

RED ROSE SCHOOL DISCIPLINE & EXCLUSIONS POLICY & PROCEDURES

Updated: October 2017

Section 6

2a

INTRODUCTION

The policy will make clear the boundaries of what is acceptable, the hierarchy of sanctions, arrangements for their consistent and fair application, and a linked system of rewards for good behaviour. It will promote respect for others, intolerance of bullying and harassment, the importance of self-discipline and the difference between "right" and "wrong".

See Planning for Positive Behaviour

The head teacher is responsible for promoting good behaviour and discipline. Good leadership is key to successfully promoting good behaviour. Effective strategies against bullying are in place.

See Anti-bullying Policy

Prospectuses and other documents for staff, pupils and parents should explain arrangements for pupils to report bullying to staff and how staff will investigate them.

AIMS

- Pupils will be responsible, articulate, courteous, compassionate young people of integrity, able and willing to contribute to, and lead in, our future society.
- Each pupil will be guided and supported throughout their time in school by the highest standards of pastoral care.

PLANNING FOR POSITIVE BEHAVIOUR

The behaviour ethos of the School is to reinforce positive behaviour using a whole-school approach based upon 'Circle Time' administered by teachers and overseen by the School's Head Teacher as an integral part of the curriculum.

We have very clear expectations of student conduct, and students are clear on what action to expect if they break those expectations. We reward and encourage those who do as we expect. This policy defines those behaviours, which are unwanted, and fortunately rarely seen.

All pupils are aware of the Red Rose School Code of Conduct (Annex A).

KEY PERSONNEL

Mrs Gill Makinson: Headteacher

DEFINITION OF SCHOOL JURISDICTION

This policy applies on school premises and during school hours, on visits and trips, at school events or other occasions related to the school, and on any occasions when the pupils are the responsibility of the staff.

The policy applies when students are off site because work experience arrangements are in place. When pupils are travelling to and from school in uniform they are considered to be representing the school and therefore the school rules apply.

The school reserves the right to take interest in and sanction any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students.

TRUANCY

Parents are asked to ring the school office in the morning of the first day of any absence, and to follow this up with a letter confirming the reason when the pupil returns to school.

PERSISTENT LATENESS

If a pupil is persistently late for registration or to lessons, without a valid excuse during, then the class teacher is to discuss the issue with parents/guardian.

UNIFORM

Uniform must be properly worn at all times in school, on the way to and from school and at any event when representing the school.

JEWELLERY

Boys:

- ✓ shall not be permitted to wear any form of metal or hard material jewellery.
- ✓ Shall not be permitted any form of earring/s or visible body piercing.

Girls:

- ✓ Shall not have visible jewellery
- ✓ may only wear ear studs
- ✓ Shall not be permitted any form of visible body piercing.

INAPPROPRIATE HAIRCUTS

Hair must not be extreme in style, colour or length. We recommend it should not be cut shorter than a "number two" and must not be shave-patterned. This also applies to shaved eyebrows. Facial hair is not permitted in Years 7 to 11. Hair must be a natural colour. Only plain, functional and safe hair accessories are allowed: senior staff can give guidance. Immediate responses to changes in hair fashions may require staff to apply their judgements to ensure appearances are acceptable and reasonable.

HOME/SCHOOL DIARY

The Home/School Diary is a vital communication tool with parents and students are expected to have it with them every day. Students who fail to do so will face detention. Students are expected to show their Home/School Diary to parents each day with a parental signature at least once per week.

MOBILE TELEPHONES, PERSONAL COMPUTERS/TABLETS & ELECTRONIC DEVICES

Pupils are not permitted to use mobile telephones within the school premises.

At the start of lessons pupils are to hand over all mobile phones and other electronic devices to their teacher. Such technology will only be permitted to be used by the Class Teacher. Failure to comply will lead to confiscation of the technology until the end of the school day. Repeated failure to comply will lead to a ban on the pupil's technology, initially for one week, then 1 month and finally for an unspecified period.

SMOKING

Pupils with an addictive smoking habit will not be given a school place.

If caught smoking or in possession of smoking materials on site or in school uniform off site:

- ✓ First offence - £5 fine to be paid next school day.
- ✓ Second offence - £5 fine and parents invited into school to discuss the issue.

Persistent offenders may face a fixed-term suspension.

BAD LANGUAGE

Any pupil caught swearing should be reprimanded by the teacher at the time. Persistent offenders will be more severely punished.

PROHIBITED ITEMS

Prohibited items include knives or anything that staff perceive can be used as a weapon, illegal drugs, any medication/drugs that a pupil is not meant to possess, alcohol, glue or sniffing solutions/agents and tobacco.

SCREENING, SEARCHING & CONFISCATION

Should it be deemed necessary to screen, search or confiscate we will use the policy and procedures outlined in Section 7 Chapter 7.

SERIOUS MISBEHAVIOUR

Where appropriate the school will seek to employ strategies short of permanent exclusion which it regards as the last resort. However, some kinds of misbehaviour are so serious that they carry a risk of fixed term or permanent exclusion for a first offence. These are usually behaviours that threaten the security and well-being of individuals or all or part of the school community, for example serious actual or threatened violence against another student, member of staff, group or against the school as a whole (in the case of the latter this would include behaviour such as a bomb hoax or the unjustified sounding of the fire alarm) sexual, racial, homophobic or religious abuse or assault directed against another individual involvement with illegal substances such as bringing a substance on to the premises, supplying, offering to supply or arranging to supply a substance for another student carrying and/or using a weapon, potential weapon or imitation weapon serious deliberate damage to school property or the property of others

Other kinds of misbehaviour which, if confined to an isolated incident, might merit a lesser punishment will be regarded as far more serious if repeated after a warning or prior punishment, for example disruption of teaching and learning refusal to wear the correct school uniform rudeness to or intimidation of staff or other pupils bullying bringing alcohol, cigarettes, matches, lighters or fireworks onto school premises

The Violent Crime Reduction Act 2006 gives staff the right to search students for offensive weapons. The police must be informed of the seizure of knives, blades or offensive weapons or any other things which there are reasonable grounds for suspecting are evidence in relation to an offence, found in the course of a search of a student. This might include drugs.

DAMAGE TO PROPERTY

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage should be punished. Punishment will range from detention to suspension for aggravated offences. Pupils should be billed for any subsequent costs incurred for replacement or repair. (see Incident Report Form)

MISUSE OF COMPUTER EQUIPMENT

The school has a clear policy guiding the appropriate use of school computers. Misconduct in this area, such as "hacking" or improper use of the internet, can result in a range of sanctions from simple loss of privileges to suspension from school, which may be used in aggravated cases where the conduct was repeated or involved real or potential harm.

BRINGING THE SCHOOL INTO DISREPUTE

Students are expected to be good ambassadors for the school at all times. Misconduct in this area can result in a range of sanctions from simple loss of privileges to suspension from school, which may be used in aggravated cases where the conduct was repeated or involved real or potential harm.

The following will always be considered to be **major** offences:

- ✓ Offensive conduct to other students. This includes bullying (physical or verbal, including racial, cultural, gender, disability) Any bullying or harassment will not be tolerated and is always serious. As detailed in the school bullying policy, unacceptable behaviours include:
 - ✓ Physical threats and verbal intimidation for fun or gain
 - ✓ Repeated and deliberate teasing by an individual or group
 - ✓ Physical assault intended to hurt and frighten
 - ✓ Pushing, tripping, spitting at any individual

- ✓ Abuse of personal property intended to cause distress
- ✓ Writing, whispering and spreading rumours about a person to cause hurt
- ✓ Intentional suspension or isolation of an individual - silent treatment
- ✓ Insults directed at a person or family on the grounds of race, gender, belief, dress or appearance [see Equal Opportunities Policy]
- ✓ Where student conduct is reckless and dangerous, placing others at risk, serious sanction may be set even where the student's intent is not malicious.
- ✓ Use of electronic or telephonic means to harass or hurt others, such as by e-mail, website, or text message, comes within the remit of this policy and would lead to sanction

OFFENSIVE CONDUCT TO MEMBERS OF STAFF

Students defying a number of staff, or using foul language to a member of staff, can expect to face serious sanctions up to and including suspension from school. Harassment of a member of staff or their property or family of any sort, including beyond the bounds of the school day or school term, would be a serious offence and would result in a fixed period of suspension, or permanent suspension.

Threatening or aggressive conduct, or damaging conduct, or repeated misconduct of this sort, would be aggravating factors which would make more likely application of suspension which may be permanent. (see Incident Report Form)

MALICIOUS DISCHARGE OF A FIRE ALARM OR FIRE EXTINGUISHING EQUIPMENT

This is highly dangerous and places others at risk of harm. This will be dealt with by the Head Teacher: the usual sanction will be a fixed term suspension. (see Incident Report Form)

THEFT

All cases involving theft (including taking property without permission) should be investigated by the Head Teacher. Pupils caught stealing should return or replace the property. Suspension is the normal sanction for theft, although determination of sanction would depend on factors including the degree to which the offence was premeditated and the value of the item taken. The police may be informed. (see Incident Report Form)

ALCOHOL AND DRUG RELATED OFFENCES

All incidents suspected to involve alcohol, drugs or substance abuse should be dealt with as described in the school Drugs Management Policy. Where the substance is not illegal but thought to be a danger to the individual or to others,

confiscation will be followed by a detention or fixed term suspension. In cases where illegal substances are involved, the police may need to be informed and the proper procedures for fixed term suspension or permanent suspension will be followed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance, are all serious offences. Any involvement in supply of illegal substances is exceptionally serious and may lead to permanent suspension. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance, or making an arrangement to sell a substance off the school premises, or intent to supply, are also both illegal and of utmost seriousness, and may lead to permanent suspension. The police may be informed. (see Incident Report Form)

POSSESSION OR USE OF AN OFFENSIVE WEAPON

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. The weapon will be confiscated and parents will be invited to collect it or the weapon will be disposed of. The pupil will be given detention, fixed term suspension or permanent suspension from school as appropriate. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to sanction. The police may be informed. (see Incident Report Form)

POSSESSION OF OTHER OFFENSIVE ITEMS

Possession of pornography, racist or other inflammatory literature or ephemera, is forbidden and will be dealt with by means of sanction ranging from detention to suspension depending on the degree to which the misconduct would cause real or potential harm. Suspension would also be used in aggravated cases where the conduct was repeated. (see Incident Report Form)

EXCLUSIONS POLICY & PROCEDURES

As the majority of our pupils are placed by Lancashire LEA, we will use their exclusion guidelines (See Annex B).

REWARDS & SANCTIONS

High standards of work and behaviour are expected as stated in the school behaviour, anti-bullying, drug prevention and equal opportunities policies. This expectation is supported by a series of rewards and sanctions. Good work, manners and behaviour is rewarded with praise, as is effort in a particular area or piece of work. Sanctions are used sparingly when effort or behaviour falls below

these expectations. Problems are initially discussed with pupils. Consistent under achievement or poor behaviour is dealt with in consultation with parents.

REWARD SYSTEM

A reward system will be used to emphasise and reinforce positive behaviour. The current system rewards work and citizenship must be used throughout the school (See Annex C).

SANCTIONS

Physical punishment shall never be used in the School under any circumstances.

All staff will be briefed on the sanctions in operation (See Annex C). No pupil is to be excluded without prior authority of the Head Teacher.

STAFF – NO SHOUTING POLICY

In disciplining a pupil, all of us are perhaps guilty from time to time in raising the level of our voice above that which is required to have the desired effect. It could be argued from a psychological viewpoint that raising our voices too loud can be confrontational to the pupil, resulting in the opposite effect to that desired.

Therefore, the school will operate a general 'no shouting' policy for all staff. None of us are 'saints' and there may be times when either for reasons of an emergency or a lapse of concentration we fail. However, with the policy firmly logged in our minds eye, such failures should be few and far between.

RACIAL MONITORING

It is important that the school's system of sanctions and rewards operates fairly and does not discriminate to disadvantage any racial group. See Equality Policy.

INCIDENT REPORT FORM

This includes trespass, nuisance or disturbance on school premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to personal property.

This form (see Annex D) should be completed as fully as possible (please use a continuation sheet if necessary). For an incident involving or witnessed by a pupil, a member of staff should complete the form on their behalf.

However, any discussion between one witness and another should not precede completion of the form, as this might lead to allegations of collusion.

RED ROSE SCHOOL CODE OF CONDUCT

The Code of Conduct is based on a need for mutual respect. All members of the school community have the right to expect a well ordered environment that is conducive to study.

This right can only be provided when all members of the community accept their obligation to honour the Code of Conduct.

The two main principles are:

Everyone has the right to be treated with respect and to work in a clean, calm and safe environment.

This means:

- treating everyone with courtesy, respect and consideration.
- showing respect for others by working sensibly in lessons, and not disrupting the learning of others.
- caring for all members of the school community, for the buildings and equipment, and for the quality of the environment.
- showing consideration for others by moving around the school quietly and carefully.
- showing respect for the property of others.
- not saying or doing anything that encourages bullying.

Everyone is expected to make the most of their time at Red Rose; all are asked to be punctual and well prepared for both lessons and other activities.

This means:

- coming properly dressed, and bringing everything you will need for lessons.
- arriving in plenty of time for the start of lessons.
- completing all work and homework on time, and to the best of your ability

EXCLUSION POLICY & PROCEDURES

<http://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school.aspx>

Note: The DFE guidance is non-statutory on Independent schools

THE DECISION TO EXCLUDE

A decision to exclude a pupil permanently should be taken only:

- in response to serious breaches of the school's behaviour/discipline policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour/discipline policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards.

Ofsted inspection evidence suggests that 1-3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, head teachers/teachers in charge should consider alternative strategies for addressing that behaviour.

Only the head teacher or, in the absence of the head teacher, the assistant head teacher can exclude a pupil.

A decision to exclude a child **permanently** is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon

Schools should consider whether or not to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.

PUPIL'S OPPORTUNITY TO PARTICIPATE IN EXCLUSION PROCEDURES

The pupil should be invited and encouraged to state their case at all stages of the exclusion process, where appropriate, taking account of their age and understanding

FACTORS TO CONSIDER BEFORE MAKING A DECISION TO EXCLUDE

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

- ensure that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations, taking account of the school's behaviour and equality policies
- allow and encourage the pupil to give their version of events;
- check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment;
- if necessary, consult others, but not anyone who may later have a role in reviewing the head teacher's/teacher in charge's decision
- keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.

STANDARD OF PROOF

The standard of proof to be applied is **the balance of probabilities**, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the head teacher/teacher in charge may exclude the pupil. However, the more

serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied. But it does mean that when investigating more serious allegations, in determining whether it is more probable than not that the pupil has behaved as alleged, head teachers/teachers in charge will need to gather and take account of a wider range of evidence. In some cases this may extend to evidence of the pupil's past behaviour, if relevant to the seriousness of the present allegation.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it may still be possible for the head teacher/teacher in charge to make a judgment on the balance of probabilities on whether to exclude the pupil.

WHEN EXCLUSION IS NOT APPROPRIATE

Exclusion should not be used for:

- minor incidents such as failure to do homework or to bring dinner money
- poor academic performance;
- lateness or truancy;
- pregnancy;
- breaches of school uniform rules or rules on appearance
- punishing pupils for the behaviour of their parents
- protecting victims of bullying by sending them home

INFORMATION FOR PARENTS

FIXED TERM EXCLUSION

Summary

The Headteacher can exclude a pupil for a fixed period (up to a maximum of 45 school days in a school year). This can comprise a series of short exclusions or a single 45 day exclusion. Headteachers decide about the length of each exclusion.

How will I/we be notified about exclusions?

The school must contact you immediately by telephone. A letter should then be sent within one school day.

What do I/we need to do?

The pupil cannot attend his/her school during any period of exclusion.

You should be aware that if the pupil is found in a public place in normal school hours without reasonable justification during the first 5 school days of a fixed period exclusion then you may be prosecuted or a fixed penalty notice fine may be incurred (each time the pupil is found).

It is your responsibility to ensure that the pupil is not in a public place during any exclusion.

What about my/our views about the exclusion?

Parents and/or the excluded pupil can make representations to the school. These can be in writing or verbal at a meeting.

What is the role of the Local Authority (LA)?

The LA can provide information and advice and will also recommend other sources of information and support depending upon your circumstances.

The LA cannot overturn any exclusion decision made by a Headteacher.

The LA will provide written comments for exclusions of over 15 school days and may attend meetings.

What happens about the pupil's education during a fixed period exclusion?

For short exclusions it may not always be possible for work to be provided, for example a single one day exclusion. Generally, however, the school will provide work to be completed at home for throughout the fixed term. The pupil must not do this as he/she is not permitted on the school site during exclusion. It is expected that parents should co-operate with schools about arrangements for work during this initial period.

What if I send the pupil to school when they have been excluded?

The pupil will be supervised but not educated. Efforts to contact you to collect the pupil will be made. If this is not possible the matter may be referred to a Social Worker and treated as a supervision issue. It is possible that in these circumstances the Headteacher will increase the exclusion in view of the non-compliance.

The pupil has particular needs which are causing concern. Who in the LA can provide advice or assistance?

Pupils with disabilities can be excluded but there must not have been discrimination. If you consider that the pupil has a disability you can raise any issues in your representations to the school.

PERMANENT EXCLUSION

SUMMARY

The Headteacher can permanently exclude a pupil from school. This should normally be a final (last resort) sanction following a range of other support strategies and disciplinary measures. Permanent exclusion may, however, occasionally be in response to a single, serious, one-off incident.

How will I/we be notified about a permanent exclusion?

The school must contact you immediately by telephone. A letter should then be sent within one school day.

What do I/we need to do?

The pupil cannot attend his/her school following a permanent exclusion. You should be aware that if the pupil is found in a public place in normal school hours without reasonable justification during the first 5 school days after permanent exclusion then you may be prosecuted or a fixed penalty notice fine may be incurred (each time the pupil is found). It is your responsibility to ensure that the pupil is not in a public place during this period.

What about my/our views about the exclusion?

Parents and/or the excluded pupil can make representations to the school. These can be in writing or verbal at a meeting .

What is the role of the Local Authority (LA)?

The LA can provide information and advice and will also recommend other sources of information and support depending upon your circumstances. The LA cannot overturn any exclusion decision made by a Headteacher.

What happens about the pupil's education after a permanent exclusion?

The school should provide work to be completed at home for the first 5 school days. You will usually be required to collect this from the school and deliver it back for marking. The pupil must not do this as he/she is not permitted on the school site following permanent exclusion. It is expected that parents should cooperate with schools about arrangements for work during this initial period. From school day 6, after a permanent exclusion, full-time alternative education will be provided. The LA will contact you to confirm what arrangements have been made. For children in care (Looked After Children) provision should be from day 1.

Can I send the pupil to school after he/she has been permanently excluded?

No. The pupil must not return to the school nor must he/she enter the school site. The only exceptions are if the pupil is specifically asked to attend a meeting in school or if the Headteacher has agreed limited re-attendance to allow examinations to be taken.

These exceptions are entirely at the discretion of the school. You should be clear that permission has been given prior to any pupil being allowed to return to the school following a permanent exclusion.

REWARDS & SANCTIONS

REWARDS

We reward both work effort and citizenship:

- ✓ Work effort is rewarded by pupils receiving points throughout the school day. 125 points is rewarded by a Work certificated awarded by the Principal. With this certificated comes a token. Tokens can be redeemed against prizes. At the end of each term in each class a pupil is selected for the Work Effort Prize of a £5 gift card.
- ✓ Citizenship is rewarded for good behaviour and school community service. 125 points is rewarded by a Citizenship certificated awarded by the Principal. With this certificated comes a token. Tokens can be redeemed against prizes. At the end of each term in each class a pupil is selected for the Citizenship Prize of a £5 gift card.

SANCTIONS

Inappropriate behaviour is sanctioned as follows:

- ✓ **Minor infringements.**
 - ✓ Following use of 1-2-3 Magic system and a pupil getting a red card: detention; after 3 reds phone call to parents; after 6 reds parents asked to attend school and pupil given Behaviour Contract.
- ✓ **Major infringements.** Following the types of infringements listed in the Behaviour Policy appropriately levelled sanctions are on a sliding scale from 1 day exclusion up to and including permanent exclusion.

RED ROSE SCHOOL - INCIDENT REPORT FORM

Date of incident

Day of week

Time

1. Member of staff reporting incident

Name

Work address (if different from school address)

Position

2. Personal details of person assaulted/verbally abused (if appropriate)

Name

Work address (if different from school address)/home address (if pupil)

Job/Position (if member of staff)

Dept/Section/Class

Age

Sex

3. Details of trespasser/assailant(s) (if known)

4. Witness(es) if any

Name

Address

Age (approx) Sex

Other information

Relationship between member of staff/pupil and trespasser/assailant, if any

5. Details of incident

a) **Type of incident** (eg. if trespass, was the trespasser causing a nuisance or disturbance and how; if assault, give details of any injury suffered, treatment received etc)

b) **Location of incident** (attach sketch if appropriate)

c) **Other details:** describe incident, including, where relevant, events leading up to it; relevant details of trespasser/assailant not given above; if a weapon was involved, who else was present

6. Outcome: (eg. whether police called; whether trespasser was removed from premises under section 547; whether parents contacted; what happened after the incident; any legal action)

7. Other information (to be completed as appropriate)

a) Possible contributory factors

b) Is trespasser/assailant known to have been involved in any previous incidents
YES/NO

c) Give date and brief details of (b) if known

d) Had any measures been taken to try to prevent an incident of this type occurring?
If so, what?

Could they be improved?

e) If no measures had been taken beforehand, could action now be taken? If so, what?

f) Name and contact details of police officer involved, and incident number or crime reference number,

as appropriate

g) Any other relevant information

Signed

Date

Please return as soon as possible to: