ethos, aims and vision of the School. Challney High School for Girls is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

2. RATIONALE

- 2.1 This policy outlines the underlying principles, aims, nature, organisation and management of student behaviour at Challney High School for Girls. It is a working document designed to enhance the development of positive relationships between students, adults working in the School, parents and other members of the wider School community.
- 2.2 We believe that in order to enable effective teaching and learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of School life and that these standards of behaviour are clearly understood and valued by all members of the School community. Such a community will have consideration and respect for individuals and property and will share values which are just, fair and humane and enable all students to develop a sense of responsibility for their own behaviour and towards others and the community. Our approach is a positive one which emphasises the benefits for the whole School offered by shared values and responsibilities and an appropriate standard of behaviour.

3. GOVERNORS' STATEMENT OF PRINCIPLES

- 3.1 This Governors' statement of principles has been produced in response to the Education and Inspections Act 2006. All Schools are required to have a set of agreed Governors' principles, which guide the Headteacher when determining measures to promote good behaviour. They also underpin the School's behaviour policy, which is finally decided on by the Governors
- 3.2 The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation and wish to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying, and promotes the welfare of students and staff.
- 3.3 The policy should take particular account of the needs of vulnerable children, and should comply with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination.
- 3.4 The governing body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of School life is necessary. It seeks to create a caring, learning environment in the School by:
- 3.5
- 3.5.1 promoting good behaviour
 - 3.5.2 promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - 3.5.3 ensuring fairness of treatment for all;
 - 3.5.4 encouraging consistency of response to both positive and negative behaviour;
 - 3.5.5 promoting early intervention;
 - 3.5.6 providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - 3.5.7 encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the School's policy and associated procedures.
- 3.6 The Governors consider that rewards exist to encourage good behaviour, enable students to understand the balance between rights and responsibilities and increase personal responsibility for their behaviour. Sanctions demonstrate that misbehaviour is not acceptable, express the disapproval of the School community and are intended to have a deterrent effect. They should be applied lawfully, reasonably and proportionately.

- 3.7 The Governors recognise that the application of rewards and sanctions must have regard to the individual situation and the individual student, and the Headteacher is expected to use her discretion in their use. In any situation where facts are in dispute, the Governors have determined that the standard of proof used by both the Headteacher and themselves will be that of the **balance of probabilities**.
- 3.8 The Governors will keep this statement of principles under review by considering it annually at a meeting of the full Governing Body.
- 3.9 The Headteacher will bring the School's behaviour policy to the attention of students, parents and staff at least once a year.

4. AIMS

- 4.1 We believe that students and adults should feel that they belong to a community where they feel secure and valued. The promotion of positive attitudes to behaviour is part of belonging to our community. We believe that praise is one of the most effective ways of promoting good behaviour.
- 4.2 This policy aims to:
 - 4.2.1 provide the basis for the development of a positive, Whole-School, ethos towards behaviour;
 - 4.2.2 create an environment, which encourages and reinforces good behaviour;
 - 4.2.3 promote self-discipline and positive relationships;
 - 4.2.4 define the expectations that we have of each member of the School community;
 - 4.2.5 provide guidance and support for staff when dealing with inappropriate behaviour;
 - 4.2.6 provide guidance upon the implementation of a consistent approach to both positive and negative behaviour management
 - 4.2.7 promote early intervention
 - 4.2.8 providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - 4.2.9 ensure that the School's expectations and strategies are widely known and understood
 - 4.2.10 encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the School's policy and associated procedures;
 - 4.2.11 promote a culture of praise and encouragement in which all students can achieve

5. STANDARDS OF BEHAVIOUR AND SCHOOL ETHOS

- 5.1 Our vision is 'to develop influential women of the future, by equipping every student to be a successful learner, confident individual and responsible citizen; to have the knowledge, skills, attitudes and values to lead a fulfilling and successful life in a demanding and fast-changing world: a world that she will play a key role in shaping' is a positive one which emphasises the benefits for the whole School offered by shared values and responsibilities and an appropriate standard of behaviour.
- 5.2 The adults encountered by our students at School have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on students.
- 5.3 As adults we aim to:
 - 5.3.1 create a positive climate with realistic expectations;
 - 5.3.2 emphasise the importance of being valued as an individual within the group;
 - 5.3.3 promote, through example, honesty and courtesy;
 - 5.3.4 provide a caring and effective learning environment;

- 5.3.5 encourage relationships based on kindness, respect and understanding of the needs of others;
- 5.3.6 ensure fair treatment for all regardless of grounds of age, appearance, religion, race, gender, sexuality, disability and ability;
- 5.3.7 show appreciation of the efforts and contribution of all.

6. ROLES, RIGHTS AND RESPONSIBILITIES

6.1 The Governing Body will:

- 6.1.1 establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review;
- 6.1.2 ensure that the policy is communicated to students and parents/carers, is non-discriminatory and the expectations are clear;
- 6.1.3 Governors will support the School in maintaining high standards of behaviour of students and staff.

6.2 The Headteacher and Senior Staff will:

- 6.2.1 work with all members of the School community to ensure high standards of behaviour at all times;
- 6.2.2 be responsible for the implementation and day-to-day management of the policy, guidelines and procedures
- 6.2.3 make clear the School's statutory power to discipline students;
- 6.2.4 ensure the whole School community is consulted about the principles of the School behaviour policy;
- 6.2.5 enforce their School behaviour policy – including rules and disciplinary measures;
- 6.2.6 establish and communicate clear measures to ensure good order, respect and discipline;
- 6.2.7 expect students' and parents' cooperation in maintaining an orderly climate for learning;
- 6.2.8 cooperate and agree appropriate protocols with other Schools in the local School partnership for behaviour and persistent absence;
- 6.2.9 expect students to respect the rights of other students and adults in the School;
- 6.2.10 ensure the School behaviour policy does not discriminate against any student on grounds of age, appearance, religion, race, gender, sexuality, disability and ability, and that it promotes good relations between different communities;
- 6.2.11 not tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the School may ban them from the School premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution;
- 6.2.12 ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- 6.2.13 support, praise and, as appropriate, reward students' good behaviour;
- 6.2.14 apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;
- 6.2.15 make alternative provision from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion;
- 6.2.16 take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
- 6.2.17 ensure staff model good behaviour and never denigrate students or colleagues;

- 6.2.18 promote positive behaviour through active development of students' social, emotional and behavioural skills;
- 6.2.19 keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- 6.2.20 work with other agencies to promote community cohesion and safety.

6.3 **Staff, including support staff, will:**

- 6.3.1 be able to contribute to the development of the School behaviour policy;
- 6.3.2 be responsible for ensuring that the policy and associated guidelines and procedures are followed and consistently and fairly applied;
- 6.3.3 challenge inappropriate/unacceptable behaviour and inform Form Tutors/Heads of Department/Heads of Year and Senior Staff accordingly
- 6.3.4 have the responsibility, both in the classroom and around the School, for maintaining the high-quality learning environment which encourages good behaviour;
- 6.3.5 support, praise and, as appropriate, reward students' good behaviour;
- 6.3.6 apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;
- 6.3.7 work closely with parents and carers to maintain high standards of behaviour;
- 6.3.8 ensure that all students receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials;
- 6.3.9 ensure that lessons start and end on time;
- 6.3.10 ensure that students are emotionally and physically safe in School;
- 6.3.11 make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;
- 6.3.12 provide students with a good role model;
- 6.3.13 ensure that the concerns of students are listened to, and appropriately addressed;
- 6.3.14 keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- 6.3.15 have a key role in advising the Headteacher on the effectiveness of the policy and procedures;
- 6.3.16 utilise the EPraise system to record points, demerits and interventions for students they teach.

6.4 **Students will:**

- 6.4.1 be able to contribute to the development of the School behaviour policy;
- 6.4.2 be made fully aware of the School policy, procedure and expectations
- 6.4.3 take responsibility for their own behaviour;
- 6.4.4 follow reasonable instructions by School staff, obey School rules and accept sanctions in an appropriate way;
- 6.4.5 attend School, be punctual, wear School uniform, be organised and have the appropriate equipment, including their Student Planner for their lessons;
- 6.4.6 do their best at all times, take pride in their work and value education and develop a love for learning;
- 6.4.7 be taught in environments that are safe, conducive to learning and free from disruption;

- 6.4.8 take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour;
 - 6.4.9 show respect, care and consideration to others;
 - 6.4.10 listen when teachers and others are talking;
 - 6.4.11 follow the School's rules and expectations;
 - 6.4.12 act as positive ambassadors for the School when off School premises;
 - 6.4.13 expect appropriate action from the School to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
 - 6.4.14 not bring inappropriate or unlawful items to School;
 - 6.4.15 show respect to School staff, fellow students, School property and the School environment;
 - 6.4.16 never denigrate, harm or bully other students or staff;
 - 6.4.17 cooperate with, and abide by, any arrangements put in place to support their behaviour
 - 6.4.18 attend detentions and extended learning sessions that are offered to them, to support their progress
- 6.5 Parents/Carers will:**
- 6.5.1 be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the School;
 - 6.5.2 be able to contribute to the development of the School behaviour policy;
 - 6.5.3 respect the School's behaviour policy and the disciplinary authority of School staff;
 - 6.5.4 ensure that their child attends School and arrives on time every day;
 - 6.5.5 be kept informed about their child's progress, including issues relating to their behaviour;
 - 6.5.6 ensure that their child wears School uniform and has the correct equipment and a Student Planner for all of their lessons;
 - 6.5.7 expect their child to be safe, secure and respected in School;
 - 6.5.8 contact the School if their child is absent or late;
 - 6.5.9 help ensure that their child follows reasonable instructions by School staff and adheres to School rules;
 - 6.5.10 support the School if sanctions are applied to their child for inappropriate or unacceptable behaviour;
 - 6.5.11 ensure School staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm;
 - 6.5.12 have any complaint they make about their child being bullied taken seriously by the
 - 6.5.13 School and investigated/resolved as necessary;
 - 6.5.14 be prepared to work with the School to support their child's positive behaviour;
 - 6.5.15 attend meetings with the Head of Year/KSLO, Headteacher or other School staff, if requested, to discuss their child's behaviour;
 - 6.5.16 if their child is excluded from the School, to ensure the child is not found in a public place during School hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the School at the end of a fixed period exclusion;
 - 6.5.17 have the right to appeal an external exclusion for their child when the exclusion is over 5 days' duration (**appendix F**)

- 6.5.18 ensure that their daughter attends any detentions set and attends extended learning sessions, to ensure progress for them utilise EPraise to check attendance, points, demerits and interventions set for their daughter

7. PROCEDURES

- 7.1 The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Assistant Head (Pastoral and Guidance), to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.

8. SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR

- 8.1 Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the students. Within the curriculum, the School teaches students the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Assemblies acknowledge and celebrate these skills. Students are provided with consistent positive encouragement and specific recognition when they demonstrate positive behaviour. The use of tutorial time five days a week in addition to time spent in PDC (Personal Development Curriculum) reinforces opportunities to practice skills needed to develop positive relationships. Through the PDC curriculum the fundamental rights of all those in School are also reinforced. Teachers and other adults adopt a positive and empathetic manner when responding to students and to each other. Rewards are given consistently as part of the School rewards system. The School uses EPraise for rewards and students are awarded milestones and accolades on this system (appendix G).

9. REWARDS & RECOGNITION

A positive and encouraging School ethos is central to the promotion of good behaviour. Rewards are one means of achieving this. The School uses a system called EPraise (appendix G). Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. Our current rewards system includes:

- 9.1 verbal praise, either personal or public, is the most frequent reward given;
- 9.2 parents are told of their child's positive behaviour through informal conversation, notes in planners, parent's evenings and notifications through the EPraise website/app;
- 9.3 achievement points and certificates for good work and academic achievement with rewards given on a regular basis and visible via accolades and milestones on EPraise;
- 9.4 subject specific rewards;
- 9.5 written or verbal communication with home praising high standards of behaviour;
- 9.6 letters home;
- 9.7 displays to celebrate excellent effort and achievement;
- 9.8 collective or individual praise in assemblies;
- 9.9 achievement assemblies;
- 9.9.1 points on EPraise to spend in the rewards shop.

10. SANCTIONS

- 10.1 Sanctions are needed to respond to unacceptable behaviour. We record demerits on the EPraise system. (appendix G) This enables staff, students and parents to see what is happening in all lessons. We spend time explaining to individual students why any sanction is being applied and what changes in behaviour are required to avoid future sanctions. In such a way, students can move forward positively in the spirit of reconciliation. All staff have the right to impose sanctions other than exclusion. The use of sanctions should be characterised by two features:
- 10.1.1 It must be clear why the sanction is being applied.
 - 10.1.2 It must be made clear what changes in behaviour are required to avoid future punishments.
 - 10.1.3 It is the certainty of sanctions and not the severity that is important and more effective
- 10.2 The following sanctions are used by the School and their use is characterised by both flexibility and consistency:
- 10.2.1 Verbal warnings;
 - 10.2.2 withdrawal of privileges;
 - 10.2.3 sanctions for demerits on the Epraise system
 - 10.2.4 referral to Form Tutor, Head of Department, Head of Year, Assistant Head/Deputy Head
 - 10.2.5 letter, phone call or Epraise message to parents/carers;
 - 10.2.6 withdrawal from School teams/events;
 - 10.2.7 withdrawal from School visits or journeys;
 - 10.2.8 removal of break-time or lunchtime privileges;
 - 10.2.9 detention – break/lunch (appendix C)
 - 10.2.10 detention - after School; (appendix C)
 - 10.2.11 community service – either during or after School sessions;
 - 10.2.12 letter of apology;
 - 10.2.13 apologising to others personally;
 - 10.2.14 reports – Uniform/ Punctuality;
 - 10.2.15 subject reports;
 - 10.2.16 behaviour reports- subject (3 behaviour points in a given half term), KSLO/Head of Year (15 behaviour points over the academic year) or Assistant Head/Deputy Head (25 behaviour points over the academic year);
 - 10.2.17 removal to another lesson (department arrangement);
 - 10.2.18 behaviour contracts;
 - 10.2.19 supervised study;
 - 10.2.20 fixed term exclusion
 - 10.2.21 managed move to another School
 - 10.2.22 permanent exclusion
- 10.3 If a student does not respond to a number of reasonable strategies and to reasonable expectations, or indeed if a student is involved in a serious incident, the Headteacher may permanently exclude the student concerned. The School would consider Permanent exclusion only as a very last resort. Permanent exclusion would only be considered for serious breaches of the School's behaviour policy when all other options had been exhausted. **(Appendix F)**

- 10.4 The School will use disciplinary sanctions to regulate the behaviour of students off site when they are not under the lawful control of a member of the School staff if necessary. The School expects students to behave in a positive way at these times.
- 10.5 The use of sanctions is monitored termly according to age, learning difficulties and disabilities.
- 10.6 Student behaviour is monitored on a weekly basis by Heads of Year and the Assistant Headteacher. Chiltern Learning Trust reports are produced for senior staff. Regular behaviour reports are given to Governors in the termly Head teacher's report.
- 10.7 Inclusion room: there is a designated room for students who are serving an internal exclusion in School. KSLO's and Learning Mentors staff this room throughout the School day. Work is available for students to complete, so that learning continues at all times. This is pre-booked, to ensure that students have sufficient work to complete for each subject. Students have access to online learning platforms for core subjects in this room.
- 10.8 The harassment, abuse or intimidation of staff, both on and off the premises, including via the use of technologies such as mobile phones and the internet, is considered a serious breach of the School's Behaviour Policy. The School will discipline a student who breaches the School Behaviour Policy in this way with a sanction, including an exclusion decided upon by the Headteacher.

If the student is found to have made a malicious allegation against a member of the School staff, the Headteacher may exclude the student from School for either a fixed term exclusion or permanent exclusion. This does not affect a parent or child's right to raise a complaint against a member of staff in good faith.

11. THE POWER TO DISCIPLINE STUDENTS

- 11.1 The *Education and Inspections Act 2006* (EIA 2006) changes the legal basis of teachers' and other School staff's authority to discipline students. It provides for the first time a **statutory power** for teachers and certain other School staff to discipline students for breaches of School rules, failure to follow instructions or other unacceptable conduct., replacing and superseding the previous legal authority based on the common law principle of the teacher being *in loco parentis* (in place of the parent).

All teachers and other staff in charge of students have the power to discipline. The Headteacher limits the power to apply particular sanctions to certain staff. The School has a statutory power to regulate the behaviour of students when off School premises and not supervised by School staff. This includes behaviour on activities arranged by the School, such as educational visits and sporting events; behaviour on the way to and from School; and behaviour when wearing School uniform in a public place. The latter would be related to bullying of another child, insulting a member of staff or member of the public, behaving in a way that would harm the reputation of the School. This also includes the use of force to restrain students (**appendix D**) and the authority to screen students in school for items deemed dangerous or prohibited in school (**appendix E**).

- 11.2 **All staff** need to be aware of authorisation levels and should be clear about those sanctions they can apply and those which may only be applied by more senior staff. Temporary staff, trainee teachers and volunteers (providing, for example, help with educational visits or mentoring support) should be informed of the levels of sanctions they can apply.

12. TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

- 12.1 Special educational needs (SEN) and disability.
- 12.2 We will monitor and assess the impact of this behaviour policy on students, staff and parents/carers.
- 12.3 We will avoid discriminating against particular racial groups in the application of this policy.
- 12.4 We will ensure staff members are well informed about cultural differences in behaviour and their implications.
- 12.5 We will support newly-arrived students in understanding and following the behaviour policy.
- 12.6 We will make reasonable adjustments in the application of their behaviour policy to disabled students.

- 12.7 We will make special educational provision for students whose behaviour-related learning difficulties call for it to be made.
- 12.8 We will be alert to the potentially disproportionate impact of the School's disciplinary framework on vulnerable students.
- 12.9 We will identify at-risk students in advance
- 12.10 We will plan proactively how the School's disciplinary framework should be applied for each of these students.
- 12.11 We will ensure that all those in contact with the student know what has been agreed.
- 12.12 We will make sure that every vulnerable student has a key person in School who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- 12.13 We will ensure that all staff are aware of appropriate referral procedures.

13. THE CURRICULUM AND LEARNING

The School believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear learning objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping (electronic and manual) can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

14. CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work. The 'Challney Way' should be implemented at all times.

15. SCHOOL RULES

- 15.1 The staff have, with involvement of the students, established specific positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in School. The School rules are set out in **Appendix A** which is our behaviour for learning poster. The Challney Code of Conduct is **Appendix B** and this defines the way that we expect all members of Challney High School for Girls to behave. The detentions protocol is set out in **Appendix C**.
- 15.2 The rules are displayed in text in all areas of the School and referred to by all staff as acceptable and unacceptable behaviours are observed. Assemblies and tutor time are used to frequently revisit and teach the rules.

16. ATTENDANCE

Good attendance is seen as key in helping students succeed in School. Students cannot learn if they are not in School as well as missing out on all the interaction needed to become a positive member of the community. Challney High School for Girls takes a firm stance on non-attendance at School and attendance is monitored in a number of ways.

17. ADDITIONAL SUPPORT

- 17.1 Additional support is available, through the School's SEN and support systems for students who have social, emotional and behavioural needs. We recognise that some students may need more support than others to develop their skills, and staff are encouraged to act on concerns about a student's learning, conduct or emotional behaviour as early as possible.
- 17.2 If necessary students will be offered additional support through the use of mentors or referral to the Support Team who will work with individuals to help them to re-engage in their learning and to find strategies to help them behave appropriately.
- 17.3 For students with more significant difficulties, the School will also work in partnership with outside agencies such as the Educational Psychology service and many other external agencies.
- 17.4 The School may also consider the involvement of Social Care and Health Services, in keeping with our safeguarding policy.
- 17.5 The School will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a student. This would apply to students with learning difficulties and disabilities and other students as their personal circumstances warranted it. All staff would be made aware of the reasonable adjustments they would need to make.
- 17.6 This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but students, staff and parents should be reassured that adjustments are only made when necessary in order to meet a student's individual need.

18. SUPPORT FOR PARENTS/CARERS IN DEVELOPING THEIR CHILD'S SOCIAL, EMOTIONAL AND BEHAVIOURAL SKILLS

- 18.1 The School works in partnership with parents in all aspects of their child's learning. Tutors, Heads of Year, KSLO's and support staff can offer support to parents and parents are always involved when their child is on the SEN register.
- 18.2 The School gives high priority to clear internal communication and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a student is giving cause for concern it is important that all those working with that student in School are aware of those concerns, and of the steps, which are being taken in response. The key person in this process is the Head of Year/KSLO who has the initial responsibility for the student's welfare.

19. STAFF DEVELOPMENT

The Headteacher will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy through CPD sessions and Teaching and Learning briefings on a regular basis.

20. MONITORING, EVALUATION AND REVIEW

- 20.1 In common with all other policies, the Behaviour Policy will be reviewed annually by the Governing Body. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.
- 20.2 The procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the School has a responsibility towards the whole community.
- 20.3 Behaviour and the use of exclusion are monitored termly according to age, ethnicity and learning difficulties and disabilities.
- 20.4 Student voice feedback received from surveys

- 20.5 Student attendance and retention data.
- 20.6 Quantity of concerns submitted relating to student behaviour.
- 20.7 Monitoring of incidents leading to disciplinary measures.
- 20.8 Self-assessment and external review.
- 20.9 Staff responses to training and employing appropriate strategies.
- 20.10 Lesson observations and focused learning walks

21. FURTHER INFORMATION AND SUPPORT

- 21.1 Further information on issues related to behaviour in Schools, including Schools' powers and responsibilities, is available on www.teachernet.gov.uk/wholeSchool/behaviour. Free advice is available to parents about exclusions or other educational issues through the Advisory Centre for Education at www.ace-ed.org.uk/.
- 21.2 If you are worried about the emotional problems or behaviour of your child (or young person up to the age of 25) you can contact the **Young Minds Parents Helpline** for free and confidential support. Tel: 0808 802 5544.

22. BEHAVIOUR CURRICULUM

CHSG BEHAVIOUR CURRICULUM

Behaviour Culture


Our School Values	Developing Influential Women of the Future	Respectful	Ready	Resilient
-------------------	--	------------	-------	-----------

The aims of our Behaviour Curriculum	<p>Successful relationships are underpinned by the positive ethos promoted in our culture; a culture which requires high expectations of staff and students and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life. We aim to build a community which values kindness, care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. Through encouraging positive behaviour for learning, we can promote good relationships throughout our school community built on trust and understanding. We believe that as students practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (Paul Durant,1926)</p>
--------------------------------------	---

Modelling the Culture

Teaching the Curriculum	<ul style="list-style-type: none"> • Good behaviours are explicitly taught and regularly refreshed to ensure all students understand the expectations of them. Our learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines, so that we have a shared, consistent language of expectations across our school. • The curriculum is taught explicitly across each school term, alongside the traditional National Curriculum subjects • Students should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'CHSG learning behaviour' curriculum is revisited with staff and students and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching. • Teachers will also demonstrate these behaviours and ensure students have numerous opportunities to practise these (particularly in the first few days of term). It is expected that all students will know this content 	<p>The process for teaching behaviour explicitly is as follows:</p> <ul style="list-style-type: none"> • IDENTIFY the behavior we expect • EXPLICITLY TEACH behaviour • MODEL the behaviour we expect • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour <p>It is important that all school staff know the details of this curriculum, teach it explicitly to students and continuously maintain the high standards we set. By doing so, we support each other to create a culture where students feel safe and are able to learn in an optimised environment, where teachers are free to teach.</p>
-------------------------	--	---

Maintaining the Culture

<p>There are three overarching behaviour principles in our school</p>			<p>SEND: While this curriculum is for all students, it will be applied differently in different year groups depending on students' ages and may be applied differently depending on individual students' SEND needs. For example, students who have ASD may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.</p> <p>TeamTeach</p> <p>The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.</p> 
<p>Respectful</p> <ul style="list-style-type: none"> • We always listen when an adult or another student is talking. • We always listen to students in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our own equipment and school equipment. • We look after our environment and never drop litter. 	<p>Ready</p> <ul style="list-style-type: none"> • We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride. • We have the right equipment for our lessons and carry a school bag at all times • We take part fully in lessons and show resilience. • We make every minute of every lesson count. 	<p>Resilient</p> <ul style="list-style-type: none"> • We follow instructions -first time, every time. • We do not tolerate bullying of any kind. • We are 'upstanders, not bystanders'. • We walk sensibly around our school. • We use '3 before me' • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely. 	

CHSG BEHAVIOUR CURRICULUM

Our students will be taught and know the following expectations and routines:

Respect and Manners	Uniform	Ready to Learn	Moving around school	Assembly
<ul style="list-style-type: none"> • Know that you should always say 'please' <ul style="list-style-type: none"> ○ when you are asking for something. • Know that you should always say 'thank you' when you receive something or someone does something nice for you. • Know that we are young ladies, who use appropriate language. • Know that you should let any waiting adults through a doorway before walking through yourself. • Know that you should say 'Good morning/afternoon' to adults if spoken to. • Know that it is polite to give eye contact to the person you are talking to. • Know that if you respect someone, you have a good opinion of their character or ideas. • Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> • Know that we wear full uniform and it is worn correctly • Know that only wear school shoes and black socks. • Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building. • Know that we wear the correct hijab and wear it correctly. • Know that hoodies are not to be worn in school. • Know that we can wear a watch and one pair of stud earrings for school. • Know that nose retainers must be worn for nose piercings. • Know that we do not wear hoods up in the school building. • Know to bring correct PE kit. 	<ul style="list-style-type: none"> • Know to be punctual to all lessons. • Know that you need a school bag and equipment with you at all times. • Know that we sit in our designated seats, according to a seating plan. • Know that we place our chair under the table when leaving our seat. • Know that we walk in a quiet, calm manner around the classroom. • Know that we treat equipment appropriately and with respect. • Know that we settle to work quickly and quietly and complete our 'do now' activity. • Know that we should check Epraise every day for extended learning, points, demerits and reflections set by teachers. • Know that we should check messages on Epraise regularly. • Know that we should check our timetables every evening, so we are prepared for the next day. 	<ul style="list-style-type: none"> • Know that we walk around school in a calm manner and quietly, using indoor voices. • Know that we keep to the left-hand side when walking around school, so it eases congestion. • Know that we are polite and courteous to adults / other students with a greeting. • Know that we open and hold doors for others. • Know that we knock on and wait for permission to enter a room/office. • Know that we walk on the left hand-side when moving around the school building. • Know that we enter Heartspaces on the left hand-side door and leave using the left hand-side door. 	<ul style="list-style-type: none"> • Know that we walk to assembly in single file and in complete silence. • Know that we enter/exit in silence. • Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit. • Know that we place all bags underneath our chairs. • Know that we face the assembly leader and face forwards with eyes on the speaker. • Know that we participate actively in assemblies when required to do so.
Attendance & Punctuality	Classroom Routines	Canteen/Foyer/Quad	Communal Areas	Behaviour outside of school
<ul style="list-style-type: none"> • Know that you must attend school every day. • Know that you must try to arrive at school on time every day. • Know that attending school on time every day is important so that you do not miss learning. • Know that you should arrive to all lessons on time to maximise learning time. 	<ul style="list-style-type: none"> • Know what the 'First and Last 5' means in lessons and apply this consistently in all lessons. • Know that you greet your teacher/member of staff on the door. • Know that we should not disturb the learning of others. • Know that we do what we are asked immediately. 	<ul style="list-style-type: none"> • Know that we use a quiet voice and talk to other students politely at lunch. • Know that we line up – one behind each other, quietly. • Know that we only have lunch when it is our specified year group time. • Know that we remove coats in the lunch queue. • Know that we say please and thank you. • Know that we never skip the queue unless we have a lunch pass. • Know that we tidy up after ourselves, using bins provided and leave areas tidy. 	<ul style="list-style-type: none"> • Know that we are respectful of the learning Environment in our school. • Know to place all litter in a bin. • Know that we pick up litter on the floor, even when it is not our own. • Know to walk around school in a quiet, sensible. • Know that we use good manners at all times. • Know that we need to keep outside areas clean and tidy and place rubbish in bins. 	<ul style="list-style-type: none"> • Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. • Know that we should be considerate of other people arriving and leaving school. • Know that being considerate means thinking about other people's needs, wishes and feelings. • Know that examples of being considerate on the way home include walking not running, giving people plenty of space and being respectful in our community. • We know how to stay safe online and use technology sensibly and safely. • We know who to go to for help and support

CHSG BEHAVIOUR CURRICULUM

All staff in school will model expected behaviours by:

Respectful and Manners	Uniform	Ready to Teach	Moving around school	Assembly
<ul style="list-style-type: none"> Modelling respect and good manners to all students. Speaking to students using an appropriate tone of voice. Addressing any poor language/behavior when on safeguarding duty or lunch duty. Explicitly teaching behavior on a regular basis through form time/PDC. 	<ul style="list-style-type: none"> Checking that uniform is worn correctly at all times, particularly when entering and leaving the classroom and at social times. Engaging in dialogue with families when uniform is not correct, to understand what potential causes and barriers there may be. Being understanding and fair, yet uphold the standards expected. Presenting yourselves in appropriate dress, in line with staff policy. Ensuring that students are not wearing too much make-up. Ensuring that students are not wearing jewelry that is not permitted (nose studs, hooped/dangly earrings). 	<ul style="list-style-type: none"> Being on time to each lesson Meeting and greeting students on entry to the room from the threshold Establishing, teaching and modelling routines and expectations Making the 'first 5 and last 5' routines standard practice in your lessons Using clear instructional language Being consistent in the application of routines/behaviour/expectations Having a clear seating plan on Epraise Being organised and well prepared for the lesson: Ensuring workspaces/classroom is tidy, including their own desk 	<ul style="list-style-type: none"> Model manners and showing courtesy to others- e.g., holding doors open Model using the right stairs and walking on the left-hand side when moving around the school. Regularly reminding students of expectations when moving through school Being polite and courteous to adults / students with a greeting and hold/open doors for one another. Praising and reward students who do the right thing. 	<ul style="list-style-type: none"> Leading students into assembly modelling expectations Ensuring uniform is checked before assembly Verbally remind students of expectations and catch students being good Leading class into the hall and clearly indicate where students are to sit Actively engaging with assembly Ensuring there is an orderly exit from hall
Attendance & Punctuality	Classroom Routines	Canteen/Foyer/Quad	Communal Areas	Behaviour outside of school
<ul style="list-style-type: none"> Noticing when students are absent from your form class/subject class and send them an email. Knowing that attendance is 'everyone's' business in school. Engaging with students about the daily attendance summary reports that will appear in your inbox each morning. Being consistent with punctuality to lessons-what we miss persists 	<ul style="list-style-type: none"> Meeting and greeting students from the threshold of the door. Ensuring that the 'First and Last 5' is a consistent and firmly embedded routine in your classroom. Having high expectations for behavior for learning in your classroom. 	<ul style="list-style-type: none"> Ensuring that students line up – one behind each other, quietly. Ensuring that year groups only have lunch when it is their specified year group time. Ensuring that students remove coats in the lunch queue. Encouraging students to say please and thank you. Encouraging students to tidy up after themselves and challenge students who do not do this. 	<ul style="list-style-type: none"> Ensuring your own work area/classroom and desk are tidy. Ensuring that all window sills are free from books/clutter, in the case of a lockdown. Modelling and picking up rubbish on the floor. Challenging poor language/behavior as you see it-what you miss persists. Praising good behavior in communal areas. 	<ul style="list-style-type: none"> Challenging students who are misbehaving in the local community. Ensuring that students know that they should be considerate of other people arriving and leaving school. Regularly visiting the topic of online safety with students.

CHSG BEHAVIOUR CURRICULUM

Embedding the Behaviour Curriculum:

We ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Classroom routines/Ready to learn-First 5 and Last 5 minutes of lessons- focus on these two elements only for half-term 1 Assembly routines Moving around our school Lunchtime/breaktime routines Respect and manners- back to basics- greeting each other and not answering back Uniform focus	Attendance and punctuality Uniform focus Manners- email and Epraise etiquette De-escalation in the classroom Rewards and praise Behaviour outside of school	Revisit Classroom routines/Ready to learn-First 5 and Last 5 minutes of lessons- focus on these two elements only for half-term 3 Respect and manners Voices and use of language Uniform focus			



We are
**INFLUENTIAL
WOMEN
OF THE
FUTURE**



We are
RESPECTFUL
To everyone and
the environment

Respect is for
those who
deserve it, not
for those who
demand it...



We are
READY
On time and
equipped to learn



Are
you
ready?



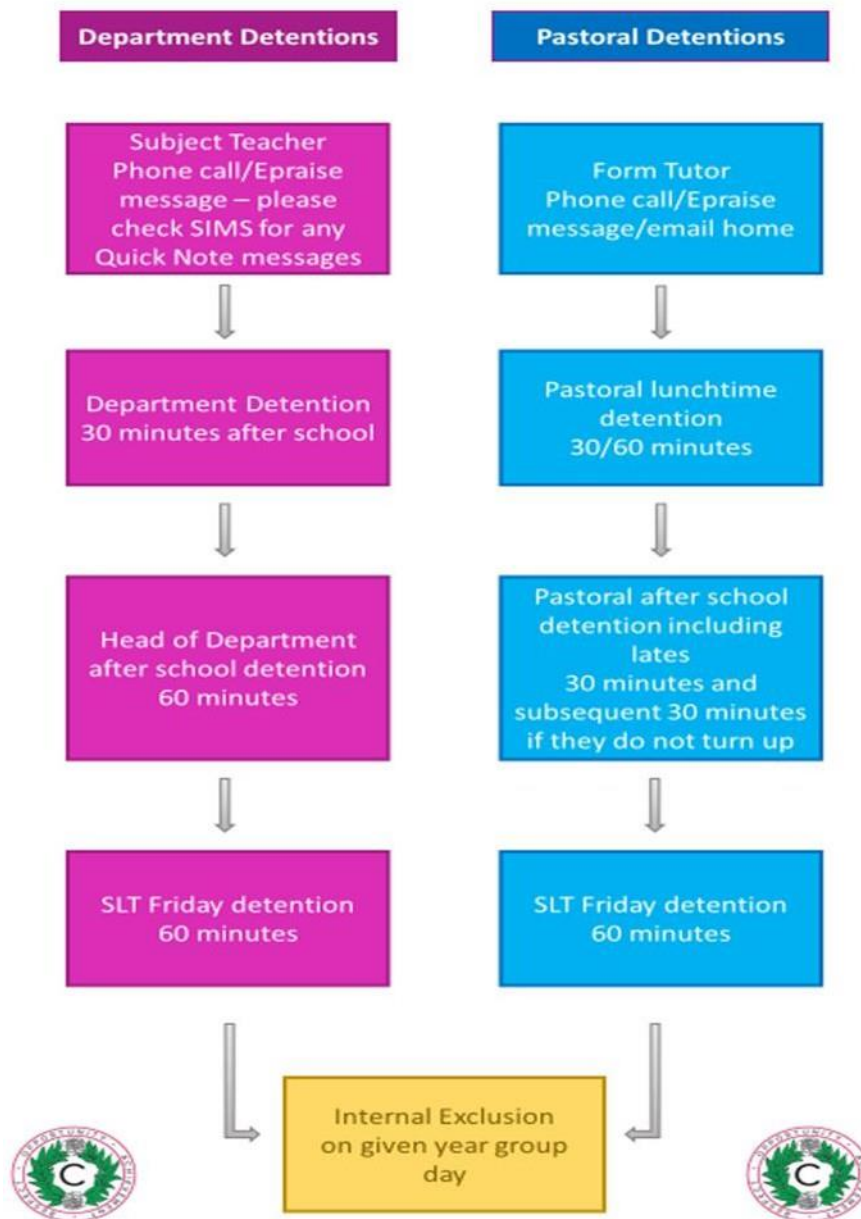
We are
RESILIENT
Prepared to take risks
Willing to make mistakes
We never give up

Take risks:
If you win you
will be happy;
If you lose you
will be wise.

APPENDIX B - Code of Conduct

- This is the way that everyone at Challney High School for Girls should conduct themselves:
- Respect each other
- Take care and be considerate about the School's environment
- Come to School appropriately dressed
- Be prepared every day
- Display appropriate behaviour and use appropriate language at all times
- Move around the building in an orderly fashion

APPENDIX C - Detention Protocols (during Covid-19 Restrictions)



APPENDIX D

Using Force to restrain students

The **Education Act 1996** forbids corporal punishment (abolished in 1986) but allows all teachers to use reasonable force to prevent a student from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the School

The Education and Inspections Act 2006 gives Schools' new powers to discipline badly behaved students. The new measures include:

- the legal right to confiscate inappropriate items from students such as mobile 'phones or music players
- statutory powers to discipline students who behave badly on the way to and from School, for instance when travelling on buses and trains;
- greater legal scope and flexibility in giving students detentions, which may include after-School detentions
- a legal duty on Schools to make provision to tackle all forms of bullying.

Using 'reasonable force'

The Education and Inspections Act 2006 strengthens the legal power for teachers and other School staff to use 'reasonable force' to prevent students from committing a crime or causing injury, damage, or disruption. **There is no legal definition of reasonable force.** In exceptional circumstances where there is an immediate risk of injury, a member of the School staff may take the necessary action to prevent a student from, for example, hitting someone or throwing an object

APPENDIX E

SCREENING AND POWERS TO SEARCH IN SCHOOL:

Prohibited items in School:

- Alcohol, illegal drugs and substances Correction fluid, aerosol cans, laser pens Chewing gum, carbonated drinks/energy drinks
- Cigarettes, cigarette paper, tobacco, cigarette lighters, matches
- Weapons and offensive weapons such as BB guns, knives, catapults
- Fireworks, including fire crackers; „stink bombs“ and other dangerous/noxious items
- Stolen property Racist literature Pornographic images
- Any other item that can be harmful to School discipline or that would bring the School into disrepute

Confiscation

School staff can seize any prohibited item found as a result of screening.

Searching with consent

School staff can search students with their consent for any prohibited item which is banned by the School rules and detailed in the Behaviour Policy.

1. The School is not required to have formal, written consent from the student for this sort of search; it is enough for the member of staff to ask the student to turn out her pockets or if the member of staff can look in the student's bag(s) or locker and for the student to agree to this search.
2. If a member of staff suspects that a student has a banned item in their possession they can instruct the student to turn out her pockets or bag;
3. A student who refuses to cooperate with such a search raises the same kind of issues as where a student refuses to stay in detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the School can apply the appropriate disciplinary penalty.
4. Such a search will be conducted by either two members of staff or if that is not possible, the third party may be another student
5. A student's possessions can be searched (and the search witnessed) by staff of the same sex only.

Searching Without Consent

The law states that the Headteacher or a member of the School staff authorised by the Headteacher can search students without consent for prohibited items. This Policy recognises:

The statutory power, (which is not a legal duty) for the Headteacher and the staff authorised by the Headteacher, to search students without consent, when they have reasonable grounds for suspecting that a student has a prohibited item. They can search a student on School premises or else where students are under the charge of the member of staff conducting the search, such as during an off-site educational visit.

The statutory power to search applies where there are reasonable grounds for suspecting that a student has with her any of the prohibited items already listed.

Establishing grounds for a search

1. Staff may only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item.
2. It is for the member of staff to decide in each case what constitutes reasonable grounds for suspicion.
3. The power to search without consent allows School staff to search, regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen

4. Senior School staff may view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Records and Informing Parents and Carers

Although there is no legal requirement to make or keep records of a search, staff involved in the search, will write a report on the incident. Staff may seek advice from a senior colleague or a representative of their professional association when compiling a report. Students may also be required to write a report on the incident. Parents and carers may be contacted to inform them of the items that have been confiscated and the nature of the search that was completed. This may be in the form of a telephone call and letter.

APPENDIX F - EXTERNAL EXCLUSION PROCEDURES AND APPEALS

A student may be excluded for any of the reasons below. In the case of student with a history of poor behaviour, a relatively minor offence might also trigger a fixed term exclusion.

- drug and alcohol related incidents
- incidents involving cigarettes, tobacco, cigarette lighters or matches
- incidents involving offensive weapons
- stealing/theft
- swearing at staff
- threatening staff
- serious actual or threatened violence against another student or member of staff
- destructive behaviour
- deliberate damage to School property or the property of other members of the School community
- incidents impacting on the health and safety of other students or members of staff
- malicious allegations against a member of staff
- bringing the reputation of the School into disrepute
- persistent disruptive behaviour, including persistent bullying, removes from lessons and disruption of lessons

The decision-making process

1. There has to have been an incident to start the process. There will be an investigation by members of staff. The investigation will usually be coordinated by a senior member of staff with pastoral staff supporting the investigation.
2. Students involved in an incident may be placed in isolation – usually in the inclusion room whilst the matter is investigated.
3. Students are given the opportunity to write a statement giving their version of events. If a student finds it difficult to write, an adult may scribe for them. Honesty is valued.
4. Other students and staff involved will be asked to write statements. Other evidence may be gathered. If relevant, CCTV evidence will be used.
5. The Headteacher will confer with the senior member of staff responsible for co-ordinating the investigation. She will check a student's behaviour record to determine whether or not such an incident is out of character. The Headteacher will check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment.
6. The Headteacher will also take into account the school's Behaviour policy and other relevant linked policies.
7. The Headteacher will examine the results of the investigation and make the decision to exclude.
8. In deciding to exclude and in determining the length of the exclusion, the Headteacher will consider the evidence including any written reports on the incident and will take into account the student's previous record of incidents as well as any special educational needs or disability that the student might have.
9. When the decision to exclude a student is taken, parents or carers will be telephoned and informed of the incident, usually by the HSLO, but occasionally by the KSLO/HOY. Letters notifying a parent of exclusion will be posted to the home address.
10. If the incident is very serious, the person contacting a parent or carer may ask them to remove their child from the School immediately. The parent or carer will be informed that their child is being excluded and, if the length of the exclusion has been determined at this point, for how long.

11. The Headteacher will write to parents or carers informing them of her decision to exclude, why and for how long. Parents have a right to appeal against an exclusion and must do so in writing to the Chair of Governors. The Governing Body has a duty to consider any appeal.

Contacting the school about an exclusion

Parents should not contact the Headteacher or other members of staff about the reported incident. Once a fixed term exclusion has been issued, parents or carers should only contact the Governors, in writing, via the Clerk to the Governors.

Education during exclusions

For one-day exclusions students will be advised to access the VLE to complete activities as appropriate for their year group, such as My Maths and SAM Learning. For longer exclusions students will be provided with additional work which will need to be collected and returned for marking.

If an exclusion is longer than five days, or if it is a permanent exclusion, then arrangements will be made for the student to receive appropriate education equivalent to full-time education from the sixth day. This may be in another school or at an alternative provision site.

Lunchtime Exclusions

The Headteacher may decide that an appropriate punishment is lunchtime exclusion. By law, each lunchtime exclusion is the equivalent of a half-day fixed term exclusion. Lunchtime exclusions do not count towards the school's duty to provide full time education from day six of fixed term exclusion but do count towards the student's total of days excluded. Parents or carers will have to make arrangements for their child to be collected from School at the beginning of lunch, supervised and then returned to School at the end of lunch.

Length of exclusions

The length of the exclusion is decided by the Headteacher and may take into account: the nature of the incident; any provocation that might have led up to the incident; a student's previous behaviour record; any special educational needs or disabilities that the child may have. Regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 days in one school year. This applies to the child and not the institution. This means if a student has been excluded and moves school, then the record of exclusion goes with them.

Permanent Exclusion

A permanent exclusion means that the student can no longer attend the School. A permanent exclusion might be used for persistent poor behaviour or for single "one-off" incidents which are considered serious enough to warrant a permanent exclusion and where allowing a student to remain in School would seriously harm the education or welfare of students or others in the School, for example, a violent assault; if a student hit a teacher; a student sold drugs on the School site or if a student lit a fire in School.

Off-Site education and managed moves

The Headteacher has the power to direct a student off-site for education to improve her behaviour, which will usually mean a referral to ALPS. A student may also transfer to another school as part of a "managed move" with the consent of all parties involved, including parents and carers.

The Discipline Committee

The Governing Body delegates its functions in respect of exclusions to a committee of Governors, the Discipline Committee.

The Governing Body has a duty to consider parents or carers representations about an exclusion. If an exclusion does not take the student's total days above five days for the term, the Governing Body will consider written representations made by parents or carers but do not have the power

to overturn the Headteacher's decision. In cases where the Governing Body considers parents or carers written representations but does not have the power to direct reinstatement, they will consider whether it would be appropriate to place a note of the findings on the student's educational records.

Discipline Committee Meetings

The Governing Body must consider the reinstatement of an excluded student within 15 days of receiving notice of the exclusion if:

- the exclusion is permanent
- it is a fixed term exclusion which would bring the student's total number of school days of exclusion to more than 15 in a term; or
- it would result in a student missing a public examination.

If the student would be excluded for more than five school days, but not more than 15, in a single term, parents and carers have the right to request that the Governing Body consider the reinstatement of the excluded student. In such cases the Discipline Committee must meet within

50 school days of receiving notice of the exclusion.

Where the Governing Body is legally required to consider the decision of the Headteacher to exclude a student, they must consider representations made by the parents or carers and the Headteacher. In establishing the facts in relation to an exclusion decision, the Governing Body must apply the civil standard of proof i.e. on the balance of probabilities it is more likely that a student did what is alleged than not.

In the light of their consideration, the Governing Body can either:

- a. uphold an exclusion; or
- b. direct reinstatement of the student immediately or on a particular date

Where reinstatement is not practical, for example, the student has already returned to School following the expiry of a fixed term exclusion or the parents or carers make it clear that they do not want their child reinstated, the Governing Body must, in any event, consider whether the Headteacher's decision to exclude the child was justified based on the evidence. In cases where they are legally required to consider an exclusion, the Governing Body will notify the parents or carers, the Headteacher and the Local Authority of their decision and the reasons for their decision, in writing and without delay.

The decision of the Governing Body is final except in the case of a permanently excluded student.

Independent Review Panel

If the Governing Body decides not to reinstate a permanently excluded student, parents or carers may apply for an independent review panel hearing to review this decision.

Parents must apply:

- a. Within 15 days of notice being given to the parents by the Governing Body of the decision to uphold a permanent exclusion
- b. Where an application has not been within this time frame, within 15 school days of the final determination of a claim under the Equality Act 2010 in relation to the exclusion

APPENDIX G - EPRAISE SYSTEM (POINTS AND DEMERITS)

Points, demerits and interventions can be seen on the EPraise system by staff, parents and students

Points

Staff will reward students with points for any of the following reasons, both in and outside of lessons:

- Creative thinking
- Effective participation
- Perfection
- Progress
- Collaboration with others
- Outstanding work
- Positive attitude to learning
- Acts of kindness

Parents, students and staff can see the subjects that their daughter has been awarded point in and the reasons why.

Demerits

Staff will give demerits to students in lessons for any of the following reasons:

- Disturbing the learning of others
- No homework
- Not following instructions
- Disrespectful language
- Incorrect uniform
- Poor attitude to learning
- Removal to partner teacher

Parents, students and staff can see the subjects where demerits have been issued, as well as the sanction that has been imposed for this poor behaviour. Students are expected to turn up for every detention set.