



Millgate
School

Behaviour Policy

Our Behaviour Policy





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Our Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour in Schools

Searching, screening and confiscation at school

The Equality Act 2010

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on: DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, transition time between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers, Vapes and E Cigarettes
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include: Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



Our Behaviour Policy

Millgate School embraces, celebrates and encourages difference in all forms. Positive and healthy relationships, diversity and kindness are embedded in to our curriculum and at the core of our ethos and aims as a school. It is our primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Millgate School recognises all of our children on roll can present very different and complex needs which can often present challenging behaviour. Behaviour of all forms is always challenged, all staff will work with children to identify the root of the behaviour' providing consequences with meaning, reflection and intervention. We treat all children fairly and apply our behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.



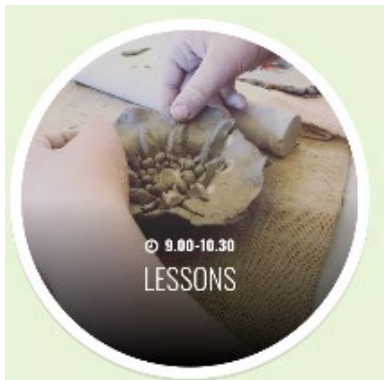
Our School Day



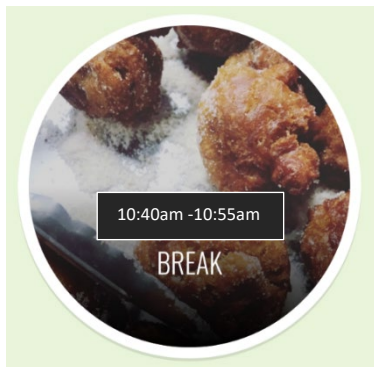
- I will be greeted off my transport.
- I can talk to staff about anything I am worried about.
- Staff will help me with my uniform if I need it.
- Breakfast is available
- We complete tutor activities each day.



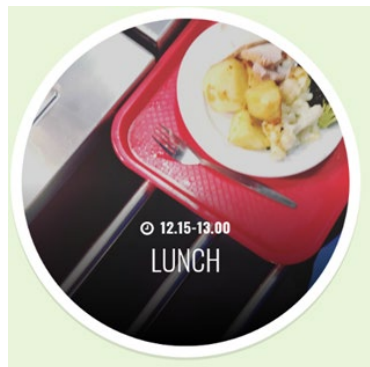
- We complete themed tutor activities each day.
- We treat staff and other class mates with kindness and respect at all times
- My tutor team will remind me of my current targets and status I am working toward each morning.
- We sit quietly and listen during assembly.
- We are expected to complete any activity/ assembly missed.
- 'Plus ones' are awarded for excellent contributions.



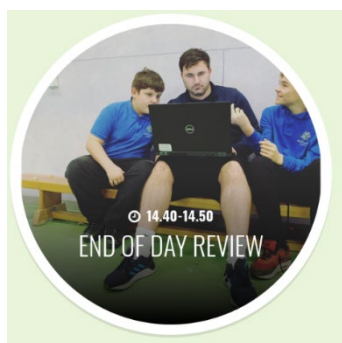
- Staff will greet you at the door ready for your lesson.
- We wear our uniform in all lessons.
- We are allowed water to drink.
- We try hard and complete all tasks set in lessons.
- We will catch up on any learning missed.
- We receive 2 points for learning and 2 points for positive behaviour.
- I follow my classrooms rules that I have created with my class.
- We can receive a plus 1 (good work point) for outstanding effort and achievements.
- I will be given reflection time if negative behaviours occur. This is completed at break, lunch or afterschool.
- A 'Catch up' is given if there has been a lack of work. This can be completed at break, lunch or afterschool.



- We complete up to 10 minutes of time at the beginning of break (this is allow time to go to the toilet and collect a snack).
- If we receive time we can have toast, fruit and water after time is completed.
- If we receive full points we have the option of other tuck treats.
- We opt for an activity during break time each week.
- If we are not in our activity we complete 15 minutes of reflection



- Staff and students sit and eat lunch together.
- We remove any outer wear.
- We wait in our tutor group until we are called up in status order.
- Students on Gold or above will receive a milkshake with their lunch.
- After we have all eaten we then go off to our lunch activity.
- We complete up to 35 minutes of catch up and/or reflection at the beginning of lunch.



- End of day review is always based in our tutor room.
- Here we review our day setting new targets based on our learning, attitude and behaviour.
- Positive behaviour is celebrated with treats, positive phone calls home and prize cabinet spends.
- We are collected for transport at the end of tutor.
- Your tutor team will support with any 'catch up time' or reflection time to be completed afterschool.

Moving around the school:

We welcome new people this can be new pupils, new staff and visitors. Always treating others with respect.

We walk around school and behave sensibly at all times using positive and respectful language. We ensure our rubbish goes in the bin.

If I am struggling I can ask to go to BMT to talk to a member of staff or a selected member of staff identified in your my plan.

Consequences are given for poor behaviour around school by all staff.

Reflection time

Reflection time is given when negative behaviours occur inside or outside of a lesson. The aim of reflection time is to think about what happened and how you could resolve the situation. Any staff member involved will also reflect.

Report cards are used to record your behaviour and points in more detail, if you have struggled the day or week before. You will reflect on how your day is going lesson by lesson. You will take this home to parent/carer each day.

Millgate School – Support Staff roles and responsibilities	
Role Description	Our support staff are central to transforming lives and inspiring futures, they are the life line of support, playing an integral part in our students' lives to engage, care and inspire. Often arriving to Millgate School with a fractured and difficult experience in education, our children need. The care and support all students deserve and the opportunity to help us transform their lives and inspire their future.
General responsibilities Level 3 in bold*	<ul style="list-style-type: none"> o To support and maintain the social and emotional well-being and education of the students in our care. o To help to remove barriers to learning for the students. o To share their experiences of the students with individual class teachers to support their relationships. o To create positive links between the school and families. o To support in the class room and with extra-curricular and enrichment activities. o To model excellent behaviour management and relationships. o To support our Schools aims and ethos of the School. o To attend mandatory SEN training. o To be proactive in matters relating to Health and Safety and Safeguarding. o Record student status on SIMS each Friday o Works under the guidance of the class to plan and implement work programmes and IEPs with individuals and groups* o Deliver prepared activities in the absence of class teacher * o Supervises individual and small groups away from the class room* o Supports and instructs up to 4 other TAs. o Undertakes one area of responsibility within the School e.g. Social skills, 50things, emotional literacy, behaviour groups* o Models good practice contributes to the planning and delivery of INSET. o Lead and run extended day activity with small group.
Day to day duties	<p>Before Morning Registration</p> <ul style="list-style-type: none"> o Attend all staff briefing at 8.20am each day o Meet and greet the students off their transport and into the classroom. o Make a note on the register of any student not arrived on their transport- confer with transport as they may have a message about illness/otherwise. o Check with students that they have all had breakfast o Check students have been medicated. - If they haven't, inform the Meds Team. Call home to confirm, arrange for meds to be given by the Meds Team or boys taken home to take their meds. Put it on CPOMS o Check that all students are in full uniform (top and trousers). If they are not, ask why and take them to laundry to get uniform and put it on. <p>During AM Tutor</p> <ul style="list-style-type: none"> o Ensure all students are sat down with coats off. o Make phone calls to chase any non-attenders. Log all attempted phone calls on Communication Log on SIMS. Inform the Attendance Team/Phase Leader of the outcome of the calls. o Ensure all Students attend assembly on Monday, Wednesday and Friday. Any students not attending assembly will receive 20 minutes time. <p>Break and Lunch</p> <ul style="list-style-type: none"> o Encourage the students to make the right decision regarding any consequence they have been given. Escort and support any students with reflection to complete before they eat seek support if you need it. o Ensure that students without time attend their activities at activity time - they choose these on a Monday morning for the week ahead. Students not in an activity /their designated space /or form room will receive 15 minutes time to be completed at the next break. o At lunch, ensure all students eat or have other arrangements made for them, such as student having a sandwich and eating somewhere quiet. o Report any concerns to tutor or line manager so that steps can be taken during the day where necessary. <p>During Lessons</p> <ul style="list-style-type: none"> o Escort all students on Bronze to their lessons. o Help settle the class alongside the teacher- all students should sit down and take off their coats off. Anyone refusing to take off their coat should be given one warning and however long the student then takes to remove 'catch up' given.

	<ul style="list-style-type: none"> o During the lesson, ask the teacher before leaving at any time, including to find any missing students, to get drinks (water only), etc. <p>End of Day</p> <ul style="list-style-type: none"> o Ensure all students attend PM tutor, sit down and take coats off. o Ensure all points sheets and all consequences have been completed for the day. o Review students' points, rewards and consequences with them. Students will receive a prize out of the goodie bag if they have had a full point day o Escort any students with catch ups to the appropriate classroom, support the teacher with the catch up when needed. <p>After School</p> <ul style="list-style-type: none"> o Make phone calls home to report on achievements and consequences. Log all phone calls on 'Communication Log' for each student on SIMS. o Encourage and organise extracurricular activities and harness student interests. o Support in other catch ups where needed, help out with after school activities, attend Thursday staff meetings. o Attend scheduled twilight session throughout the academic year. o Log any CPOMS at the earliest convenience. o Log any physical restraints on sleuth before you go home. o Liaise with staff and other relevant professionals providing specialist support. o Report any significant issues to phase leader
Teaching and Learning Level 3 in bold*	<ul style="list-style-type: none"> o Ensure Students understand what is expecting for the lesson – Learning objective, bigger picture, links with previous learning. o Use Learning Objective to plan, evaluate, and adjust lessons and work plans. o Play an active role in assessing pupils understanding throughout the lesson. o Be proactive during the lesson working with the teacher preparing for each stage of learning. o Contribute to teaching and learning through questioning and moving between students, or as directed by the teacher. o Discuss and review points, rewards and consequences with the teacher for sims. o Update Learning Journals (scrapbooks) with good work email photos as regularly as possible. Photos may already be printed in the office or you may need to print them yourself. o Know and assess each students EHCP targets. o To assess, record, and report on development using detailed specialist knowledge* o Develops and creates resource packs, learning aids and display etc o Organise assessment of pupils or groups. o Requires to adapt teaching style or resources when supporting pupils in their home environments* o Manages 1-1 learning activities* o Recommends relevant training to parents to better support needs of students*
Behaviour and Standards	<ul style="list-style-type: none"> o Monitor student behaviour, attendance and achievement within the faculty. Use behaviour data to inform planned interventions, my plans, PSPs and rewards. o Review conduct in lessons and ensure consistency both within the department and whole school. o Promote high expectations of student conduct and see that staff model those within the department. o Check all behaviours are recorded and logged onto sims. o Log any physical restraints you have been involved in on sleuth o Complete home visits for any serial non-attenders or students with whom we have concerns. o Promote rewards system to all students.
None negotiables	<p>For pupil</p> <ul style="list-style-type: none"> o First port of call in the morning when they arrive. o The link between pupils and subject TA's Teachers. o The person who can communicate with the rest of the school if the pupils is struggling with something and can't really talk about it. o The one who reminds and motivates pupils about targets/ expectations in class and in PSP's to help the pupils succeed. o The main link between school and home to ensure everybody is on the same page and consistent when supporting pupils. o Invested and interested in each pupil I work with, have a sense of humour, get involved and have fun, show love and care. o To build confidence, reassure and harness talent and interests. o An active role model – reliable, trust worthy, good morals and understanding. o To recognise when my pupils are getting to crisis or in crisis and successfully support. <p>For parents and Carer</p> <ul style="list-style-type: none"> o The person that parents hear from weekly about how their child is getting on and maintain a strong relationship. o A familiar face a person who is there to support families at home and provide ideas and strategies to support parents managing pupils' behaviour at home where necessary including what works in school and what works at home. o The link with school, so parents know what is happening or if there are any changes that they need to be made aware of regarding their child. o Share next steps with Childs progress to enable parents and carers to support and become involved throughout the key stages. o Ensure pupils are aware of and follow behaviour policy, be flexible in approach but firm and clear. o Don't allow pupils to leave the class room and collect unnecessary time.

- o Be there in all pupils' lessons to ensure they are settled and have consistency in their day.
- o Always follow through with what I have said (good and bad).
- o Build relationships with pupils other than within the school day. (Find out about their interests and family life) and actively support.
- o Ensure you are there to support pupils during detentions (Support them to settle and start off with teacher)
- o Be willing to go the extra mile.

Consequences



Resources for completing consequence can be found on Millgate all staff teams' area

Primary and Secondary resources for: - Bullying and Racism resources for each stage	Specialists in this area Jordan, Ryan, Mat C
Primary and Secondary resources for: Physical aggression, Sexualised behaviour, Verbal abuse for each stage	Specialists in this area Shaun
Primary and Secondary resources for: ASD specific - Bullying and Racism resources for each stage. Physical aggression, Sexualised behaviour, Verbal abuse for each stage	Specialists in working with ASD children Dan P

At Millgate we cater for a range of different needs. It's important that we get to know our students and build positive relationships to best meet their needs. There are often underlying needs that trigger the behaviours we see. At Millgate we understand poor behaviour is often a form of communication when trying to express something is wrong.

Consequences at a glance

Overview - Primary

Primary: Consequences when negative behaviours occur

Bullying: 1st Stage: Intervention, discussion and learning 3-4pm including discussion with parents | 2nd Stage: 1-1 for ½ day onsite completing bullying work includes letter/video of apology | 3rd Stage 1-1 for the day, meeting with parents/carers restorative work with victim | 4th Stage A repeat of 3rd stage/ exclusion and meeting with local police, if deemed necessary.

Racism - Racism is challenged through discussion and learning. 1st Stage: Intervention, discussion and learning 3-4pm | 2nd Stage: Racial discrimination impact work (empathy) ½ day in school. 3rd Stage: Racial integration work – visit multicultural area/school –cultural exchange, meeting with parents. If racism continues after this work has taken place the senior leadership team will escalate based on the individual. 4th Stage A repeat of 3rd stage/ exclusion and meeting with local police, if deemed necessary.

Damage: Phone call is made home, for significant damage you will be sent home, first payment or full cost is paid on the day or the following day. 50% of points can be paid towards damage. Any payment plans still owed will mean incentives are forfeited. Students will complete an appropriate time-based consequence and may also be able to pay for damages by making reparations.

Play fighting: Play fighting can turn into real fighting – You will have a warning to stop then receive 15 minutes reflection time.

Throwing chairs: 10 minutes Reflection time, thoughts, feelings, intervention and prevention. Multiple chairs: 30 minutes.

Absconding/ Climbing: Gates, fences, walls, roofs and/or absconding: A consequence of an hour and completion of any work missed.

Students should leave all **electronic devices** at home. In the event a student brings a device in to school, we will ensure the device put in a secure place by the tutor team until the end of the day. If mobile devices become an issue or distraction we will seek parental advice on leaving devices at home. Catch up is given when outerwear is worn in a lesson, the time is determined by how long it takes for outerwear to be taken off.

In/out of lessons: **Throwing & walking out of class** – Reflection will be given and a Catch up for any work missed. Not in an activity/ assembly: Repeat the task at the next available break

Abusive language: Swearing – 1 warning then reflection 5 minutes| Sexualised or abusive language – 20 minutes reflection time, phone call home.

Physical aggression – This consequence is decided on an individual basis this can be anything from losing golden time, lunch time, 3-4pm and reflection, return to school meeting, working 1-1 and/or working offsite. If any of the above behaviours occur regularly, consequences may increase and alternative interventions put in place.

Overview - Secondary

Secondary - Consequences when negative behaviours occur

Bullying: 1st Stage: 3-5pm (film, reflection, apology & agreement) | 2nd Stage Sent home, 1-1 onsite | 3rd Stage 1 week offsite | 4th Stage A repeat of 3rd stage/ exclusion and meeting with local police, if deemed necessary.

Damage: Phone call is made home, for significant damage you will be sent home, first payment or full cost is paid on the day or the following day. 50% of points can be paid towards damage. Any payment plans still owed will mean incentives are forfeited. Students will complete an appropriate time-based consequence and may also able to pay for damages by making reparations.

Play fighting: Play fighting can turn into real fighting – You will have a warning to stop then receive 20minutes of reflection time.

Throwing chairs: 1 chair: 15minutes | Multiple chairs: One hour reflection time.

Absconding/ Climbing: Gates, fences, walls, roofs and/or absconding: A consequence of an hour and completion of any work missed.

In/out of lessons: **Throwing, punching displays & walking out of class** – 10minutes (unless time out is stated in your PSP).

Catch up is given when **electronic devices** are used or outerwear is worn, the time is determined by how long it takes for devices/outer wear to be put away. If mobile devices become an issue or distraction we will seek parental advice on leaving devices at home/handing in at the beginning of the school day.

Not in an activity/ assembly: A consequence of 15minutes. (Unless stated in PSP).

Abusive language: Swearing – 1 warning then 5 minutes reflection| Sexualised or abusive language – 30 min of intervention and reflection time.

Physical aggression – This consequence is decided on an individual basis this can be anything from 3-5pm, reflection, return to school meeting, working 1-1 and/or working offsite and police involvement. Spitting will be referred to the police and treated as criminal offence.

Racism – Racism is challenged through discussion and learning. 1st Stage: 3-5pm (film, reflection, apology & agreement) | 2nd Stage Sent home, 1-1 racism intervention work 1 day| 3rd Stage 5 days offsite| 4th Stage A repeat of 3rd stage/ exclusion. This can be working in school or in the local community. If racism continues after this work has taken place the senior leadership team will escalate based on the individual and meeting with local police, if deemed necessary.

If any of the above behaviours occur regularly, consequences may increase and alternative interventions put in place.

Adapting consequences for ASD – Please also refer to Bullying and Racism section of the policy

Bullying: Warning: Empathy and social story to help understand bullying and report card 1st Stage: 3-5pm (film, building wall, shuttle mediation and prepared agenda) | 2nd Stage Sent home, 1-1 onsite Common vehicle and joint task | 3rd Stage 1 week offsite Legal consequences on cyber bullying, Bullying in the work place, letter written to parent in the case | 4th Stage A repeat of 3rd stage/ exclusion

Completing reflections and consequences



Reflection

Students will complete reflection when negative behaviours occur. Reflection is completed by the member of staff giving the consequence and where possible on the day the situation occurred at break, lunch or afterschool. The reflection must be recorded on SIMS and parents/carers should be contacted along with communication as to how the pupils is getting home (rescheduled taxi if needed/ home drop).

“The journey into self-love and self-acceptance must begin with self-examination, until you take the journey of self-reflection, it is almost impossible to grow or learn in life”

A good reflection will allow the child to identify what happened, why and identify solutions to avoid the behaviour from happening again. A good reflection will explore thoughts and feelings. A good reflection should allow for both parties to reflect adult and child (and other children involved if applicable). A quiet space should be found with the expectation the child is sat down and outer where removed, some pupils may need some quiet time before a discussion can start. Some children like to have another adult present to mediate through a difficult consequence. Social stories found in our resources* are a great tool to use when reflecting particularly for our ASD children. Reflection should be completed again if unsuccessful.

Catch up

Catch up is given when learning intentions have not been met due to poor behaviour, refusal or lack of effort. The catch up must be recorded on SIMS and parents/carers should be contacted along with arrangements for how the pupil is returning home (a rescheduled taxi if needed). A quiet space should be found with the expectation the child is sat down and outer where removed, some pupils may need some quiet time before a learning can start. ‘Catch up’ is completed by the member of staff giving the consequence and where possible on the day the situation occurred at break, lunch or afterschool. Staff are encouraged to also reflect reviewing/ adjusting plans where needed.

Reflecting on concerning behaviours and causes

Influencing factors:

Poverty and structural disadvantage

- Multiple hardships, insecurities and anxieties can impact a pupils behaviour in school.

Examples of the particular challenges pupils can be coping with included:

Housing issues

- **Overcrowding** – living in very poor and cramped conditions

- **Homelessness** – sleeping on floors of friends and family members
- **Living in temporary accommodation** – having to move regularly and at short notice
- **Threat of eviction** – managing anxiety over the prospect of losing their home
- **Poverty**
- **Hunger** – shortage of food resulting in long periods without eating
- **Shame** – particularly over torn, shabby or outgrown clothes
- **Debt** – anxiety about parents owing money
- **Exclusion** – inability to share in experiences because of lack of money
- **Family worries**
- **Domestic violence** – fears for personal safety or safety of siblings or mother/father
- **Family illness** – desperate anxiety and concern for loved ones

Trauma

- **Bereavement** – shock, confusion, sadness often alongside a concern for other family members
- **Separation** – Fathers (and sometimes mothers) living abroad, deported or in prison.

Threats and intimidation

- **Serious Violence** – stabbings and some fatalities in the local area-Friends/family people they know
- **Fear and vulnerability** – Journeys to and from school or local area characterised by threats and violence
- **Concerns for family members** – in particular violent and in some cases murderous attacks on fathers, brothers and uncles.

Reflecting on the behaviour

Staff will step back, depersonalise the problematic behaviour in question and resist getting drawn into pointless power battles or vendettas. It is important to consciously separate the difficult behaviour from the pupils themselves. It is equally important to avoid detaching challenging conduct from its context and assuming it is a reflection of a deeper problem or personal pathology. Instead focus on deducing what might be being communicated through the behaviour. Amongst other things this might be:

- **anger • fear • boredom • enthusiasm • low self esteem • shame • a desire for avoidance**
- **frustration • excitement • humour • resentment • confusion**

The most important thing is being non-judgemental. It's not good or bad, it's just behaviour. It's got no personal significance whatsoever, you know, so being upset about somebody's behaviour or whatever is just meaningless. It doesn't move the situation forward. So I think the ability to kind of be able to stand back and see that behaviour just as behaviour. Then the issue becomes, "Well, how do I respond to that?" Rather than, "Oh, this is terrible", or "This is great" it's just behaviour. And then "Well, okay. There's something going on underneath here which is making this kid, or this individual, behave in that way", so trying to understand what is, what's it all about? What does it mean? (Ben Goldberg, teacher specialising in behaviour management).

Defining – Bullying, Racism, Verbal abuse and intervention used



Bullying

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), It might be motivated by differences between children, or perceived differences e.g. appearance. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; staff and schools have to make their own judgments about each specific case. Out of school and in school bullying is challenged and addressed.

Identifying bullying

Where a child is being unkind to another child (physical or emotional), Staff will assess individual need, distinguish and identify the best consequence/ intervention for the child, in most cases this is in the form of reflection, working 1-1, meeting with parents and internal/ fixed term exclusion, police involvement.

Our staff recognise that in some cases children with social and interaction difficulties may become unkind to peers often presenting bullying behaviour types in some cases pupils need support understanding emotional and social relationships. In this instance staff use EHCP and contextual information to assess the best form of consequence/ intervention required. This may look like the below:

Social stories, understanding emotions and social relationships and film reviews are some examples of interventions used in the first stage, in the second stage the pupil should expect to come off time table to complete joint and common vehicle tasks. In the third stage pupils will work learn about the legal consequences for bullying along with a letter written to the parent of the victim. In a 4th stage a repeat of all interventions and exclusion will be planned and explored.

Bullying is recorded on cpoms along with a record on SIMs for consequence, **STAGE and details of intervention**. All staff promote anti bullying on a daily basis, all staff and pupils celebrate difference at each point of our School day. The curriculum is planned promoting positive relationships and kindness along with regular scrutiny of data informing intervention days throughout the year.

Victim support includes

Mentoring in class room by a peer
School counsellor
Mediation* if appropriate
Coping strategies in dealing with incident
Support if it becomes a police matter
Fortnightly check in to review incident is resolved

Identifying Racism and discrimination

Racism has traditionally described discrimination against a group of people on the basis of perceived inferior characteristics which are held to be inherent in them as a racial group.

But while this form of racism still exists, few subscribe to this form of classical racist ideology and most would feel highly insulted to be labelled as a racist. The passionate extent to which most school staff dis-identify with overt racism can conceal the multiple and subtle ways in which racism, as social practice rather than a set of ideas or attitudes, can manifest. A much broader understanding is needed to appreciate and recognise the complex, multifaceted and multi-layered forms racism can take.

Challenging racism

Where a child is racist or discriminative to another child (physical or emotional), Staff will assess individual need, distinguish and identify the best consequence/ intervention for the child, in most cases this is in the form of reflection, working 1-1 learning about culture and community, meeting with parents and internal/ fixed term exclusion, police involvement and/or referral to PREVENT.

Our staff recognise that in some cases children with ASD and/or social interaction difficulties use learnt words to hurt but may not understand racist connotation to the word or words used. In some cases pupils require support understanding emotional and social relationships. Staff use EHCP and contextual information to assess the best form of consequence/ intervention required. Social stories, understanding emotions and social relationships, film reviews and ASD friendly resources are some examples of interventions used in the first and second stage of bullying along with parent meetings, working 1-1 and exclusion in the 3rd/4th stage.

Racism is recorded on cpoms along with a record on SIMs for consequence, stage and intervention completed. All staff promote equality on a daily basis, all staff and pupils celebrate diversity and culture at each point of our School day. The curriculum is designed around celebrating and promoting diversity, culture, religion along with regular scrutiny of data informing intervention days throughout the year

Drugs, Alcohol and Substance misuse

Millgate School tolerates neither the misuse of drugs or alcohol by members of the School nor the illegal supply of these substances. Millgate School is committed to the health and safety of its members and will take action to safeguard their wellbeing. We acknowledge the importance of its pastoral role in the welfare of young people and through formal education and the School's general ethos; it will seek to provide the support pupils need to avoid the problems of substance abuse.

The school has a number of rules that this policy aims to support:

1. The possession use and supply of illegal drugs is not allowed on the school premises or grounds.
2. The school is a Smoke Free School (from September 2002). The possession and/or use of tobacco is not allowed by student's onsite, and the use of tobacco by adults is not allowed on the school premises or grounds. (March 2007)
3. The use of and/or possession of alcohol is not allowed by students on the school premises or grounds.
4. Students and staff are not allowed to misuse solvents on the school premises or grounds.
5. Students and staff should not come to school under the influence of substances (due to their misuse) including alcohol.
6. The use of prescribed and shop bought medicines is allowed but only and strictly in line with the school's medicines policy and must be arranged between parents/guardians and appointed medication persons.

Smoking:

Tobacco The School rule states: Smoking and the possession of smoking materials, including e-cigarettes and shisha pens, are forbidden to be in view or used onsite, regardless of the nicotine content.

Smoking onsite is forbidden and illegal under the LA. If a student does so there is consequence of record kept and phone call to parent or guardian and a consequence of 1 hour afterschool. Repeated incidences will be dealt with on an individual basis.

Consequence/ reflection

Given that no two incidents are exactly the same these are the sanctions that a person breaking the school rules on substance use and misuse might reasonably expect to incur all other things being equal. The above rules also apply to students participating in school activities off site. Wherever possible the school always will look for alternatives to exclusion or permanent exclusion. The LA Drug Advisory Team will be contacted for support in all cases and will attend PSP meetings where further support from other agencies might be signalled up.

A student caught in possession of illegal drugs in school or on school premises could expect a short fixed term exclusion (of up to five days) during which time a Pastoral Support Programme (PSP) meeting will be set up to support the student on return to school. The student will also be warned that a repetition of such behaviour might result in a longer or in some cases a permanent exclusion.

A student supplying illegal drugs in school or on the school grounds might reasonably expect to be permanently excluded. The school might seek where possible to avoid this. Any repetition of this behaviour will result permanent exclusion. The police will always be asked for an operational response to incidents of illegal drugs in school and supplying illegal drugs. A PSP will be set up for any student involved in the supply of drugs before any return to school.

2. The use and supply of alcohol and misuse of solvents on school premises and grounds will be dealt with in line with the possession of illegal drugs but the police will not always be informed.

3. Students found smoking or in possession of tobacco products will have such products confiscated and will be dealt with in line with the school's tobacco policy. Such incidents will not normally result in exclusion.

4. Adults found in possession of, using or supplying drugs on the school premises or grounds will be reported to the police. Any member of staff caught breaking the school rules on substance misuse will additionally face disciplinary action in line with LA

Disciplinary Guidelines.

5. A referral to the local authority can be issued on the SUSPICION of drug use/supplying through a substance misuse referral by Millgate staff.

Staff meeting an incident should deal with it in line with the school's procedures for dealing with such incidents. All cases of intoxication should in the first incidence be dealt with as a medical incident.

These are contained in an appendix to this document that is currently being written. Current staff that have undertaken Tier 1 Drug Awareness training have had the opportunity to go through how they would react to such incidents in workshop. In the meantime they should deal with each incident in line with current procedures in dealing with serious misbehaviour. All substance related incidents will be recorded in the substance misuse logbook in addition to the accident/incident reporting via Eclipse and records to be kept in school.

Procedures for dealing with drug incidents.

1. Notify a member of the Senior Management Team, usually the Head or Deputy Head.

2. Pupil(s) who are suspected of possessing drugs, should be withdrawn from the population and kept separately as soon as possible with staff supervision. Use the inclusion room and any other suitable room as required. Ensure that any belongings are with them in the same room but not necessarily in the student's possession.

3. The Senior Manager will take over the co-ordination of the procedure which will consist of the following actions:

- Investigate the circumstances.

- Inform the parents as soon as possible and/or inform other agencies working with the pupil, (YOS, CAMHS, social service's etc.)
- Attempt to recover any illicit substances or find out and locate its whereabouts.
Where possible, two staff should be involved in the recovery of the illicit substances. However, in certain circumstances, one member of staff may be asked to undertake this.
- Clearly log details in SIMS/CPOMS.
- Inform police if this is deemed an appropriate response by SLT

After the initial response regarding the above, the following protocol should be observed.

Decide and administer appropriate sanctions, in the light of all the facts, (refer to Sanctions).

If a fixed term or permanent exclusion is awarded, a PSP will be called to plan support for the student to ensure his continuing in education.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care
- o Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

Online misbehaviour

The school can issue behaviour consequences and intervention to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences and reflection will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

- Vapes and cigarettes
- Drugs, alcohol and substances
- Dangerous objects

We will confiscate any item which is harmful or detrimental to school. These items will be returned to pupils after discussions with senior leaders, parents and carers if appropriate. Items may also be passed on to the police.

Mobile Phones

At Millgate we know mobile phones, headphones, ear buds, smart watches and any other kind of blue tooth device are a significant distraction for children, they are the enemy of concentrating on their studies, and so we encourage parents/carers to keep their child's phone at home during the school day. If parents/carers feel their child needs a phone during the day please know that mobile phones or any other kind of device should be **switched off** and should be **stored out of sight**. If a pupil's mobile phone/device is visible/heard, it will be confiscated immediately. Parents and guardians could be asked to come into school to collect the phone/device. At present our year 10s and year 11s have permission to use mobile devices at break and lunch time.

Use of CCTV

The school uses CCTV. This is to maintain the security of the premises and for discouraging and investigating crime. It is also used to deter antisocial behaviour and for the purposes of pupils, staff and public safety. The trust may use images obtained by CCTV for discipline purposes.

Understanding Need* - Additional support



Primary and Secondary 'Needs Map':- Here you can find details of individual needs of our pupils on - Millgate all staff teams	Specialists in this area SENCO: Vanessa Training SENCO: Amy Large
Early Years	Specialists in this area
Middle chapter	Specialists in this area
Final Chapters	Specialists in this area

ASD, Speech Language and communication, ADHD

Strategies to support

Getting to know pupils

Building better relationships between teachers and pupils is key to improving behaviour in the classroom. Taking time out at the beginning of lessons and around school to get to know pupils and establish a connection can be helpful and enormously appreciated by pupils themselves. Whenever possible take the opportunity to visit pupils in their homes to get to know something about their everyday lives.

Ensure you are genuinely listening to pupils and hearing the issues that they want to raise. Pupils commonly complain of not being listened to and not being heard. Avoid assumptions about attitudes to learning in relation to pupils. In the original research, pupils viewed by teachers as antagonistic to learning expressed a strong commitment to education as a principle and were often anxious and distressed about their perceived failures.

Avoid assumptions about attitudes to learning in relation to parents and carers. There may be many reasons why parents might not seem as involved and supportive as you might expect them to be. School staff may not always be aware of major events, challenges and pressures shaping pupils' lives and behaviour and pupils may not always be willing to disclose them. There were many cases of this uncovered in the original research. For example, one boy had kept his mother's critical illness secret.

Use of self

Teaching is a practice founded on interpersonal dynamics. Reflexively drawing on aspects of yourself (body language, tone, warmth, personal experience, humour, empathy) while seeking out and building on the positive qualities of difficult pupils can be an effective strategy in dealing with disruptive behaviour. Specific suggestions include: Conveying an authentic sincerity in dealings with all pupils. Letting it be known that you genuinely care about their welfare can quickly build bonds of trust and loyalty that better facilitate changes in behaviour.

Sharing personal experiences where appropriate (perhaps of getting into and out of trouble). Personal stories communicate empathy and can leave a powerful impression on pupils. Being

as honest as possible. Calmly communicating feelings (without acting them out) can help pupils understand and relate to another human being rather than just another antagonistic teacher. This might involve acknowledging that you feel angry, puzzled, frustrated, surprised, disappointed etc.

Careful and sensitive use of humour. Avoid mockery and sarcasm at all costs but sharing the funny side of a situation or mild self-depreciation can defuse tension and create a situation in which pupils will be more inclined to work together as a group.

Share the dilemma. When confronted with problematic behaviour describe it and ask for opinions on how it should be dealt with. Be appreciative and make the pupils aware that you value and appreciate aspects of who they are as set apart from their behaviour.

Dealing with Conflict

All school staff are likely to find themselves having to manage angry and volatile pupils from time to time. The following conflict management strategies may help de-escalate the situation:

- Give as much consideration as possible to what particular responses might achieve and what the most desirable outcome might be. Be realistic and pragmatic.
- Recognise the potential for face saving aggression by moving the conflict away from any spectator peers. If the pupil/s refuses to leave the classroom send the rest of the class out instead.
- Assume as non-threatening a stance as possible. Keep your body at an angle to the pupil, keep your hands empty and in plain sight and make sure you are not blocking any exits.
- Keep calm and maintain a level tone even in the face of extreme provocation or threats. Demonstrate some level of empathy and understanding by acknowledging the situation - 'I can see you are really angry, let's talk through why that is'. Use their name.

If possible give them a way back. Convey positive expectations that they will re-join the class once they've calmed down. Schools are expected to value difference and diversity, while also delivering basic equality in learning experiences and outcomes. This throws up specific challenges in relation to pupils at risk of exclusion highlighting the need for careful thought and sensitive practice.

Some pupils may need additional pastoral support*

- Help manage a difficult period of time (attendance and/or behaviour is effected)
- New to Millgate school (learning new systems, establishing trusting relationships)
- Increase of behaviour at home or school
- Preparing for transitions

Staff will look at what the pupil needs to improve identifying two or three targets, staff will work with the pupil to identify solutions using some of the below interventions:

Therapy dog - Mentoring - Report cards - Counselling - Time table changes – Incentives - Residence

The information is then shared with all staff involved, recorded on SIMS and all interventions logged. A student friendly target sheet will be created. When happy with progress made against targets staff will assess using attendance, status and behaviour data before signing off.

Pastoral support plan

Targets:

1. I will accept consequences and not let my behaviour escalate.

If I fail to accept a consequence and my behaviour escalates = consequence doubled

2. I will not abscond from lessons

If I abscond = I will lose my break/lunch/ stay after school.

	Lessons without consequences/absconding.			Football
Lesson	Period 3b	Period 4	Period 5	
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

1 day with no consequences



Game of football in tutor

Reach **GOLD** status



Haribo form get to play Man Hunt

Session Notes for: [redacted] in the Intervention: PSP One KS3 20/21

?

Start Point	[redacted] has had incidents where he has absconded from lessons. struggles to accept consequences and escalates his behaviour. has had incidents where he has become physically aggressive towards staff.
Target	If [redacted] fails to accept a consequence and his behaviour escalates then that consequence will be doubled. If [redacted] has an incident where he absconds he will lose his break/ lunch/ stay after school. If [redacted] has a day without consequences he will play football in tutor with a peer of his choice provided they have a good day. If [redacted] remains on Gold status for two consecutive weeks then the whole Haribo form will be able to play man hunt for one lesson/after school.
End Point	[redacted] will no longer abscond from school. [redacted] aggression towards staff will have decreased. [redacted] can now accept a consequence without his behaviour escalating. Review on 15/01/21

Notes

Date	Note	Last Modified by	Last Modified on	
04/05/2021	[redacted] stopped absconding from school, has significantly improved at accepting consequences provided to him and rarely if ever becomes aggressive towards other members of staff. Lukas has now reached Gold status and will be able to do his reward of playing man hunt with the whole Haribo form. This PSP has therefore been successful. However, instead of closing off this PSP, it will be kept in place to help motivate [redacted] move up to prefect status.	Lowe, Miss Peggy	04/05/2021 15:07:00	Add Edit Remove
08/03/2021	[redacted] completed a consequence in line with his PSP. He absconded from lesson after lunch and successfully completed all of his time and reflection.	Denigan, Mr Shaun	08/03/2021 15:23:00	
03/03/2021	As [redacted] behaviours have started to worsen and due to him moving down to Bronze status, this PSP will now be reopened.	Lowe, Miss Peggy	03/03/2021 09:30:00	
21/01/2021	[redacted] has now managed to achieve Gold status and the PSP has been successful. [redacted] has had no incidents where he has absconded since this PSP has been put in place. He seems much more able to accept a consequence with a reasonable reaction.	Lowe, Miss Peggy	03/02/2021 09:54:00	
19/01/2021	If [redacted] the rest of the Haribo's onsite get full points on Wednesday and Thursday they will be allowed to play Manhunt on Friday instead of a lesson of their choice.	Lowe, Miss Peggy	19/01/2021 16:08:00	
11/01/2021	This will be deferred a week or until [redacted] starts to struggle.	Lowe, Miss Peggy	11/01/2021 11:04:00	
07/01/2021	I have gone over [redacted] with him and given him a visual more child friendly version. [redacted] has agreed to try his best to meet these targets. This will be reviewed in two weeks time (21/01/21).	Lowe, Miss Peggy	03/02/2021 09:54:00	
09/12/2020	[redacted] had an intervention with Si at the academy this afternoon and baked a pie. Ryan then delivered to Lukas' house	Small, Mr Jordan	09/12/2020 15:56:00	
14/09/2020	Reward when GOLD to be decided If more than 20 minutes reflection time; complete 1 hour additional reflection on consequence after school	Humphrys, Miss Bethan	14/09/2020 15:24:00	

Physical restraint – Team teach



All staff are trained in 'team teach', this is a de-escalation and positive handling course to help and protect pupils and staff. During the training staff are taught strategies to deescalate and help pupils, 95% of team teach is focussed on restraint **reduction**.

A physical restraint may be used if a pupil present behaviour with intent to **hurt others** or **themselves** and/or a **danger** is present or **criminal damage** is occurring. Staff will refer to pupil my plans (the pupils voice), using **communications techniques** (stance, posture, gesture, facial expressions, tone, silence) along with an **awareness and assessment** of reading behaviours and anticipating what might happen next. Staff will **listen** and try to **learn**, giving time and space, pauses if needed and when ready give pupils ways out of the situation. Staff will also assess the situation seeking to ensure the environment is **safe** (objects, space, hotspots and safety responses).

What helps

Interests, incentive, diversions, relationships

What causes problems

Triggers, worries, escalators

Risk assessment and reduction

Anticipating hazardous behavior, Reducing risk, restriction and restraint, .Positive tough. Help scripts

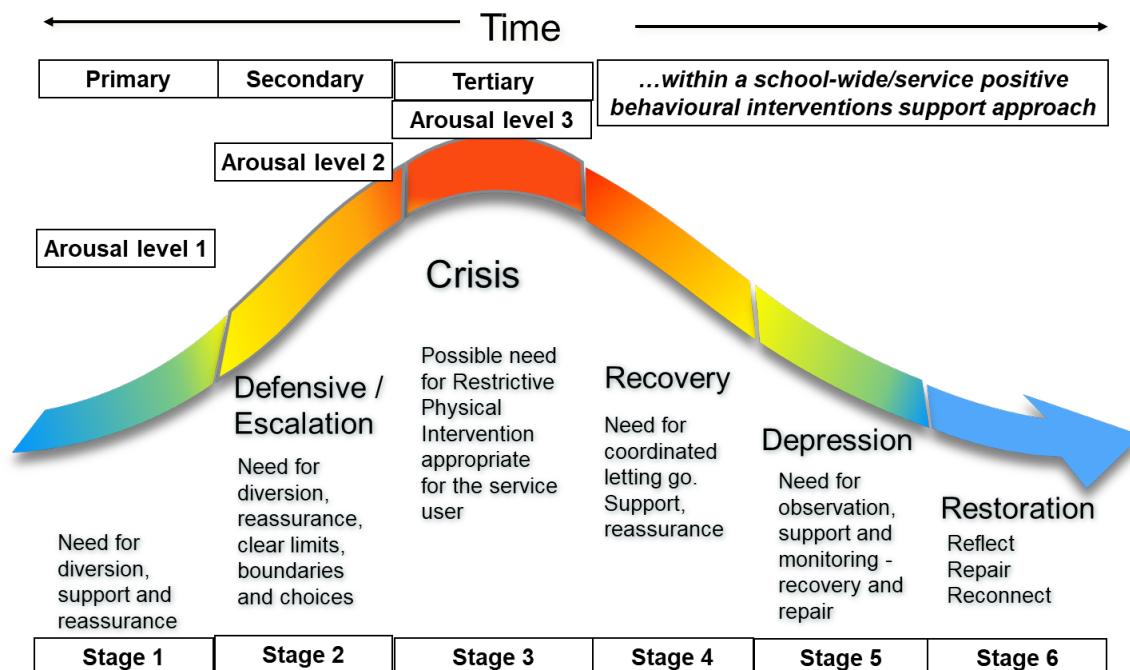
My plan example

Fredd Mac			
D.O.B 15/08/2001		My Plan	
Millgate School		Staff Member Completing: Peggy Lowe	Date of Update: 23/04/2021
Year Group Flumps Tutor Zuber Ibrahim Pastoral TA Peggy Lowe		I would like you to know that: <ul style="list-style-type: none"> I like playing Fortnite and football. When I'm angry and losing my head I need to be put in a quiet room with nothing in as this calms me down and I can't kick anything over. If I am upset about something outside of school then this can impact my attitude to learning and behaviour within school. If I have to complete a catch up I need to be told exactly how much lesson time I owe. I like to be rewarded with a game of manhunt. 	I find it difficult to: <ul style="list-style-type: none"> To adapt to changes (e.g. my timetable if it's a lesson I'm looking forward to like PE). Not to get violent when I feel as though other students challenge me. Concentrate on a task for a long period of time. Communicate how I am feeling when angry or upset. To read and write and so I avoid it, although I am getting better at this. To be around a big group of people as it makes me want to fight. To sit in a chair without fidgeting. To accept my consequences, although I am starting to improve at this.

	<p>Peggy</p> <p>Alex Geall</p>	<ul style="list-style-type: none">I want to do well in school but often doubt myself and lack confidence when completing a task.	
<p>This means that:</p> <ul style="list-style-type: none">If I am feeling angry then give me some time to cool down in a quiet room. Reward my good behaviour and achievements with somewhere I can go and play manhunt.	<ul style="list-style-type: none">It would help me if you could:Support me to achieve my goals.Tell my Carer/parent when I've had a good day.Tell me exactly how long my catch up will be before I start it.Put me in a separate room for 5 minutes to calm down.Notice when I am getting frustrated and leave me alone for 5 minutes to calm down.	<p>I will help myself by:</p> <ul style="list-style-type: none">Asking for/ accepting 5 mins out if needed.Trying to communicate with others if I am feel upset or frustrated.	
<p>Additional support (including Physical Intervention guidance):</p> <p>I DON'T LIKE TO BE IN A SHIELD. I GET ANGRY WHEN I START TO OVERHEAT.</p> <p>A TWO PERSON SINGLE ELBOW IS FINE</p> <p><u>incident:</u></p>	<p><u>Summary of support offered prior to, during and after the</u></p> <p>Fredd is hypersensitive to sound. During a hold, he needs take up time.</p> <p>This can be challenging as he can be verbally aggressive.</p> <p><u>Please give Fredd clear instructions. He is working towards giving verbal confirmation that he understands the instructions; but will comply if he is directed.</u></p> <p><u>Actions: (phone call home/cpoms/meeting called/time spent with pupil etc)</u></p> <p><u>PLEASE CPOMS ANY INCIDENT WITH Fredd: THIS INCLUDES ANY INCIDENTS OUT OF SCHOOL; PEOPLE HE HANGS AROUND WITH. ANY SUSPICIOUS MARKS ETC.</u></p>		

Staff will record every single intervention and update a pupils my plan with any new information and lessons learnt to support the pupil should crisis point happen again. If a front ground recovery has been used staff will complete a first aid check. A phone call will be made home and a phase leader will be notified. Any injury (staff or pupils) should be reported to phase leader and/or SLT.

Six Stages of a Crisis



Rewards



Primary: Rewards and incentives

We collect the points we earn throughout the day.

Points mean prizes! You can spend points when you are on silver or above, you have a full point day, along with positive behaviour.

Full points and positive behaviour will up your status each week. You will go down a status for negative behaviour. To get to prefect status you will need 3 weeks on Gold. Your tutor team will look at your performance for each day to decide your status for the week.

Rewards by status:

Prefect (10weeks+) Along with prefect privileges, take over the School for the day with your very own prefect day.

Perfect Prefect: Points you earn are quadrupled, you eat first, access to the best end of term and weekly trip, None uniform Friday the responsibility to give another pupil reflection time, Friday prefect specials menu for Lunch, Prefect time once a month, Schedule an audience with... Prefect trip every term - Plus any gold privilege.

Going for gold: Points you earn are tripled, you get to eat second, a Milkshake at lunch, trusted to walk around school freely, access to weekly gold trip, and weekly sport fixture.

Silver - You're on your way! Points you earn are doubled points, you get to eat third.

Secondary: Rewards and incentives

We collect the points we earn throughout the day.

Points mean prizes! You can spend points when you have full point days along with positive behaviour.

Full points and positive behaviour will up your status each week. You will go down a status for negative behaviour. To get to prefect status you will need 6 weeks on Gold Your tutor team will look at your performance for the week to decide your status for the week.

Rewards by status:

Prefect (10weeks+) Along with prefect privileges, take over the School for the day with your very own prefect day.

Prefect: Points you earn are quadrupled, you eat first, access to the best end of term and weekly trip, None uniform Friday the responsibility to give another pupil reflection time, Friday prefect specials menu for Lunch, Prefect time once a month, Schedule an audience with... Prefect trip every term - Plus any gold privilege.

Going for gold: Points you earn are tripled, you get to eat second, a Milkshake at lunch, trusted to walk around school freely, weekly gold reward and weekly sport fixture, none uniform Friday

Silver - You're on your way! You can start to earn your own **points** of which they get doubled, Stella's Silver treat on a Friday, you get to eat third.

The Bank of Millgate

You will have your very own 'Bank of Millgate book' given to you by your tutor. Here you will collect **Gold** stars each and every week for a gold status week. You will receive two **Gold** stars for prefect status. You can use your Gold stars to book on to weekly trips. Any damage caused to the School is also recorded here along with reparation work completed.

Additional whole school incentives

Each day you get a good work book post cards home will be written for you in the dining hall.

We are rewarded for excellent attendance weekly (Treats) and yearly (Prizes).

Head teacher's hot chocolates in Sara's office for VIP of the week as well as mini hamper to take home.

There are also lots of incentives and rewards throughout the year like Easter egg hunts, chocolate raffle, Christmas raffle, golden tickets for summer fete days, holidays. The better the status the more rewards!

Damage

Pupils causing damage to the school building or property will take responsibility by reflecting on the incident supported by staff. Parents/carers will be contacted and the cost of the damage will be shared. Home, points and reparation work will be decided by all involved in order to clear the balance. The damage process helps pupils to reflect and take responsibility for damage caused significantly reducing incidents from reoccurring.



Offsite Education

Millgate School uses alternative time tables to support children who are struggling over long periods of time to regulate behaviour and/or frequently presenting serious behaviours towards other students and/or staff. Children may be struggling to access small groups of learning and required a short period of tailored and personalised time table using onsite and/or offsite education. Senior leaders will evaluate the decision to create alternative time table based on the following

- EHCP and NEED of the child
- Safeguarding need
- Behaviour data
- Pupil and parent voice
- Staff voice

Exclusions and Suspensions

Our Trust aims to ensure:

- Suspension and exclusions process is applied fairly and consistently
- Suspension and exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil management

It is based on the following legislation, which outline schools' powers to suspend/exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for suspended/excluded pupils.
- Section 579 of the Education Act 1996, which defines 'school day'

- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

This policy complies with our funding agreement and articles of association.

The decision to suspend/exclude

Only the Principal (Executive/Associate), or acting Principal, can suspend/exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory suspension and exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension/ exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Definition

For the purposes of suspensions/exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Informing parents

The principal will immediately provide the following information, in writing, to the parents of a suspended/excluded pupil:

- The reason(s) for the suspension/exclusion
- The length of a fixed-term suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the suspension/exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made

- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The principal will also notify parents by the end of the afternoon session on the day their child is suspended/excluded that for the first 5 school days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this. If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension/exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The principal will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period suspension is followed by a decision to permanently exclude a pupil
- All Suspensions regardless of the length of the suspension/exclusion.
- Suspensions/Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

Informing Social Workers and Virtual School Heads

The principal will without delay notify social workers and virtual school heads of suspensions or permanent exclusions and share information to help identify, assess and respond to risks or concerns about the safety and welfare of children.

The advisory board

The advisory board has a duty to consider the reinstatement of a suspended/excluded pupil (see section 6).

Within 14 days of receipt of a request, the advisory board will provide the secretary of state with information about any exclusions in the last 12 months.

For a fixed-period suspension/exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

Considering the reinstatement of a pupil

The advisory body will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term suspension which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, the advisory board will consider the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where a suspension/exclusion would result in a pupil missing a public examination, the governing body will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the governing body will consider the suspension/exclusion and decide whether or not to reinstate the pupil.

The advisory board can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the advisory board will consider whether the suspension/exclusion was lawful, reasonable and procedurally fair and whether the principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The advisory board will notify, in writing, the principal, parents and the LA of its decision, along with reasons for its decision, without delay.

Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:

- The date by which an application for an independent review must be made
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to attend the review
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the suspension/exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review

If parents apply for an independent review, the trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision to not reinstate a pupil. A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the advisory board category and 2 members will come from the headteacher category.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

School registers

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the advisory board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Returning from a fixed-term suspension

Following a fixed-term suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term suspension:

- Agreeing a behaviour contract/pastoral support plan
- Putting a pupil 'on report'
- Internal isolation
- Return to School meeting

This policy will be reviewed September 2022