



**THE RADCLIFFE SCHOOL**  
INSPIRE AND ACHIEVE

# Behaviour for Learning Policy

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## 1. Introduction

The Radcliffe School is proud to work in partnership with our students, parents and carers to support the learning of our students. We believe each of our students, staff and parent/carers have a personal responsibility to help our students grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Our vision, culture and expectations for our Personal Responsibility Agreement includes every member of our school community and is based on our **CLEAR** values that we follow. These **CLEAR** values are designed to support our students establish successful behaviours for learning that helps them make a smoother transition into their next steps and into adulthood.

**Conduct:** Every individual in our school community should conduct and express themselves in a way that is respectful to all individuals. Be role models for orderly conduct in the classroom, corridors, social areas and in the local community. Good manners and good taste whether in language, dress or demeanour will be expected. Students should speak to a member of staff if they are aware of unacceptable behaviour, especially bullying type behaviour or if the safety or welfare of a pupil is at risk.

**Learning:** We encourage every member of our school community to take responsibility for their own learning to acquire new understanding, knowledge and skills. Make the most of every learning opportunity, listen to advice and guidance to develop successful learning behaviours. In every aspect of school life, students are encouraged to set high personal goals and with effort and commitment students should try to achieve the success and rewards they deserve.

**Environment:** Every school community should act responsibly and take pride in our school and community environment. Take personal responsibility to ensure the learning environment remains orderly and clean. Always endeavour to represent the school, your form and house at its best at all times.

**Awareness:** We encourage every member of our school community to develop self-awareness, knowing and demonstrating their own behaviours for successful learning. All staff and students will embrace the diversity of all individuals within the school and wider community. We value our diversity and are determined to ensure that every member of the school community is treated with respect. All individuals of our school community to be aware of, embrace and celebrate our diversity, for example ethnicities, religion and LGBT community.

**Relationships:** Students, staff, parents and carers to develop and promote positive relationships with all stakeholders within The Radcliffe community. All students to develop positive relationships to empower them to work collaboratively, be comfortable sharing opinions and solve problems. Treat every individual and groups, they encounter with decency, good manners and tolerance. Listen to and respect others' opinions and beliefs. We value each other and encourage every member of the school community to act with integrity, reliability and fairness. Students to develop skills to maintain positive relationships that will support them into adulthood.

It is our belief that every member of the school community has a personal responsibility for maintaining these core values to support our students to achieve the best outcomes both personally and academically.

## 2. Monitoring Behaviour

Our behaviour monitoring system, using SIMS, provides a transparent and simple method of tracking behaviour, which allows not only appropriate interventions and strategies to be implemented to correct negative behaviours, but also recognises positive behaviour and rewards those who adhere to the school's standards and expectations. Students gather points which lead to various rewards and sanctions.

Behaviour is monitored in lessons by:

- Analysis of recorded behaviour related incidents
- Lesson observations, learning walks and deep dives
- Inclusion Team observations
- Middle and Senior Leaders' presence around school
- Student surveys and student forums via school council

### 2.1 Rewards

Students who demonstrate the **CLEAR** values will not only be more successful learners but will be recognised and rewarded. Our aim is to create a school learning culture which is supported by praise and recognition.

Our reward system recognises students who demonstrate the **CLEAR** values as well as progress in subject areas. As a result, students are allocated achievement points which creates:

- Star of the term awards,
- Curriculum awards,
- Awards evening nominations,
- Reward trips,
- End of year reward afternoon nominations

Examples of other rewards include:

- Verbal and nonverbal praise given by all staff,
- Positive postcards recognising good behaviour/effort/attainment and progress
- Presentations
- Display of good work
- Positive phone calls home recognising positive behaviours,
- Special responsibilities/privileges,

The school will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

### 2.1.2 Sanctions

At The Radcliffe School we believe sanctions should be used as a last resort. Sanctions are used when students have been given the opportunity to demonstrate the expected behaviours but have failed to do so. To monitor behaviour that does not meet our expectations we operate a “B code” sanction system which helps to inform the support the required to improve student behaviour.

### 2.2. Behaviour Support

Outstanding teaching and learning requires outstanding behaviour. Staff at The Radcliffe School are committed to not allowing any student to prevent the learning of others. We have rules and procedures in place to help us do this for the benefit of all.

These are some of the things we will do. Our form tutors, teachers and House teams will happily give more guidance. (List is not exhaustive)

When students make a mistake, it is important to acknowledge and learn from it. The support system is designed to allow students at each stage to do the right thing, which is acknowledge, learn and progress. The following systems are in place to support students them move back to the achievement system. (List is not exhaustive)

#### **Zones of Regulation:**

In line with our CLEAR Values we use a range of self-regulating strategies to enable students to meet the school’s values and expectations. These strategies will enable students to regulate their own behaviour to be successful learners. (Please add image attached as an Appendix)

#### **Yellow Card Warning System:**

To create a purposeful learning environment in every lesson any low-level disruption is unacceptable. To help minimise low level disruption we have introduced a class yellow card warning system.

This is as follows:

- Issued when there is a disruption to learning and the member of staff has to stop teaching.
- The class teacher issues the yellow card as a warning to the whole class
- Any disruption by ANY student after the yellow card has been issued will be sanctioned in line with our behaviour code system.

#### **Reports:**

- There are several different types of report cards which are used to monitor and to focus support on aspects of a student’s behaviour and attendance. A student may be placed on report by their Form Tutor, Subject Teacher, Curriculum Team Leader, Personalised Learning Centre or Head of House.
- Parents/carers will be informed when a student is placed on report.
- Students are placed on report for a period of time that is deemed necessary to achieve the agreed outcomes. These may be extended subject to feedback and

where appropriate parent/carers are expected to monitor and sign their report alongside the school.

#### **Meeting with Staff:**

- Will take place at break, lunch time or after school. The meeting will include some time for reflection, mediation and opportunities to build relationships.
- It is important to note that parental consent is not required when imposing detentions. However, when the detention is longer than 15 minutes and outside of school hours parents/carers will be informed.

#### **Teaching strategies:**

- The Curriculum Team Leader's, Heads of House or Inclusion Teams will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a learning difficulty, disability or medical condition.
- Curriculum areas will implement individual strategies to support positive behaviour. (Parents/carers will be informed what these strategies will be)

#### **Mentoring:**

- The school employs Learning Mentors who can work on a one-to-one basis with individual students or work in small groups.

#### **Learning Support Centre:**

- This is a planned intervention coordinated by the Assistant Head and Heads of House.
- This could be a pastoral or academic intervention to support behaviour and academic progress

#### **Pastoral Support Plan:**

- The purpose of a Pastoral Support Plan is to reduce the need for suspensions.
- It is designed to support those students whom the normal school-based strategies have not been effective.
- A Pastoral Support Plan is a structured intervention for students at risk of suspensions or long-term Learning Support Centre placements.
- The Pastoral Support Plan must involve parents/carers and student in the shared challenge of improving their behaviour

#### **Curriculum Remove:**

- Students who are continually disturbing a lesson will be instructed to go to another teacher within their year group.
- Where the pupil is placed in another lesson or room for the remainder of that period with work, the original class teacher will give the pupil a teacher detention.
- Should the pupil's behaviour continue to be negative after being re-roomed the Curriculum Team Leader, Heads of House or a member of the Senior Leadership Team will be requested to remove them and they will be placed in the Learning Support Centre for the remainder of the day. This will be supported with a middle leader (Curriculum Team Leader) detention
- Any pupil who refuses to attend or 'walks away' from supervising staff will be considered as displaying outright defiance and this could result in a suspension.



## 2.3 Detentions

### Aims and Objectives:

- That wherever possible detentions are targeted at specific students i.e. whole class detentions must be avoided.
- The time a student spends in a detention should be used constructively and to best effect, eg. appropriate work should be provided for students to undertake during the detention.
- Detentions should be:
  - Graduated and proportionate to the offence.
  - Intended to modify the behaviour of the relevant student.
  - Applied professionally and objectively.

Detentions can last from five minutes to two hours as deemed appropriate. Where the detention takes place at break time, lunchtime or is no longer than fifteen minutes the school may issue same day detentions.

Where the detention is longer than fifteen minutes after school the school will endeavour to give parents/carers at least twenty-four hours' notice in writing or by phone. If a student fails to attend the detention, then this will be deemed as a serious incident.

- **Form Tutor/class teacher restorative conversation (B1 Behaviours):** This can be set during break, lunch or after school and is at the teacher's discretion. The restorative conversation is set and overseen by the member of staff who had cause for complaint. This will be issued for failure to complete classwork, disruption to teaching and learning, a poor attitude to learning or rudeness to their peers and lateness to lesson. This restorative conversation will also be used for students who have had to be removed from a class to another in their year group due to unacceptable behaviour. Students are responsible for making their own way to the detention.
- **Centralised Detention System (B2 and B3 behaviours):** This is a 30 min after school detention led by middle and senior leaders of the school. These will take place Monday – Thursday. Parents and students will be notified the day before the detention is set. If a student fails to attend this detention a member of the House Team will make contact and rearrange a time for this detention to take place. If a student fails to attend this re-scheduled detention an LSC placement will be sanctioned. This placement will be until after lunch. Student will return to their P5 unless other concerns have been raised.
- **Learning Support Centre placement:** This is a full school day placement and finished at 15:50pm Monday – Thursday and 15:30pm on Friday. This will be used for students who are removed from lesson by the House teams or whose behaviour makes it unsuitable for them to attend a mainstream classroom. Work will be provided by the teachers for whom they misbehaved and those whose lessons they would have been scheduled to attend. Failure to follow the code of conduct at this point may result in the issue of a suspension.
- **Late Detention:** is given to any student who arrives late to school without a valid reason. Late detention is for one hour and will be co-ordinated by the House Teams. Parents/carers will be notified by letter, email or phone call.

- **Community Service:** For inappropriate behaviour against the environment and/or the fabric of the school community service will be given. This is to be coordinated by the appropriate Head of House and organised through the site team. Normal detention procedures and protocols apply.

## 2.4 Procedure for Incorrect Uniform

(Read in conjunction with our Uniform Policy)

### Uniform Allocation:

The school has a uniform bank where spare uniform may be lent to students for the day. Students in incorrect uniform will be directed to the uniform bank as they enter the school gates. Students accessing the uniform bank will be monitored and tracked centrally and names will be passed onto the House Teams.

- The Tutor/House Team will contact home and get an assurance that correct uniform will be worn the following day. If a uniform infringement is persistent the student will be isolated and the parent/carer informed.
- If the Head of House is not satisfied with the reason for incorrect uniform, they will be placed in the Learning Support Centre until the parent/carer is informed and an assurance given that correct uniform will be worn the following day. If, after speaking to parent/carer, the Head of House or Tutor feels the lack of uniform is not understandable the student spends the rest of the Learning Support Centre, and the attendance officer is informed.
- When a student is spending a day in the Learning Support Centre the House Teams will ensure that work is collected from the relevant subject teachers.
- The attendance officer will be informed of any student in the Learning Support Centre.
- The Head of House will make every effort to get the student into the correct uniform, this may involve arranging for the parent/carer to bring in uniform or for the child to go home to change – parental consent is required for this to happen.
- Clean uniform can be lent from the school spare uniform stock if it fits.

The law allows the school to send a student home to change his/her clothes to comply with uniform rules without being suspended, as long as parents/carers are notified in advance. The time allowed will be no longer than is necessary for clothes to be changed and the absence from the school recorded as authorised. However, if the student continues to breach uniform rules to avoid school, the student's absence may be recorded as unauthorised.

It is the school's intention to exercise a fair approach to all members of its community and as such will always take mitigating and aggravating factors into account before deciding.

In the unusual circumstance where students fail to respond to the normal day to day support structures outlined above or in the case of more serious incidents or infringements

more stringent support and consequence will be taken by the school. See the following section below.

## 2.5 Mobile Phones

Mobile phones are banned and if **seen** or **heard**, they will be confiscated immediately. Confiscated phones will be kept in a safe place at Reception and students can collect them before they go home at the end of the day. Any pupil who refuses to hand over their phone or walks away from staff will be considered as displaying outright defiance and this will result in isolation until the matter is resolved to the satisfaction of the staff concerned. Continued defiance may also result in a suspension.

## 2.6 Attendance and Punctuality

Students are required to ensure that they are in the right place at the right time, whether it be registration, assemblies, lessons or any other organised activity. Arriving on time is another aspect of courtesy and respect for others. Failure to attend regularly and on disrupts the smooth running of the school.

Late detention is an after-school detention issued and run by members of the pastoral system for students who arrive late to school.

Lateness to lesson (outside reasonable parameters) will result in the issue of a teacher detention. Persistent lateness to lessons will be escalated to an after-school detention and/or a Learning Support Centre placement.

## 2.7 Off-Site Behaviour

School sanctions are applicable where a pupil has misbehaved off-site when representing the school, such as on a school trip, but also includes any time from a pupil leaving home until returning home during the school day when they are wearing the school uniform. In addition, any negative behaviours at any other time, whether wearing school uniform or not, which reflects negatively on our school or affect the harmony of school life will be treated seriously and be sanctioned as appropriate at the discretion of the Senior Leadership Team and House Teams.

## 3. Serious and Critical Incidents

In exceptional circumstances where students put themselves and/or others in harm's way and/or bring themselves and the school into serious disrepute, the school will use the following guidelines to deal with these circumstances. These circumstances will be classified under the following two categories.

- **Serious incidents** are significant in nature but do not pose any immediate risk of harm to any member of the school community and do not significantly undermine the overall authority or sense of safety or security within the school and as such do not warrant immediate permanent exclusion.
- **Critical incidents** are significant in nature and pose immediate risk of harm to any member of the school community and significantly undermine the overall authority or sense of safety or security within the school and as such warrant immediate permanent exclusion.

For both categories, the headteacher may apply their professional judgement and discretion in exceptional circumstances in the manner to which incidents are categorised

and resolved. This includes decisions to avoid permanent exclusions where exceptional circumstances apply. When these exceptions are made, they will in due course be reported to the relevant Governing Body Committee.

### 3.1 Serious Incidents

As already defined serious incidents are significant in nature but do not pose any immediate risk of harm to any member of the school community and do not significantly undermine the overall authority or sense of safety or security within the school and as such do not warrant immediate permanent exclusion.

Serious incidents include:

- Failure to follow the CLEAR values.
- Failure to follow the E-Safety policy and Acceptable Use of IT policy.
- Refusal to comply with the support structures.
- Lateness to and/or truancy from lessons, form time, and or school.
- Extreme rudeness to any member of the school community.
- Aggressive behaviour to any member of the school community.
- Smoking in school and on the way to school or home or at any time whilst in school uniform or in front of any member of the school community.
- Taking non-prescribed drugs on site or on the way to school or home or at any time whilst in school uniform or in front of any member of the school community.
- Refusal to comply and co-operate with the support structures outlined previously (e.g. non-attendance of a detention)
- Theft
- Any form of bullying including racial sexual, emotional, homophobic, transphobic
- Sexually inappropriate contact/language/gestures/sexual harassment
- Racial discrimination/harassment
- Any form of fighting, violence or intimidation of any member of the school community.

#### 3.1.2 Dealing with Serious Incidents

The school deals with serious incidents through a variety of strategies that include, but are not limited to the following:

- **Detentions** (Please see section 2.3)
- **Internal Learning Support Centre Placement** this applies for some students where a more serious intervention is required and as such, we have the Learning Support Centre. This is for the extreme situations where the behaviour expectations in The Radcliffe School community are proving a challenge for the student. The Learning Support Centre is a process that is not time limited but outcome defined. Students will be provided with all their curriculum needs in a controlled environment and given the opportunity to demonstrate acceptance of the behaviour expectations. It is important to be clear this is a last resort. Failure in the Learning Support Centre normally means the student cannot continue as part of our community. In the first instance this may lead to a suspension and repeated occurrences may be categorised as a Critical Instance.
- **In the Learning Support Centre**, the students will also be to partake in various programmes to improve their social skills and heighten their awareness on any aspect deemed necessary to prepare them for joining the mainstream.

Programmes may involve external agencies deemed appropriate by the staff, for example the Police, Children's Services etc.

- **Suspension** of up to and including five days; these apply where for more serious behaviours or when students show a continuation of negative behaviours or refuses to be admitted to the Learning Support Centre. On occasions suspension is deemed necessary for safety reasons and or to enable investigations into incidents to be conducted. They will also be used where students refuse to comply with the rules and or staff of the Learning Support Centre. It is important to understand suspended students can only be allowed back to the school through the Learning Support Centre. There will be no exceptions to this rule. A suspension from the school will only happen for serious and critical incidents. It is only when the Heads of House or Learning Support Centre staff are convinced that the student has demonstrated that they are ready to consistently meet the school's behaviour expectations will they be reintegrated in a gradual fashion back into the school community.

### 3.2. Critical Incidents

As already defined Critical incidents are significant in nature and pose immediate risk of harm to any member of the school community and significantly undermine the overall authority and or sense of safety or security within the school and as such warrant immediate permanent exclusion.

The following are deemed critical incidents and or circumstance that will result in permanent exclusion unless the headteacher decides that exceptional circumstances exist that warrant consideration.

- Bringing an offensive weapon, regardless of intent to school or any object that can be used to self-harm or cause harm to the school community. This will include knives, bladed objects, pellet guns, fireworks, flares and or any other blunt or sharp objects. (This list is not exhaustive.)
- Providing drugs or substances of any nature to any member of the school community regardless of the legal status or whether it was exchanged for money, goods, favours or free.
- Persistent repetition of any of the outlined serious incidents and or failure to learn from and respond to the consequences and support put in place for serious incidents detailed above.
- Causing major disruption to learning such as setting off the fire alarm, hoax calls or disrupting multiple lessons. (This list is not exhaustive.)
- A series of serious incidents occurring and/or re-occurring.
- Any serious incident as already outlined in the above section that is extreme in nature and is deemed to fall outside of normal childish altercations could be escalated to a critical incident and dealt with accordingly. Examples of this could be excessive and or planned and premeditated use of violence, undermining the school authority by smoking in plain sight of the school community and ignoring instructions. (This list is not exhaustive.)
- Sexual assault/persistent sexual harassment
- Filming/distributing sexual images
- Repeated incidents of bullying with the intent to cause serious physical or psychological harm.
- Persistent failure to follow the E-Safety and Acceptable Use of IT policy.

### 3.2.1 Dealing with Critical Incidents

The school deals with Critical incidents through a variety of strategies that include, but are not limited to, the following:

- Prolonged Learning Support Centre placement; see the serious incident section for the description of Learning Support Centre placements. Although the Learning Support Centre has no maximum time frame as it is outcome driven and not time limited the headteacher may decide as a consequence of the incident that they may set a minimum time frame.
- Suspension (Please see section above.)
- Five days suspension pending consideration of an alternative education provision (off site) and/or managed move, to avoid a permanent exclusion.
- Permanent exclusion; in certain circumstance the headteacher may decide that alternative education or managed move that provides a possibility of a student returning to The Radcliffe School due to a failure of the managed move or the readiness of a student to return to mainstream education after a successful period at alternative provision poses a significant risk to the community as a whole in terms of the rights of the individual not only to be safe but also to feel safe. This option may apply in the circumstance where the parent/carer refuses to engage with the alternative provision or a suitable managed move cannot be found or may not be appropriate. In particular cases the referral to the Bridge Academy's Refocus Programme or temporary placement at alternative provision may not be deemed appropriate. At such time, the decision to move straight to permanent exclusion without a temporary placement, will be taken.

Permanent exclusion will follow the guidance as described in Appendix One.

The following guidelines are not policy and are governed by statutory requirement. As such they will be reviewed as and when the legal framework is updated nationally and locally and not necessarily as part of the policy.

**3.3 Definition of Suspension** – from Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022:

- A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.
- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
- It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils



during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
- The law does not allow for extending suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

**Definition of Permanent Exclusion** - from Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022:

- A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
  - In response to a serious breach or persistent breaches of the school's behaviour policy; and
  - Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- For and permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

#### **4. The Decision to Suspend or Permanently Exclude**

The decision to Suspend or Permanently Exclude is not taken lightly but is the only legal means by which a student may be removed from the school. Only the headteacher can authorise the suspension/permanent exclusion of a student.

The conditions outlined in the Serious and Critical Incidents will inform the decision to either suspension or permanently exclude.

Permanent exclusion should be a last resort and will usually be taken in the conditions described in the Critical Incidents in this Behaviour for Learning Policy.

Where a student is at serious, but not imminent risk of permanent exclusion a managed move to another school or alternative provision (off site) may be considered. If these options are rejected by the parent/carers, the headteacher will put this in writing to evidence that the strategy was suggested if a permanent exclusion is imposed at a future point. In particular cases the referral to the Bridge Academy's Refocus Programme or temporary placement at alternative provision may not be deemed appropriate. At such time, the decision to move straight to permanent exclusion without a temporary placement, will be taken.

Where an investigation is necessary, the headteacher will ask a senior member of the Leadership Team to carry out this task and report back. Before reaching a final decision about the appropriate sanction, the headteacher will:

- Review the evidence that has been submitted
- Consider relevant mitigating and aggravating factors
- Review the students' folder
- Consult with senior members of the team
- Ensure that the student has had the opportunity to present their case
- In the case of a potential permanent exclusion the headteacher may also allow a parent/carer to present their case.
- Inform the Chair of Governors

Taking these steps ensures that the eventual decision is sound and demonstrates that the headteacher has been reasonable and not acted in the 'heat of the moment.'

In exceptional circumstances the law does allow for a permanent exclusion to be issued as a result of a one-off serious incident. But in general, the school will aim to avoid permanent exclusion where possible.

#### **4.1. Interviewing a Student for a Serious or Critical Incident**

- There will usually be only two adults present, one to ask questions and one to take notes. However, another adult may be present to support the student eg a parent/carer or member of staff. This adult should not contribute to the pressure on the student but help the student to put their case. Questions will maintain a neutral tone; questions will be recorded as well as the answers given.
- A record will be kept of all dates and times of interviews as well as any comings and goings from the room. Students and their supporters will be given the opportunity to amend errors or point out omissions in the notes taken. Once the text is agreed it should be signed by all parties.
- Students will write a statement in their own words. Where the student has weak literacy skills or is refusing to co-operate, an adult may take down dictated text for the student. If the veracity of a student's statement is in question as it is at odds with other information available, the student will be asked to write a further statement with corrections or more detail. Statements will be signed, dated and the time noted.
- If interviews are prolonged the student's physical and emotional needs will be considered. Time will be allowed for toilet breaks, fresh air and for food and drink.



- Witness statements will be attributed as the accused person should know the source and substance of the evidence. However, if the school has a concern for the health and safety of a witness the headteacher may allow the statement to remain anonymous. It will be a matter for someone reviewing the decision to permanently exclude how much weight they wish to attach to an unattributed statement.
- For serious incidents that contravene health and safety there will usually be two adults present, one to ask questions and one to take notes. However, another adult may be present to support the student eg. a parent/carer or member of staff. This adult should not contribute to the pressure on the student but help the student to put their case. Questions will maintain a neutral tone; questions will be recorded as well as the answers given.

#### 4.2. Proof

The standard of proof currently applied in school suspensions/permanent exclusions is the balance of probabilities. This does not amount to requiring a criminal standard of proof ('beyond reasonable doubt') but it does mean that the headteacher may need to rely on evidence of the student's past behaviour to prove the likelihood of his committing this serious offence.

#### 4.3. The Role of the Headteacher

The headteacher alone has the power to suspend or permanently exclude. The headteacher should follow the procedures set out in law and in this policy, procedure and guidance, which are designed to ensure fairness and openness in the handling of suspensions/permanent exclusions. This will reduce the chance of any successful legal challenge to the suspension/exclusion at a later stage. All suspension/permanent exclusion cases should be treated in the strictest confidence. Only those who need to know the details of a suspension/permanent exclusion should be informed of them.

#### 4.4. Informing the Parent/Carer

Whenever the headteacher suspends or permanently excludes a student, the parent/carer must be notified immediately, ideally by telephone followed up by a letter.

Notices must be in writing and must state:

- for a suspension, the precise period of the suspension.
- for a permanent exclusion, the fact that it is a permanent exclusion.
- the reasons for the suspension/exclusion.
- the parent/carer's right to make representations about the suspension/permanent exclusion to the Governing Body and how the student may be involved in this
- the person whom the parent/carer should contact if they wish to make such representations (this will usually be the Clerk to the Governing Body)
- the school days on which the parent/carer is required to ensure that their child is not present in a public place during school hours without justification; and that the parent/carer may be prosecuted or may be given a fixed penalty notice if they do not do so.
- the arrangements made by the school for enabling the student to continue his or her education during the first five school days of a suspension, including the setting and marking of work. It is the parent/carer's responsibility to ensure that work sent home is completed and returned to the school.

- the school days on which the student will be provided with alternative suitable full-time educational provision and will be required to attend this provision. Separate notification of these details can be sent later if more time is needed by the school to make arrangements but must be given in writing at least forty-eight hours before the education is to be provided.
- that, if appropriate, the parent/carer will be invited to attend a reintegration interview and that the parent/carer's failure to attend will be a factor considered by a magistrates' court when deciding whether to impose a parenting order, if this is applied for. Details of time, date and location of the interview should be included in the letter for suspensions of up to five days. For longer suspensions separate notification of these details can be sent nearer to the date of the proposed interview. Any proposed interview should be held no later than the fifteenth school day, following the student's return to the school.
- the latest date by which the Governing Body must meet to consider the circumstances in which the student was permanently excluded (except where the suspension is for a total of not more than five school days in any one term and would not result in the student missing a public examination).
- the parent/carer's right to see and have a copy of his or her child's school record upon written request to the school.

NB Letters may need to be translated into other languages, where parents/carers' first language is not English.

#### 4.5. Informing the Governing Body

Within one school day the headteacher must inform the Governing Body of:

- permanent exclusions.
- suspensions which would result in the student being excluded for more than five school days in any one term.
- suspensions which would result in the student missing a public examination.

For a permanent exclusion, if the student lives outside the Local Authority in which the school is located, the headteacher must also advise the home Local Authority of the permanent exclusion, so that they can make arrangements for the student's full-time education from and including the sixth school day of the permanent exclusion.

Suspensions totalling five or fewer school days in any one term must be reported for monitoring purposes to the Governing Body once a term.

Suspension/permanent exclusion reports should be sent to a designated member of the Governing Body. Reports should include the following:

- the student's name.
- the length of the suspension.
- the reason for the suspension/permanent exclusion.
- the student's age, gender and ethnicity.
- whether the student has an Educational Health Care Plan, is being assessed for such an Educational Health Care Plan, or is on School Action or School Action Plus;
- whether the student is looked after as defined in section 22 of the Children Act 1989; and

- for the suspension of students at compulsory school age, where the suspension is for more than five school days, what alternative provision has been put in place for the student.
- Where appropriate the delegated governor will respond to the relevant committees.

#### 4.6 Responsibilities of the Governing Body

The Governing Body must review certain suspensions/permanent exclusions and must consider any representations about a suspension made by the parents/carers of the excluded student. The Governing Body can delegate some or all of its functions in respect of suspensions/permanent exclusions to a committee consisting of at least three Governors and this committee will be called the Discipline Committee. It is important that Governors who are members of this Committee receive training to equip them to discharge their duties properly.

“In reaching a decision on whether or not to reinstate a pupil, the governing body should consider whether the decision to permanently exclude the pupil was lawful, reasonable and procedurally fair, taking account of the headteacher’s legal duties.”

Ref: Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion.

Where the Governing Body establishes a Discipline Committee it should appoint a clerk to the Committee. The quorum for a Discipline Committee meeting is two members. If any Governor has a connection with the student, or knowledge of the incident that led to the suspension/permanent exclusion, which could affect his or her ability to act impartially, he or she should step down. The chair has the casting vote in all cases where an even number of governors are considering the case. At any meeting, the Discipline Committee may consider more than one suspension/permanent exclusion so long as it complies with the statutory time limits relating to each one.

If any suspension/permanent exclusion would result in the student missing a public examination, the Discipline Committee should try to meet before the date of the examination. If, exceptionally, it is not practical for the Discipline Committee to meet before the time when the student is due to take the public examination, the Chair of Governors — using his or her powers to act in an emergency — may consider the suspension/permanent exclusion and decide whether or not to reinstate the student (These are the only circumstances in which the Chair of Governors can alone review a suspension/permanent exclusion.)

#### 4.7. The Governing Body’s Role in Reviewing Suspensions and Permanent Exclusions

As per the Permanent Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to suspension/permanent exclusion.

“Where the governing body is legally required to consider a suspension/permanent exclusion, they must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was suspended or permanently excluded, and have regard to the interests of other students and people working at the school.

The Governing Body must also consider any representations made by:

- parents/carers.
- the headteacher; and

- a representative of the Local Authority (in the case of a maintained school or PRU)

When establishing the facts in relation to a permanent exclusion decision the Governing Body must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt.' In the light of their consideration, the governing body can either:

- uphold a permanent exclusion; or
- direct reinstatement of the pupil immediately or on a particular date."

In reviewing permanent exclusions especially, the specific circumstances where a permanent exclusion report by the schools outlines any safety concerns for the excluded student and or the rest of the school's community. If the school clearly states that they cannot guarantee the safety of the student and or the school community the Governors should be aware of the potential implications faced by re-instatement, should the student or any member of the school community be harmed as a result of the re-instatement despite the school clearly highlighting the potential safety risk to the student and/or school community.

In the event of the Governing body upholding a permanent exclusion the parent/carer has the right to appeal to an Independent Review Panel. The Review Panel has the power to ask the Governing Body to reconsider their decision. The Review Panel does not have the authority to overrule the decision or order reinstatement should upon reconsideration the Governing Body uphold the decision. However, the school may in these circumstances be liable for a one-off payment of £4,000 from the student AWPU.

There is no legal requirement for the headteacher to inform the Governing Body of short suspensions (those of up to and including five school days in total in any one term) as they occur, with the exception of when such a suspension would result in the student missing a public examination. The headteacher should report these short suspensions once a term to the Governing Body

The Governing Body must, however, consider any representations made by the parent/carer of a suspended student. Although they cannot direct reinstatement, they can place a copy of their findings on the student's school record. In such cases the Governing Body has discretion to agree to a meeting if the parent/carer requests a meeting to discuss the suspension.

An excluded student should be allowed and encouraged to attend the hearing and to speak on his or her own behalf, if he or she wishes to do so, subject to their age and understanding.

#### **4.8. Parent/Carer's Responsibilities**

If a parent/carer sends an excluded student to the school or refuses to collect them, guidance suggests that the school's duty of care remains, as the school must have due regard for the student's safety. There is a responsibility placed on parents/carers to ensure that a suspended student is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed. Parents/carers may also be warned in the suspension/permanent exclusion letter that this failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

#### **4.9. Legal Guidance to Suspensions**

For the first five days of a suspension the school will set work appropriate to the student's age and ability and make arrangements for this to be collected and returned for marking. Where a student is given a suspension of six days or longer the school has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of suspension as day one. With reference to permanent exclusions the school will set work as described above for the five days following a permanent exclusion.

The school may impose a suspension which may lead to a permanent exclusion, depending on the outcome of an on-going investigation and/or further consideration of the case. If this is a possibility it will be mentioned in the letter to parents/carers notifying them of the suspension. If a permanent exclusion is subsequently imposed, this is a separate permanent exclusion event. Thus, if a permanent exclusion follows a five-day suspension, the responsibility of the school for the first five days of the permanent exclusion would be to set and mark work as described above and not find suitable alternative provision.

#### **4.10. Legal guidance for Permanent Exclusions**

Permanent exclusion is the final step in the process for dealing with disciplinary offences when a wide range of other strategies have been tried and failed, including the use of a Pastoral Support Programme. It is not usually used, but can be, for one-off incidents. It is used in very serious cases of:

1. Violence, including threatened violence.
2. Persistent, malicious disruptive behaviour including open defiance and refusal to agree with school policies which prevents other students from learning or presents a health and safety risk to themselves and other.
3. Selling/supplying drugs on school premises.

When the headteacher recommends permanent exclusion to the Governors, all the following criteria will have been met:

- There has been a serious breach of the school's Behaviour for Learning Policy.
- There have been similar incidents in the past (unless this is a serious single incident)
- Strategies have been used to support the student to change/improve behaviour.
- If the student remained at the school there would be serious harm to the education, welfare and safety of staff/students.

#### **4.11. The Suspension/Permanent Exclusion Procedure**

The Governing Body must review certain suspensions. Any governor sitting on a Governors' Disciplinary committee must have received adequate training within the last three years. Governing bodies should secure the services of a properly trained clerk for suspension/permanent exclusion hearings.

The procedure is as follows:

- The student is kept in isolation during investigation of the incident.
- Written details of the incident collected from those involved before any decision is made.
- Letter prepared for parents/carers including a return date.
- Parent/carer telephoned by senior member of staff to explain the incident and to arrange for the student to be sent home.
- Student takes letter home, with one copy posted.

- Letter displayed in staff room to keep staff informed. Teachers are responsible for setting work for excluded students and should ensure suitable work is handed into the headteacher on request.
- Parent/carer and student attend return from suspension meeting with senior member of staff. A record of the meeting to be kept in the student's folder. If a parent/carer does not attend the meeting, then the student will remain in the Learning Support Centre until the parent/carer attends a return from suspension meeting.
- When appropriate the student is placed on report, with monitoring and review procedures agreed.
- When appropriate, an apology given to staff/student.
- Suspension/permanent exclusion entered on the School's Exclusion Record.
- When appropriate, a referral made through the Inclusive Learning Group.
- For students at risk of permanent exclusion a Personal Support Plan is begun.
- All suspensions/permanent exclusions are monitored by the Governors termly.
- All students suspended for breach of school policies can only be readmitted to the school via the Learning Support Centre.

#### 4.12. The Exclusion Report

In advance of the Disciplinary Committee the headteacher will ensure that an exclusion report is prepared with numbered pages which explains why the student was excluded. The report will include:

- A profile sheet including basic information about the student.
- An overview of the case including a detailed account of the reason(s) for the suspension/permanent exclusion.
- The fact that the current Department for Education suspension/permanent exclusions guidance has been adhered to.
- Where relevant, that a full range of behaviour modification strategies has been attempted without lasting success.
- An explicit statement as to what mitigating and aggravating factors apply in this case.
- An indication of how the sanction that has been applied is consistent with the School's Code of Conduct Guides.
- A statement to explain how the school's expectations with regard to behaviour are communicated to students and parents/carers.
- A statement to the effect that the decision is consistent with the way that similar cases have been dealt with in the past and that others who may have been involved in the present suspension/permanent exclusion have been dealt with in a manner proportionate to their involvement.
- The alternative sanctions that were considered (if applicable).
- An indication of the consultations that took place before the decision to exclude was finally reached.
- Where applicable, the fact that the student and their parents/carers were warned of the risk of permanent exclusion.
- In the case of a student with SEND, or a looked-after or disabled student, that the relevant Department for Education guidance was considered before the decision to exclude was taken.
- That in reaching the decision, equal opportunity legislation was complied with.
- In the case of permanent exclusion, the perceived consequences of allowing the student to remain at the school, in terms of the education and welfare of the student or others in the school and the impact on good order and discipline.



- Where appropriate a comment from the headteacher of his/her duty of care and the need to balance the needs of the individual against the needs of the whole-school community.
- A list of the interventions that have taken place to modify the student's behaviour, including a table to show any suspensions that have been applied, with dates, duration and reasons. This should be augmented with appropriate evidence, such as reports of reviews that have taken place and letters to parents/carers.
- A behaviour log containing brief details of past incidents with the relevant dates and actions taken. Do not include a behaviour log for a student charged with a one-off offence, unless the previous behaviour is similar to that which led to the suspension/permanent exclusion.
- Details of any investigation that has taken place including, where appropriate, witness statements which should normally be attributed and dated, and diagrams and photographs where relevant.
- A copy of the school's Behaviour for Learning Policy highlighting the part which indicates that suspension/permanent exclusion imposed is a sanction that might be applied in the circumstances alleged.
- When drafting an exclusion report avoid references which assume the reader is familiar with the school. Thus, abbreviations need to be explained as do situations where an understanding of the layout of the school is crucial to the case. A plan of the school should be supplied if location is important to the case.
- The Exclusion Report should be circulated to all parties in good time before a hearing. Five days is reasonable.
- It will be helpful to have the excluded student's file available if questions or challenges to the accuracy of the Exclusion Report arise that require reference to its content. However, it would not be appropriate to extract fresh evidence from the file at the time of the hearing to support the school's case that had not been included in the Exclusion Report as the parents/carers might reasonably claim that they had not been given a fair chance to prepare a defence.
- As the headteacher alone has the power to exclude, the Governing Body may not increase the severity of a suspension/permanent exclusion, eg by extending its period or imposing a permanent exclusion in place of a suspension. Neither may they impose a lesser sanction. They may only either uphold the decision or order re-instatement, either immediately or by a particular date.

#### 4.13 Re-Instatement

If Governors re-instate an excluded student, it may be appropriate for a separate meeting to take place between the headteacher and the Chair of Governors. If the student is to be re-instated the process of re-integration will require careful planning. Having established that the student is prone to the sort of behaviour that led to their suspension in the first place, the school may be considered as not having fulfilled its duty of care to the student if it does not take steps to reduce the likelihood of such behaviour reoccurring. This would make it difficult to justify a further suspension for the same offence. For example, if a student were re-instated after a drug-related offence, it would be appropriate to offer counselling as part of the re-integration plan.

This is of particular concern where the permanent exclusion report by the school outlines any safety concerns for the excluded student and or the rest of the school's community. The reintegration plan must consider any safety implications faced as a result of the re-instatement, to reduce or remove the risk to themselves or any member of the school community.

Care will need to be taken in drawing up a plan that is supportive but which could not be construed as victimising the student. The Local Authority may be able to assist in drawing up an appropriate plan and in providing the necessary resources.

The re-integration plan should involve a statutory interview which must be arranged during or following the expiry of a suspension. This requirement applies to permanent exclusion as well. The interview provides an opportunity to discuss the re-integration plan and emphasise to parents/carers the importance of working co-operatively with the school. It may be appropriate to draw up a parenting contract if this forms part of the re-integration plan but should the parents/carers refuse to engage, this would not constitute grounds to delay re-instatement. It would be appropriate to point out that the student might be subject to further suspension if their behaviour does not improve, but also to stress explicitly that the student will be treated fairly.

A re-integration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks, eg if a student is re-instated following an assault upon another student. In such cases there are issues of duty of care toward both students (and perhaps to staff).

The school will formalise re-integration plans in a format similar to a Personal Support Plan, where actions, expectations and consequences are made clear in writing, should a further suspension be necessary, the school's case will be supported if it can be demonstrated that a sound integration plan was put in place and rigorously applied. Such a plan may also go some way to reassuring staff.

#### **4.14 Police Involvement and Parallel Criminal Proceedings**

A school-related incident may sometimes also be the subject of a police investigation which may subsequently result in criminal proceedings. This can mean that the evidence available to the headteacher and the Governing Body is very limited. They may not, for example, be able to hear relevant witnesses or to consider relevant material; it may not be known whether a criminal charge is to be brought; if a charge has been brought, the eventual outcome of any court proceedings may be uncertain. It should be remembered that the police and the courts will be applying the criminal standard of proof — beyond reasonable doubt — whereas the headteacher and Governing Body must apply the civil standard of proof (the balance of probabilities).

The headteacher need not postpone his or her decision to exclude a student simply because of the possibility that criminal proceedings may be brought in respect of the same incident, but the critical factor in any such case will be the evidence that is available to the headteacher. In such circumstances, a judgment must be made on the basis of the evidence available. If, having considered the evidence, on a balance of probabilities the headteacher concludes that it is distinctly more likely that the student committed the alleged offence, then the headteacher may proceed to take a decision on suspension. It may be advisable, where the evidence is not clear cut or is still coming to light, to make alternative provision, or where it is clear on balance of probabilities that the student committed the disciplinary offence, but the full circumstances and the seriousness have not yet been established, first to suspend the student for a fixed period.

#### **4.15 Procedure for Investigating Incidents**

- Incident investigated fully by the deputy behaviour manager, behaviour manager or leadership team. Statements to be taken from those involved and witnesses using the school incident form.



- The investigating member of staff must notify parents/carers that an investigation is taking place. This includes parents/carers of any victims.
- If there is a health and safety risk, the member of staff investigating must isolate those involved while the investigation is taking place. If the health and safety risk is deemed to be too great to keep the student/persons at the school they will be sent home.
- Once the investigation has been completed the member of staff investigating in consultation with other staff, i.e. behaviour manager, Assistant Headteacher in charge of behaviour, decides on an appropriate sanction, if any. If working in the Alternative Learning Environment is deemed appropriate the Assistant Headteacher in charge of behaviour for learning must be consulted. If health and safety is compromised and a suspension is to be considered the decision is referred to the headteacher.
- The investigating member of staff must ring parents/carers to inform of outcome. Complete incident recording on school management information system and notify form tutor, Head of House and Assistant Headteacher in charge of behaviour for learning.

## 5. Searching

In circumstances where an adult has reasonable grounds for suspecting a student is in possession of a prohibited item authorised adults at The Radcliffe School will conduct a search for these items. The adult will decide in each case what constitutes reasonable grounds for suspicion. See Appendix 2.

Prohibited items are: knives or any object that a member of staff suspects has or could be used as a weapon, alcohol, illegal drugs, cigarettes and stolen items.

The adults authorised to search young people at The Radcliffe School are the Heads of House and members of the Leadership team. All searches will be carried out on school premises, or if elsewhere, where the adult has lawful control or charge of the student. Another adult will always be present and where possible all searches should be carried out by an adult who is the same sex as the student being searched.

### 5.1 Searching with Consent

**Schools' common law powers to search:**

**School staff can search students with their consent for any item which is banned by the school rules.**

A search of a student can be carried out if a member of staff suspects that the student has a prohibited item in their possession. The search will be carried out by the Heads of House or a member of the Leadership team with another member of staff present. The adult can instruct the student to turn out his or her pockets and/or bag. If the student refuses the adult will apply an appropriate sanction.

### 5.2 Searching without Consent

If a student does not consent to a search the headteacher must be informed so an unauthorised search can be conducted. If possible, every effort must be made to contact

the parents/carers of the student to inform them that a search is to be carried out and the nature of the search. Parental consent is not needed and the search will be carried out without parental contact or consent if deemed appropriate by the headteacher.

The search must:

- Be carried out by authorised adults only
- By an adult who is the same gender as the student being searched
- With an adult witness present – if possible, another authorised adult and the same gender as the student.
- On school premises or if elsewhere, where the adult has lawful control or charge of the student

The adult conducting the search may search clothes, possessions and lockers.

**Clothes:** Outer clothing can be removed – this includes hats, shoes, boots, gloves, scarves. Outer clothing means clothing not worn next to the skin or immediately over a garment that is being worn as underwear. No other clothing can be searched or removed by adults employed by the school.

**Possessions:** possessions can only be searched in the presence of the student and another member of staff. Possessions means any goods over which the student has or appears to have control – this includes bags and lockers.

## **6. Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

### **6.1 Confiscation of Inappropriate Items**

The aim of confiscation at The Radcliffe School is to maintain an environment conducive to learning that safeguards the rights of other people to be educated.

Confiscation of a young person's property is a sanction that may be used at The Radcliffe School. The confiscation of a young person's property will be reasonable and will meet one of the following criteria:

- an item that poses a threat to others: for example, a laser pen being used in lesson
- an item that poses a threat to good order for learning: for example, a personal music player or mobile phone in class
- an item against school uniform rules: for example, a baseball cap or earrings
- an item that poses a health or safety threat e.g. lighters or cigarettes
- an item which is counter to the ethos of the school; for example, material which might cause tension between one community and another
- an item which is illegal for a child to have, for example, racist or pornographic material

In most cases, confiscation is a sufficient sanction, and the item returned at the end of the lesson or school day. If the young person is a persistent offender, then the confiscated item will be taken to the school safe, and placed in a confiscated item envelope which is dated and signed. A letter will then be sent home to the parent/carer who will be invited in to collect the object.

The school may decide not to return confiscated items to a young person when:

- items are of no value, for example a note scribbles on a piece of paper. However, our staff consider that some items may have no monetary value but may have an emotional value. If there is a strong emotional attachment to an object, the object will be returned
- items are of value which the young person should not have brought into school or has misused in some way. If appropriate these objects should be stored safely until a responsible family adult can come to retrieve them
- items which the young person should not have had in their possession - particularly of an unlawful, banned or hazardous nature - may be given to an external agency for disposal or further action, as necessary. Where an article is thought to be a weapon it will be passed to the police. This will always be followed by a letter to parents/carers confirming this has taken place and the reasons for such action.
- items that are deemed perishable.

Further information on the way in which ensure the learning and safety of our students this policy can be read in conjunction with:

- Attendance Policy
- Drugs Education and Management Policy
- Restraint Policy
- Uniform Policy
- Special Educational Needs and Disability Policy.
- E-Safety and Acceptable Use of IT Policy

## **7 Use of Reasonable Force/Restraint:**

- School staff may use reasonable force (using no more force than is needed) to control and restrain pupils in the light of current law and guidance from the DfE (Use of reasonable force – advice for school leaders, staff and governing boards).
- School staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the school or among pupils
- Staff, when considering using reasonable force, should consider the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions
- Parental permission is not required before reasonable force is used but parents/carers must be informed if reasonable force has been used to control and/or restrain their child.
- It is not illegal for a member of staff to touch a pupil and indeed there may be circumstances when touching a pupil is proper and necessary e.g. to comfort a distressed student.

## Appendix 1

### Anti-Bullying Policy

The Radcliffe School recognises that bullying exists and as bullying will have a negative effect on behaviour for learning, the self-esteem of our young people and the culture and ethos of the school we feel that the school's Anti-Bullying Policy should be an integral part of The Radcliffe School's Behaviour for Learning policy.

Bullying must be managed effectively and assertively confronted. All in The Radcliffe School community must be clear that whilst shared values might not always be possible, hurtful language and or behaviour will not be tolerated under any circumstances.

Under the Schools Standards and Framework Act 1998, the headteacher and The Radcliffe School have specific duties to combat bullying. Improved ethos, attendance, attainment and self-esteem are the drivers behind this policy.

**Improved Ethos** is produced by the promotion of anti-bullying strategies in The Radcliffe School by encouraging good behaviour and positive attitudes. Good behaviour and attitudes to The Radcliffe School, together with good teaching, create a positive attitude to learning. Young people and adults perform better in a caring, supportive and safe environment, which is free of the fear of being bullied. Bullying must be addressed as an anti-social behaviour and not accepted as inevitable. It must be seen as unacceptable and not to be tolerated by adults, children and young people. It is only when the problems caused by bullying are effectively addressed that all those in the school community can fully benefit from the opportunities available at The Radcliffe School.

**Improved Attendance** is a major outcome of an effective anti-bullying policy. As a working document an effective anti-bullying policy helps to reassure parents, young people and staff that action will be taken to end bullying and prevent its reoccurrence.

**Improved Attainment and Performance** can be achieved by the successful implementation of an effective anti-bullying policy. Young people and staff who don't feel safe do not work to their potential.

**Improved Self-Esteem** of both the bullied and the bully. Those who are bullied are often devastated by the treatment received and this increases the chances of depression, self-harm and, in extreme cases possibly suicide.

### What is Bullying?

When dealing with a bully the definition can be used to gain greater understanding.

#### Definition

- Bullying has been defined as behaviour by an individual or group, usually repeated over time, which hurts another individual or group either physically or emotionally.
- Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

- Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents/carers and The Radcliffe School staff can be significant.

#### **The Five Methods of Bullying are:**

- Physical (hitting, kicking, theft).
- Verbal (name calling, racist remarks).
- Emotional or Indirect (spreading rumours, excluding someone from a social group).
- Cyber (using computers or mobile phones to intimidate or humiliate).
- Prejudicial (based on race, religion or sexual orientation).

#### **The Main Types of Bullying are:**

- Homophobic.
- Racist.
- Appearance.
- SEN/Disability.
- Sexual.
- Health.
- Income based.
- Transgender.

All in The Radcliffe School community are aware that these are types of bullying and The Radcliffe School will not tolerate them.

- There is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately.
- Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

#### **Cyberbullying**

Cyberbullying is an aggressive act carried out by a group or individual, using electronic forms of contact, repeatedly over time against another person or persons who cannot defend themselves.

The main types of Cyberbullying are:

- Text message bullying.
- Picture/video clip bullying via mobile phone cameras.
- Phone call bullying via mobile phone.
- Email bullying.
- Chat room bullying.
- Bullying through Instant messaging.
- Bullying via websites.

In order to prevent Cyberbullying, we will:

- Ensure that all members of The Radcliffe School community have sufficient knowledge to deal with this new technology.
- Deliver Cyber safety as a part of the curriculum.
- Block harmful websites at The Radcliffe School.

- Inform parents/carers through newsletters and information leaflets so that the same standards are observed out of The Radcliffe School.
- Where appropriate, work with outside agencies to manage cyberbullying.
- If an incident does occur the procedures for dealing with bullying as detailed in this document will be followed.

### **Cyber Bullying and Criminal Law**

Although bullying itself is not a specific criminal offence in the United Kingdom, cyberbullying can quite often be a criminal act. Some acts of cyberbullying will be classed as criminal under the Protection from Harassment Act 1997, Communications Act 2003 and the Communications Act 2003. If the designated child protection officer in consultation with the headteacher feel an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1998, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

### **Homophobic Bullying**

Homophobic abuse and harassment are not acceptable and will not be tolerated. Homophobic bullying is defined as any hostile or offensive action against lesbians, gay males, bisexuals, transgender or those perceived to be lesbian, gay, bisexual or transgender.

These actions might be:

- verbal, physical, or emotional (social exclusion) harassment, insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'.
- offensive graffiti.
- humiliating, excluding, tormenting, ridiculing or threatening refusing to work or co-operate with others because of their sexual orientation or identity.

### **Responding to Homophobic Bullying**

The Radcliffe School staff interact with young people on a daily basis and are more likely to see, and be told about, incidents of homophobic bullying. It is important that staff responses are swift, proportionate, discreet, influential and effective. Adults should feel able to respond effectively to incidents of homophobic bullying and instil confidence in pupils and parents/carers that issues will be dealt with.

### **Responding to Homophobic Language**

Casual homophobic language is not acceptable in The Radcliffe School's and if it is not challenged, young people may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs:

- Ensure that young people know that homophobic language will not be tolerated in school. Make sure it is included in policies and procedures.
- When an incident occurs, pupils should be informed that homophobic language is offensive, and will not be tolerated.
- If a young person continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people.
- If a young person makes persistent remarks, they should be removed from the classroom and teachers and staff should talk to him or her in more detail about why their comments are unacceptable.



- If the problem persists, involve senior managers. The pupil should be made to understand the sanctions that will apply if they continue to use homophobic language.
- Consider inviting the parents/carers to school to discuss the attitudes of the pupil.

### Responding to Physical Homophobic Bullying

Like verbal abuse, pupils may be reluctant to report incidents of homophobic bullying because they fear that staff will assume they are gay, even if they are not. Physical abuse can indicate a young person is at risk, and the overarching strategies that are implemented to safeguard pupils might be appropriate in this context, for example working with other agencies, including, if necessary, the police. When physical abuse is motivated by homophobic bullying it must be treated with the same rigor and standards as any physical assault. Homophobic violence can be a crime.

### Prevention

The extent of homophobic bullying will be assessed and monitored through anonymous staff and pupil survey.

When reporting a bullying incident staff must specify if it is a homophobic incident. The awareness of homophobic bullying will be raised through The Radcliffe School community by the work of student committees, curriculum, assemblies, displays and staff training. Research has shown that when The Radcliffe School recognises homophobic bullying, incidents have decreased.

### Racist Bullying

- Racism exists in wider society and can lead to racist bullying within schools. The law recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.
- The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group.
- Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth.
- Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community. Offenders often see themselves as representatives of, and supported in their racism by, their friends, family and peer group and they may feel it is right and proper to take the law into their own hands.
- Most bullying involves a series of incidents over time. In the case of racist bullying, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of racist hostility.

### Prevention

- The Radcliffe School will record, report and take action on all racist bullying incidents. Incidents will be recorded via referrals and annual questionnaires.
- Any racist incident must be dealt with. Members of The Radcliffe School community must ensure that appropriate action is taken.
- The awareness of racist bullying will be raised through The Radcliffe School community by the work of committees, curriculum, assemblies, displays and staff training.

### **What Bullying is not**

It is important that all members of the school community have a clear understanding of not only what bullying is, but also what it is not.

- It is not usually a one-off incident but is repeated over time. There can be exceptions, for example racist bullying.
- Bullying involves the abuse of power. Therefore, a fight between two people is not a bullying incident, even if one wins.
- A serious one off, for example an unprovoked attack may not be bullying. However, if the perpetrator has been involved in a number of serious one-off incidents against weaker members of the community it may be classified as bullying.
- A friendship dispute.

### **Young People at Increased Risk of Being the Victims or Perpetrators of Bullying are those who:**

- Are in foster care or looked-after children.
- Have a specific educational need.
- Have a disability or impairment.
- Are from minority ethnic backgrounds.
- Are refugees or asylum seekers.
- Start of The Radcliffe School or an activity group mid-term.
- Are, or perceived to be, gay, lesbian, bisexual or transgender.
- Speak a first language other than English.
- Are young carers.
- Have suffered bereavement.
- Have suffered domestic violence.
- Have experienced physical or emotional trauma.
- Have a parent that was the victim of bullying.

All adults at The Radcliffe School are made aware of these high-risk groups.

### **When Bullying is Reported or Suspected**

If bullying is reported or suspected the member of The Radcliffe School community to whom it is reported should take immediate action. The prevention of bullying is the responsibility of everyone.

- A referral must be filled in identifying the type of bullying and describing the incident. This should be immediately passed to the relevant House Team.
- All parties must be interviewed separately and the outcomes carefully recorded.
- If it is felt there is a continued risk to one of the party's steps must be taken to ensure their safety. This must involve contacting parents, isolating young people and ensuring young people's safe return home at the end of The Radcliffe School day. Any decision to send a young person home for health and safety reasons must be made by the headteacher.
- Parents/carers must be informed at the earliest opportunity.
- Preventative, restorative and/or punitive measures will be used as appropriate.
- The decision on sanctions will follow school discipline procedures. The decision will be made in consultation with an Assistant Headteacher. Bullying can lead to isolation, internal exclusion, suspension and ultimately permanent exclusion.
- Form teachers must be kept clearly informed and if the bullying persists the form teacher must make subject teachers aware.



- Parents/carers must be informed of any outcomes.

## **Support**

It is important that the victims of bullying are supported. Being bullied at any age is traumatic. It is important that we as a school community live up to our core values by offering support that is sympathetic, timely and effective. The following support mechanisms can be used when appropriate:

- Offering an immediate opportunity to discuss the experience with an adult or peer of the bullied young people's choice, this can be through the school's A2B group.
- Offering continuous support over a period of time as appropriate e.g. daily visits to a key adult.
- Restoring self-esteem and confidence through mentoring, peer mentoring, group work and use of outside agencies.
- If a child is repeatedly bullied by different people consideration should be given to helping them learn particular skills.

## **Possible preventative responses to bullying:**

- Mediation.
- Restorative justice.
- Peer support.
- Befriending/Buddy system.

It is important that the above responses are used appropriately, monitored and use members of the school community who are adequately qualified to lead these initiatives.

## **Training**

All staff will be made aware of the policy at staff training. It will be made clear what they must do when a bullying incident occurs or is suspected. This training will be delivered at regular intervals to ensure new staff are aware of the policy and the accompanying practice.

Young people will be made aware of the policy and The Radcliffe School's anti-bullying stance through student committees, curriculum, assemblies, displays and newsletters. The parental leaflet will be updated annually and made available to parents at parent's evenings, academic review days, new intake evening and open evening.

Parents/carers will be kept informed of progress and new initiatives through the newsletter.

## **Curriculum**

The curriculum plays an important part in educating and challenging behaviour. Staying safe, bullying, cyberbullying, racism and sexual orientation are all covered in the curriculum, either at Key Stage 3, 4 or both.

## **Community**

The Radcliffe School will work closely with its community to ensure that bullying is addressed in a consistent way in school and in the community. Both the school and community will strive to share best practice and deliver a strong, coherent and consistent message.

## **Bullying Outside School Premises**

Where bullying outside school, staff may investigate and are likely to ask parents to report incidents to the Police.

## Appendix 2

### Searching Protocols

#### When:

Authorised members have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil may have a prohibited item identified in the school's behaviour policy.

#### Where:

- The search will be conducted in an appropriate location away from other students.
- This will take place on school premises or where the member of staff has lawful control or charge of the pupil, example: on a school trip.

#### Who:

- The Headteacher may authorise a member of staff to conduct a search
- The search will be conducted by two authorised members of staff where at least one member of staff is of the same sex of the student. This is to safeguard all and to witness the search.
- The student's possessions will be searched in both their and in the presence of another member of staff, except where there is significant risk of serious harm

#### Before the Search

- The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.
- The authorised member of staff will make an assessment of how urgent the need for a search is and will consider the risk to other students and staff
- School will consider the age, needs/disabilities, learning difficulties and SEN of students being searched and make reasonable adjustments to accommodate these.
- If a student refuses to co-operate, the authorised member of staff may sanction the pupil in line with the school's Behaviour for Learning policy.
- Parents and/or police may be contacted to support the school during a search if the student repeatedly refuses to co-operate with a search for any prohibited items

#### During the Search:

- Authorised staff may search a student's outer clothing (this is clothing that is not worn wholly next to the skin)
- Authorised staff may search pockets, bags, lockers, hats, shoes, boots and scarves
- Searching of a student's possessions will be conducted in the presence of the student and another member of staff
- School staff may use CCTV footage to decide whether to conduct a search for an item
- Electronic devices, including phones and iPads may be seized during the search depending on the investigation
- Authorised staff may examine data or files on an electronic device they have confiscated as a result of a search

#### Recording Searches

- All searches will be recorded on SIMS and or CPOMS
- The record of the search will include
  - Student's name
  - Date, time and location of the search
  - Who conducted the search
  - Reason for the search

- What item, if any, were found
  - What follow up action was taken
- The designated safeguarding lead or deputy will be informed of any searching incidents

### **Informing Parents**

- School will attempt to contact parents before the search is conducted.
- Parents will be informed of the outcome of the search as soon as possible
- Authorised staff will inform parents of what, if anything, has been confiscated
- Parents will be informed of any actions, including sanctions the school has taken

### **Confiscation**

- The school will use professional judgement to determine if parents will be informed to collect any items that have been confiscated
- The school may hand over any prohibited or illegal items to the police, return items to original owner in the case of stolen goods or dispose of any items that have been confiscated

# Appendix 3

Red Zone	Yellow Zone	Green Zone	Blue Zone
<p><b>When I feel</b></p> <p>Anxious Angr Overwhelmed Panicked Aggravated Furious Livid Fearful Out of control</p> 	<p><b>When I feel</b></p> <p>Annoyed Irritated Elated Jittery Not ready to learn Nervous Frustrated Overstimulated Confused</p> 	<p><b>When I feel</b></p> <p>Focused Happy Well Rested Comfortable Content Ready to learn Calm Resilient</p> 	<p><b>When I feel</b></p> <p>Withdrawn Sad Bored Fatigued Disconnected Low Under stimulated Tearful Tired</p> 
<p><b>I need to</b></p> <ul style="list-style-type: none"> <li>• Stop what I am doing. Is this action the right choice?</li> <li>• Take deep breaths</li> <li>• Count up or down from 10</li> <li>• Draw or write your feelings down</li> <li>• Ask for a break/some space</li> <li>• Ask for help</li> <li>• Give yourself some good advice/self talk</li> <li>• Relax your muscles</li> <li>• Get active outside of school</li> </ul>	<p><b>I need to</b></p> <ul style="list-style-type: none"> <li>• Take deep breaths – in through the nose, hold, out through the mouth.</li> <li>• Count to 20</li> <li>• Use a fidget toy/blue tac to help with focus.</li> <li>• Squeeze something</li> <li>• Write, draw, talk about it</li> <li>• Tense and release muscles</li> <li>• Read</li> </ul>	<p><b>I need to</b></p> <ul style="list-style-type: none"> <li>• Keep thinking positively</li> <li>• Role model your positive behaviours to others</li> <li>• Use these thoughts and feelings throughout my day</li> <li>• Use positive self talk and remember how this feels when things don't go to plan</li> </ul>	<p><b>I need to</b></p> <ul style="list-style-type: none"> <li>• Have a stretch</li> <li>• Get some fresh air</li> <li>• Tell my teacher how I'm feeling</li> <li>• Do some exercise</li> <li>• Think of some happy thoughts</li> <li>• Rub my hands together</li> <li>• Drink water</li> </ul>

## Amendments

Date	Page	Item	Detail
23.06.17	30		Further information addition Special Educational Needs and Disability Policy.
27.08.20	31		The addition of Appendix 1 COVID-19 Behaviour policy addition from 1st September 2020
14.07.21			Total re-write
July 2022	26		Addition of Appendix One – Anti-Bullying Policy
“			Removal of Appendix A – Covid addition.
“	11/12	3.1	Highlighted amendments to Serious Incidents.
“	13		Highlighted additional bullet points.
“			Highlighted change or wording from Fixed Term Exclusion to Suspension throughout.
“	25		Highlighted additional bullet point
December 2022	33	App 2	Addition of Appendix 2 on Searching Protocols
	25		Addition of section on Reasonable Force/Restraint
			Change from Statement to Educational Health Care Plan.
May 2023			Change throughout from exclusion to permanent exclusion and definition of suspension and permanent exclusion added.
September 2023			Updated throughout, changes highlighted