



WELLSWAY  
SCHOOL

# Behaviour Policy

For review by: Assistant Principal (Student Support)

Approved by: Academy Governance Committee

Date of last review: December 2018

Date of next review: December 2019

## Introduction

### Rationale

This policy clarifies what we see as best practice in terms of positive behaviour management to establish the highest possible standards of behaviour at Wellsway School. It aims to ensure every lesson is focused on learning and free from distractions and to enable every student and every member of staff to feel safe and happy, confident that the school environment is one where people are kind, courteous and respectful at all times.

The policy also exists to clarify the rules and systems in place to ensure learning occurs in the best possible conditions. This includes sanctions for when rules are not followed, but also the reward system to allow students, parents/carers and teachers to see how well they are progressing in subjects and recognise and celebrate sustained good work or effort. All members of the school community - students, staff, parents and carers – are expected to support and follow these rules and systems so that the school community operates effectively and for everyone's benefit.

### Vision

Inclusive teaching and learning is central to our work as educators and caring adult-child relationships are critical for children and young people's continued success in all aspects of their lives. We have very high expectations of our students and believe that every student is capable of meeting them. This is important so that the school is always a warm, caring, friendly and happy place where learning flourishes. The vast majority of students behave exceptionally well at Wellsway School and our aim is for all students' behaviour to be impeccable at all times.

We accept our responsibility to help students develop strategies which assist them in controlling and regulating their own behaviour. Our sanctions are centred around restorative conversations to allow the student to reflect on their behaviour; set limits where appropriate and solve problems in collaboration with others. This supportive approach helps students develop more effective ways to improve their behaviour.

Developing students who want to do their best is at the centre of the reward system in place at Wellsway. Students are encouraged to see that it is worth making an effort and persevering with a task even when it feels a challenge to reach. We expect staff to be sincere in their praise and relate it to specific and real achievement, which the student knows requires real effort. The aim is for students to adopt excellent learning behaviours without external reward.

Our aim is for all staff to ensure sanctions and rewards are applied rigorously and consistently to ensure students understand the benefit of a positive attitude to learning and behaviour as well as the consequences of any poor behaviour.

## 1. Aims

This policy aims to:

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

## 2. Legislation and Guidance

All action is taken in line with the following legislation/guidance:

- Behaviour and discipline in schools (DfE, 2016)
- Use of reasonable force (DfE,2013)
- Searching, screening and confiscation (DfE, 2018)
- School exclusion (DfE, 2017)
- Keeping Children Safe in Education (DfE, 2018)
- SEND Code of Practice (DfE, 2014)
- Education Act 2006
- School Standards and Framework Act 1998
- Education Act 2002
- School Information Regulations 2008
- Equality Act 2010
- Education Act 2010
- The Schools Behaviour Regulations 2012

## 3. Links to Other Policies

The Wellsway School Behaviour Policy should be read in conjunction with other relevant policies.

- Wellsway School Teaching and Learning Policy
- Wellsway School Anti-bullying Policy
- Wellsway Multi Academy Trust Drugs Policy
- Wellsway Multi Academy Trust Physical Restraint Policy
- Wellsway Multi Academy Trust Child Protection and Safeguarding Policy
- Wellsway Multi Academy Trust Code of Conduct
- Wellsway Multi Academy Trust Online Safety and Social Media Policy

## 4. Behaviour Expectations

This set of behaviour expectations was created in consultation with Wellsway staff and in consideration of student voice.

Students of all ages (from Key Stage 3 to 5) are expected to follow these rules in every lesson and throughout the school day:



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### **Classroom Expectations**

At Wellsway School all students have a responsibility to

- Arrive on time to lessons ready to learn
- Follow instructions
- One voice in the classroom
- Remain on task and complete work to the best of your ability
- Be polite, kind and respectful

**at all times**

## **Rewards at Wellsway School**

### **Rationale**

A clear, consistent rewards scheme maintaining a positive focus. House points will be awarded to students for being **confident, successful and respectful** learners and upstanding members of the wider community.

### **Staff Will:**

- Award house points according to 'drop-down' criteria on PARS. Staff should provide comments to elaborate on student successes.
- Make recommendations to Curriculum Directors for e-Postcards for where students have excelled/ shown outstanding attitude to learning/ effort.

### **Tutees should receive house points for:**

- Especially active involvement within tutor time
- Displaying leadership qualities
- Being a positive influence in the tutor group.

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***In one lesson/tutor time, no more than one house points can be awarded to an individual student.***

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### **Curriculum Directors will:**

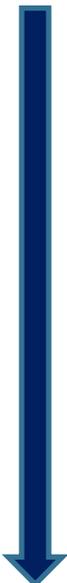
- Send e-Postcards home to individual students who have impressed each month.
- Nominate up to 15 KS3 students who have excelled in a curriculum team project or unit to attend a Principal's Lunch.
- Provide names of students who display an excellent approach to learning in KS3, KS4 and KS5, focusing on key student groups to be used in the Christmas and End of Year rewards assemblies (as requested by HoH/ Director of Sixth Form).

### **Heads of House will:**

- Identify and reward house point champions each term in each tutor group.
- Identify and reward tutees of the term for being confident, successful and respectful learners.
- Identify and reward 'House Heroes' for 100% attendance, no behaviour points and no late marks every term.
- Hold assemblies every term which celebrate success and achievement of students.
- Hold special Christmas and summer celebration assemblies following the recommendations made by curriculum teams.
- Identify Year 11 students who have achieved Level 1 and 2 for the Passport to Prom and reward them with a ticket to attend the Year 11 Prom. The Passport to Prom initiative is designed to support students to excel in all areas of school life during Year 11. At such a crucial point in their school career students will thrive on this challenge and we are delighted to provide an opportunity to celebrate their efforts at the Wellsway School Year 11 Prom. However, if students repeatedly fail to meet fundamental expectations then they will not be allowed to attend the Prom.

## 5. Our Mechanisms to Support and Improve Student Behaviour

The diagrams below provides a behaviour framework for teachers to follow when managing behaviour in the classroom.

Behaviour Framework		
Classroom routines and strategies to develop positive student behaviours	Action(s) in response to disruption to learning	De-escalation Strategies
<ul style="list-style-type: none"> <li>• Know your students</li> <li>• Be prepared for classes and on time</li> <li>• Line up outside of the classroom at the start of the lesson (where practical)</li> <li>• Uniform checks on entry and exit</li> <li>• Allow latecomers to take their seats immediately and follow up later</li> <li>• Ensure a considered seating plan</li> <li>• Insist on the full attention of the class before starting the lesson/ giving instructions</li> <li>• Begin and end the lesson positively</li> <li>• Learn and use first names</li> <li>• Orderly classroom exit</li> <li>• Regularly reinforce classroom rules</li> </ul>	 <p><b>LEVEL 1</b> (+ Explain why)</p> <ul style="list-style-type: none"> <li>• Log incident on PARS (L1 Behaviour Point)</li> </ul> <p><b>LEVEL 2</b> (+ Explain why)</p> <ul style="list-style-type: none"> <li>• Log incident on PARS (L2 Behaviour Point/Contact Home)</li> </ul> <p>(Staff Script – Language of Choice)</p> <p><b>LEVEL 3</b> (Alternative Room)</p> <ul style="list-style-type: none"> <li>• Log incident on PARS</li> <li>• 30 minute detention to include restorative conversation (logged as C3 on PARS)</li> </ul> <p><b>Level 3</b> behaviours lead immediately to 30 minute det:</p> <ul style="list-style-type: none"> <li>-Rudeness to staff (not swearing)</li> <li>-Swearing (not at a student/member of staff)</li> <li>-Inappropriate behaviour to another student (not SMC)</li> </ul> <p><b>Level 3</b> behaviours lead immediately to 60 minute centralised detention:</p> <ul style="list-style-type: none"> <li>-Leaving a lesson without permission</li> <li>-A Call-Out is made due to refusal to move to the alternative room</li> <li>-A student has moved to an alternative room and is still significantly disrupting the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>Physical proximity</li> <li>Non verbal signal</li> <li>Tactical ignoring</li> <li>Depersonalised comment</li> <li>Remind student about a time they demonstrated the correct behaviour</li> </ul> <p><b>Rule reminder</b></p> <p><b>Take up time</b></p> <ul style="list-style-type: none"> <li>Simple direction</li> <li>Reinstatement of rule reminder</li> <li>Reinstatement of simple direction</li> </ul> <p>Ensure students understand any behaviour point or detention for restorative conversation will result in email/ contact with home</p> <p><b>Reminder of a consequence expressed as a choice</b></p> <ul style="list-style-type: none"> <li>Removal from class – 2 minutes maximum to defuse situation</li> </ul>

Summary of how teachers log negative behaviour	Log on PARS					Log on CPOMS	Teacher Script <b>Last Chance – Language of Choice</b> I remember a time very clearly when you were able to (Remind the student of a time when they demonstrated good behaviour for learning.)  This is your last chance otherwise you will be moved to the alternative room and be put in an after school detention for 30 minutes.
	Behaviour Point	Parent/Carer Contact	30 min Detention	Centralised 60 mins	Immediate Isolation until end of P2,P4 or P5	CD/HoH/SLT to confirm next steps	
Level 1-2	X						<b>Call Outs</b>  The purpose of a Call Out is to ensure that members of staff receive support from a Learning Mentor or a member of ESLT in the following circumstances:  A student leaves a lesson without permission and the student’s whereabouts are not known. A student is refusing to move to an alternative room A student has moved to an alternative room and is still significantly disrupting the learning of others. A student has demonstrated SMC A student is putting themselves, other students or staff at risk of harm.
Level 2	x	X					
Level 3	x	X	X				
Leaving a lesson without permission A Call-Out is made due to refusal to move to the alternative room. A student has moved to an alternative room and is still significantly disrupting the learning of others.				X	X		
Negative behavior during unstructured time						x	
All SMC					X	X	
*Automated emails to parents/carers will be sent daily to parents at 5pm.							

#### Serious Misconduct Protocols

Types of SMC behaviours	Step	Action	CPOMS Instructions
At any point on the school site: 1. Persistent refusal to follow instructions following to follow instructions (SLT) 2. Refusal to handover a mobile phone. 3. Unsafe behavior. 4. Physical assault against adult. 5. Physical assault against pupil. 6. Verbal/Threatening Behaviour (adult). 7. Verbal/Threatening Behaviour (student). 8. Supply or use of illegal substances or alcohol. 9. Being in possession of a prohibited item. 10. Smoking. 11. Theft. 12. Damage to school property.	1	Staff update CPOMS with a SMC incident as soon as possible <ul style="list-style-type: none"> <li>• Behaviour 1: Call out member of staff (usually LM) updates CPOMS</li> <li>• Behaviour 2-11: Member of staff witnessing behaviour (including unstructured time)</li> </ul>	<ul style="list-style-type: none"> <li>• Add incident</li> <li>• Name/Incident details/linked students</li> <li>• Alert SLT and the appropriate CD</li> <li>• (HoH not necessary for unstructured time)</li> </ul>
	2	Staff member on Call Out duty, in conjunction with duty LM, decides the next steps - duty LM will support this happening immediately (CDs to liaise with PCM or a member of SLT). <ul style="list-style-type: none"> <li>○ Do statements need to be collected?</li> <li>○ Student should be immediately isolated until end of P2,4 or P5</li> </ul> The duty LM logs the following: record incident as ‘Open’, any agreed actions and upload any witness statement to CPOMS immediately.	<ul style="list-style-type: none"> <li>• Add action to the incident</li> <li>• Add incident alert recipients</li> <li>• Add the member of staff who logged the original incident.</li> </ul>
	3	PCM, VPs or Principal will recommend actions via CPOMS to the CD or HoH.	*All staff linked to the incident will receive an incident alert email every time an incident or action is logged.Staff can check also check on the progress of an incident by searching for the student.
	4	The CD or HoH logs the incident and outcome on PARS and CPOMS.	

This behavior framework is displayed in every classroom



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Rewards	Consequences	
<p>We will reward students for being confident, successful and respectful learners by:</p> <ul style="list-style-type: none"><li>• House points</li><li>• Contact home</li><li>• E-postcards sent to parents</li><li>• Recommendations to attend a termly Principal's lunch</li><li>• Rewards in the Christmas and end of year reward assembly</li></ul>	<p><b>Level 1</b></p> <ul style="list-style-type: none"><li>• Behaviour point</li></ul> <p><b>Level 2</b></p> <ul style="list-style-type: none"><li>• Behaviour point</li><li>• Contact with home</li></ul> <p><b>Level 3</b></p> <ul style="list-style-type: none"><li>• Move to alternative room</li><li>• 30 minute after school detention</li></ul>	<p>Behaviours that will lead directly to a 30 minute after school detention:</p> <ul style="list-style-type: none"><li>• Rudeness to staff</li><li>• Swearing</li><li>• Inappropriate behaviour to another student</li></ul> <p>Behaviours that will lead directly to being moved to the isolation room and a 60 minute after school detention:</p> <ul style="list-style-type: none"><li>• Leaving a lesson without permission</li><li>• Refusal to move to the alternative room</li><li>• Disrupting the learning of others after moving to an alternative room</li></ul>

## **Behaviour Management System at Wellsway School - Consequences**

### **Level System**

The Level System reflects locally agreed procedures of informing parents/carers of their child's position in the school's behaviour management system. Further details of the Level System can be found in Appendix 1.

### **Contact with parents/carers**

Parents/carers will be contacted via email or telephone communication for every incident of negative behaviour which is logged by a teacher at Level 2 or above – see Behaviour Framework.

### **Alternative Room**

If a student is placed on Level 3 of the Behaviour Framework they will be moved to the alternative room to study for the remainder of the lesson.

### **Detentions**

Wellsway School use detentions (including detention outside of school hours) as a sanction. The law gives teachers the power to issue detentions.

### **Internal Exclusion**

Internal Exclusion is used following a serious or repeated breach of the classroom code of conduct or as a result of a student who has committed an act of serious misconduct.

### **Fixed Term Exclusion**

Fixed term exclusion should be a rarity and used following the most serious of incidents and not, in general, as a sanction for day-to-day behaviour issues. These are only recommended by School Leadership Team members and have to be agreed by the Principal. Fixed-term exclusions may be extended if it is felt that students are not willing to comply with the expectations of the school. Wherever possible readmission interviews with the HoH (or Deputy Director of Sixth Form at Key Stage 5) and the SLT link will take place before the day of re-admittance in order to ensure that the student and her/his family has the time to reflect on matters discussed. This will also give time for families to develop and discuss strategies to improve behaviour prior to re-admittance.

### **Permanent Exclusion**

Permanent exclusion will be used as a rarity and last resort. This measure will be used in line with guidance produced by the Department for Education.

### **Confiscation**

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## **Behaviour Management System at Wellsway School – Support Strategies**

### **Classroom management**

Positive teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct
- Develop a relationship with students, including:
  - Know your students
  - Be prepared for classes and on time
  - Line up outside of the classroom at the start of the lesson (where practical)
  - Uniform checks on entry and exit
  - Allow latecomers to take their seats immediately and follow up later
  - Ensure a considered seating plan
  - Insist on the full attention of the class before starting the lesson/ giving instructions
  - Begin and end the lesson positively
  - Learn and use first names
  - Orderly classroom exit
  - Regularly reinforce classroom rules

### **Contact with Parents/carers**

Working with parents/carers can be amongst the most powerful ways of correcting student behaviour. Parents/carers have access to all behaviour data via Insight.

- a. Individual staff may contact parents/carers by telephone or email if they have a particular concern but if in doubt they should consult a Middle Leader in the first instance. The results of calls and emails home should be recorded on PARS or passed to colleagues if it will benefit a student's progress.
- b. Assistant Team Leaders/Curriculum Directors/HoHs/Deputy Director of Sixth Form may contact parents/carers, both by telephone, email or letter, when there has been a specific cause for concern by an individual student or on-going problems.
- c. Parental/Carer interviews are used by Middle Leaders or School Leadership Team members for more persistent or serious misconduct.

## Daily Reports

These are used by: Tutors, Learning Mentors/Head of Houses/Deputy Director of Sixth Form, Curriculum Directors and School Leadership Team members when a student has been disruptive either in a particular lesson or across a number of curriculum team areas (usually by a Head of House's report).

These targets should be 'SMART':

SPECIFIC	Focusing clearly on the desired types of behaviours
MEASURABLE	To prove that a target has been met
ACHIEVABLE	Should be able to be reached within a few weeks
REALISTIC	Within the capability of a student
TIME-RELATED	There is a defined timeframe

- This report is viewed as a short term monitoring device with a debriefing element.
- Parents/carers should be notified by the [Tutor](#)/Curriculum Director/Head of House/Deputy Director of Sixth Form if a student is placed on a report at any level.
- Head of House/Deputy Director of Sixth Form and Curriculum Directors must have an accurate overview of who is on report.

## De-escalation Plan

For students demonstrating persistent poor behavior, staff at Wellsway School have been trained to create de-escalation plans. The strategy includes planned and agreed preventive strategies to reduce the chance of poor behaviour being demonstrated. Proactive strategies may involve changing the environment and altering routines in order to reduce the risk of problems arising. There will be strategies to defuse and de-escalate, focusing on diversion, re-assurance and communication.

## Pastoral Support Programmes (PSP)

- A PSP is an attempt to work with a seriously disaffected student who, in particular, may be at risk of permanent exclusion. It is only used in extreme cases, but is a necessary step to take in those circumstances.
- A PSP typically runs for 16 weeks with reviews every 4 weeks. It is put into place after a meeting between the Head of House, parents/carers and student. It is made very clear to both the student and parents/carers at the meeting that this is a very serious and rare response to the issues arising from a student's poor behaviour.
- Short and long term targets are discussed and agreed on at this meeting as are rewards and sanctions (by both the school and home). The student is put on a supportive programme which involves her/him reporting on a daily basis to pastoral staff on a regular basis (normally daily).
- After 4 weeks, another meeting takes place involving all parties. At this meeting, targets may be amended. If the programme is not having the desired effect then strategies will be changed. A warning may be given and the Principal will be informed. Hopefully, the student will have improved and after the full 16 weeks will have met their targets. Students can then be taken off the PSP and still monitored, but to a lesser degree.
- If a PSP does not help to change a student's behaviour, then a strategy meeting will be called that will involve the student, parents/carers and other invited guests. This meeting will be called by the Principal.

## Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log).

## 6. Rules Around School

At Wellsway School, we expect each other to behave with respect at all times. That means walking around the school calmly, quietly and respecting each other's space.

### Defiance

If a member of staff asks a student to do something, the request must be followed. If a student does not immediately do what has been asked, the member of staff will say to the student 'This is a reasonable request. Are you choosing not to follow it?'

If the student refuses, or if the student walks away, a 30 minute HoH detention will be set for the next school day.

### Head of House Detentions

There are no warnings for these misbehaviors. You will receive a Head of House Detention for any of the following:

- Not clearing away your tray in the canteen or dining hall = 30 minute Head of House Detention
- Pushing/shoving = 30 minute Head of House Detention
- Being out of bounds = 30 minute Head of House Detention
- Inappropriate language = 30 minute Head of House Detention
- Dropping litter/throwing food = 30 minute Head of House Detention

## 7. Serious Misconduct

**Serious misconduct** is defined as:

Repeated breaches of the behavior policy  
Persistent refusal to follow instructions (SLT)  
Any forms of bullying  
Discriminatory behaviour  
Physical assault against adult.  
Physical assault against pupil.  
Verbal/Threatening Behaviour (adult).  
Verbal/Threatening Behaviour (student).  
Supply or use of illegal substances or alcohol.  
Being in possession of a prohibited item.  
Smoking.  
Theft.  
Damage to school property  
Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

High level consequences will be put in place for students who demonstrate serious misconduct.

## 8. Our Mechanisms to Support and Improve Student Behaviour – Key Stage 5

Students are considered young adults who should set a model of good behaviour for students in younger years. As such, they are considered to be able to make informed choices about their conduct and we expect the same conduct, behaviour attendance and punctuality from sixth form students as those in Years 7-11.

Sixth form students must adhere to the expectations for Sixth Form, including the dress code and completion of all school, home and independent work on time to an appropriate standard and persistent failure to meet the expectations of the sixth form (whether academic, behavioural or otherwise) will trigger a number of interventions and strategies that may be put in place by Curriculum or Sixth Form Teams, following the support system structure.

### **Sixth Form Support/Intervention**

Interventions may include those used in Years 7-11, such as restorative conversations; detentions (including after school); contact with parents/ carers and placement on the pastoral or subject support systems. Interventions specific to the Sixth Form include:

- Compulsory attendance to subject and pastoral support sessions during the day and after school
- Timetabling/removal of PDL (Personal Directed Learning sessions) during the school day
- Removal from lessons and placement in the Sixth Form Learning Centre

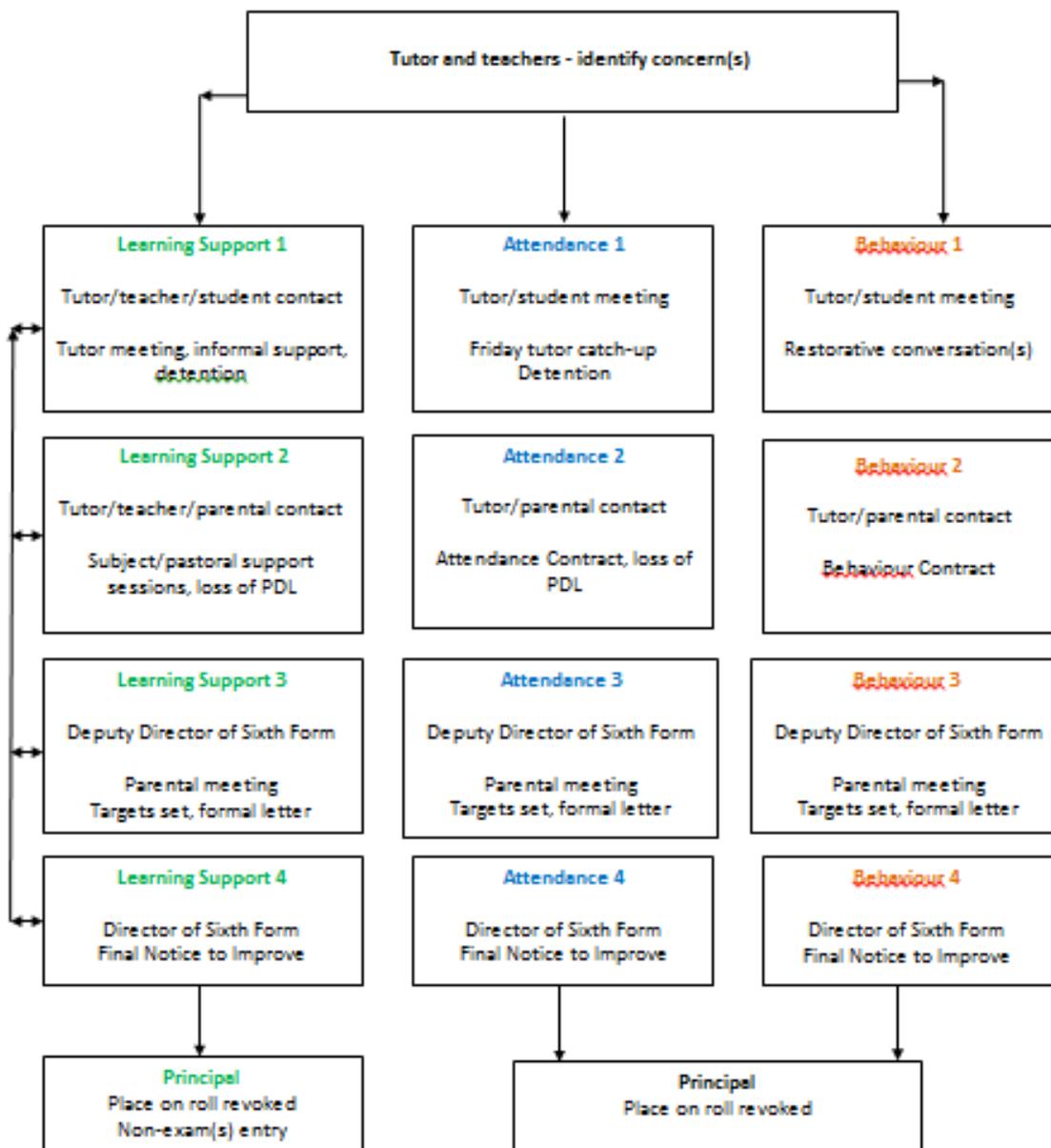
Where there is a concern with a student's overall attendance or behaviour, they will immediately be placed on the Sixth Form Student Support System.

Where there is a concern with academic progress, appropriate action will be taken by the individual Curriculum Team involved. Where concerns persist or fall across more than 1 subject, the student may be placed on the Sixth Form Student Support System. This decision will be made in conjunction with the Director of Sixth Form.

If the concern(s) fall within the Induction Period in Year 12, the student may have their place in Sixth Form revoked, or be moved onto another course if appropriate.

## Sixth Form Student Support System

The following overview of the Sixth Form Student Support System provides examples of support that may be provided at each stage. Students can be placed on any stage at any time, as directed by the Director/Deputy Director of Sixth Form. Where students meet targets/sanctions set, they may be removed/moved down a step.



**Behaviour Support System at Wellsway School****Level 1 - Tutor Warning**  
**4-8 Behaviour Points Per Term**

	Tutor Actions	When	Where/How
A	Review behaviour record every week and recommend Level 1 students to the HoH	Weekly	PARS reports Pastoral Briefing
B	Meet with student and discuss current behaviour concerns	Week 1	Tutor time
C	Telephone parents/carers regarding concerns about behaviour and that closer monitoring will now take place	Week 1	Telephone PARS log
D	Report back to HoH on progress of Level 1 students	Weekly	Pastoral Briefing

**Level 2 - Tutor Intervention**  
**9-15 Behaviour Points Per Term**

	Tutor Actions	When	Where/How
A	Review behaviour record, meet with student and agree two targets for the six week period	Week 1	Tutor time
B	Telephone parents/carers regarding concerns about behavior	Week 1	Telephone
C	Email (Email Template 1) to parents/carers confirming targets and that the student is being monitored by tutor	Week 1	PARS
D	Level 2 Tutor weekly PARS Report Card with targets to be completed by tutor	Week 1	PARS
E	Tutor review weekly behaviour report emailed via PARS and report back to the HoH	Weekly	Pastoral Briefing
F	Six week review with student  Discussion with the HoH will lead to either: Option 1: Remove from Level 2 –Tutor Intervention to Level 1 – Tutor Warning (Email Template 2) Option 2: Continue with Level 2 –Tutor Intervention (Email Template 1) Option 3: Decision to move to Level 3 – HoH Intervention	Week 6	Tutor time

**Level 3 – Stage 1**  
**Head of House Intervention**

The Head of House should consider this level of intervention to be put in place for students who are demonstrating persistent negative behaviour. The Head of House will use the criteria below as guidance for level allocation.

To be on Level 3 – Stage 1 the student will meet one or more of these criteria over a four week period:

- above 15 behaviour points or
- 3 or more incidents of Serious Misconduct or
- 1 or more Fixed Term Exclusion or removed from Level 3 – Stage 2

Head of House Actions		When	How
A	HoH to review behaviour data <ul style="list-style-type: none"> <li>- Persistent LLD and General Negative Behaviour</li> <li>- Serious Misconduct Incidents</li> <li>- Subject/Teacher</li> <li>- Outcomes</li> <li>- By Week/By YTD</li> </ul>	Every week	PARS
B	Analyse the behaviour record for the identified student	Week 1	PARS
C	Meet with the parent/carer	Week 1	Parent Meeting
D	Email (Email Template 1) to parents/carers	Week 1	PARS/CPOMS
E	HoH weekly PARS Report Card with targets to be completed by HoH	Weekly	PARS
F	HoH, LM or Tutor to meet every week with the student to review progress	Weekly	Student Meeting CPOMS
F	Week 4 review meeting with parent/carer  The HoH will decide to either: Option 1: Remove from Level 3 – Stage 1 to Level 2 – Tutor Intervention (Email Template 2) Option 2: Continue with Level 3 – Stage 1 (Email Template 1) Option 3: Decision to move to Level 3 – Stage 2	Week 4	Parent Meeting

**Level 3 – Stage 2**  
**Head of House Intervention**

The Head of House should consider this level of intervention to be put in place for students who are demonstrating persistent negative behaviour. The Head of House will use the criteria below as guidance for level allocation.

To be on Level 3 – Stage 2 the student will meet one or more of these criteria:

- above 15 behaviour points for two successive four week cycles or
- 3 or more incidents of Serious Misconduct in two successive four week cycles or
- 1 or more Fixed Term Exclusion in two successive four week cycles or removed from Level 3 – Stage 3

Head of House Actions		When	How
A	HoH to review behaviour data <ul style="list-style-type: none"> <li>- Persistent LLD and General Negative Behaviour</li> <li>- Serious Misconduct Incidents</li> <li>- Subject/Teacher</li> <li>- Outcomes</li> <li>- By Week/By YTD</li> </ul>	Every week	PARS
B	Analyse the behaviour record for the identified student	Week 1	PARS
C	Meet with the parent/carer and SLT LM Complete the following: <ol style="list-style-type: none"> <li>1. De-escalation Plan</li> <li>2. Pastoral Support Plan to include the implementation of any appropriate intervention from the Wws Alternatives to Exclusion Checklist – See Appendix A</li> <li>3. Update the Wws Alternatives to Exclusion Checklist for the student</li> </ol> The above documents and any related paperwork including referrals to external agencies should be uploaded to CPOMS	Week 1	Parent Meeting CPOMS
D	Email (Email Template 1) to parents/carers	Week 1	PARS/CPOMS
E	HoH weekly PARS Report Card with targets to be completed by HoH	Weekly	PARS
F	HoH, LM or Tutor to meet every week with the student to review progress	Weekly	Student Meeting CPOMS
F	Week 4 review meeting with parent/carer  The HoH will decide to either: Option 1: Remove from Level 3 – Stage 2 to Level 3 – Stage 1 (Email Template 2) Option 2: Continue with Level 3 – Stage 2 (Email Template 1) Option 3: Decision to move to Level 3 – Stage 3	Week 4	Parent Meeting

**Level 3 – Stage 3**  
**Head of House Intervention**

The Head of House should consider this level of intervention to be put in place for students who are demonstrating persistent negative behaviour. The Head of House will use the criteria below as guidance for level allocation.

To be on Level 3 – Stage 3 the student will meet this criteria:

Exceeding Level 3 – Stage 2 Criteria

Head of House Actions		When	How
A	HoH to review behaviour data <ul style="list-style-type: none"> <li>- Persistent LLD and General Negative Behaviour</li> <li>- Serious Misconduct Incidents</li> <li>- Subject/Teacher</li> <li>- Outcomes</li> <li>- By Week/By YTD</li> </ul>	Every week	PARS
B	Analyse the behaviour record for the identified student	Week 1	PARS
C	Meet with the parent/carer and SLT LM Complete the following: <ol style="list-style-type: none"> <li>4. De-escalation Plan</li> <li>5. Pastoral Support Plan to include the implementation of any appropriate intervention from the Wws Alternatives to Exclusion Checklist – See Appendix A</li> <li>6. Update the Wws Alternatives to Exclusion Checklist for the student</li> </ol> The above documents and any related paperwork including referrals to external agencies should be uploaded to CPOMS	Week 1	Parent Meeting CPOMS
D	Email (Email Template 1) to parents/carers	Week 1	PARS/CPOMS
E	HoH weekly PARS Report Card with targets to be completed by HoH	Weekly	PARS
F	HoH, LM or Tutor to meet every week with the student to review progress	Weekly	Student Meeting CPOMS
G	Repeat A-F four times over a 16 week period	Weeks 1-16	
F	Week 16 review meeting with parent/carer  The HoH will decide to either: Option 1: Remove from Level 3 – Stage 3 to Level 3 – Stage 2 (Email Template 2) Option 2: Continue with Level 3 – Stage 3 (Email Template 1) Option 3: Decision to move to Level 4	Week 4	Parent Meeting

## Appendix 2

### Internal Exclusion

Internal Exclusion (IE) serves as a serious school sanction directly below a Fixed Term Exclusion. IE is used as a sanction to prevent students from engaging with the school community but without this impacting on their academic learning.

When non-adherence to school expectations is deemed serious enough to warrant IE the following procedures follow:

- Students will spend part or all of the school day working in the Pastoral Office
- Written work will be provided for students to complete in core subjects.

### Timings

Students who are placed in IE for the whole day will follow different timings for the school day.

- School day starts in IE - 9.15am
- Break – 10.15am - 10.30am
- Lunch – 12.45pm – 1.15pm
- School day finishes in IE – 3.35pm

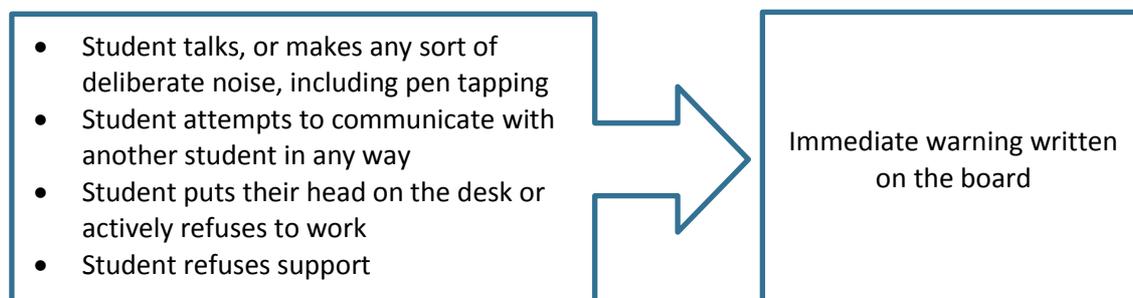
Parents/carers will be made aware if their child is Internally Excluded before 5pm on the day prior to the exclusion.

### Rules in the Isolation Room

Students must work in silence at all times, in 'exam conditions'. If a student demonstrates any of the behaviours from the diagram below, they will immediately receive a warning. If they fail to meet expectations again, they will receive a second warning. At this point, the Pastoral Team will phone home to alert the parent or carer that their child is on their last warning and will be sent home if they disrupt again. If they show it a third time, they will be sent home and excluded from school the following day.

As such, the Isolation Room will have the same rules as an examination, with two important exceptions:

1. Students are allowed to ask for help
2. Students must continue working



### **Break and lunch times in the Isolation Room**

At these times, all the rules still apply, except that:

1. Students may eat and drink at their desks
2. Students may read a book or magazine, or do other silent personal activities, such as a sudoku
3. Students may choose not to work, and will not get a warning for putting their head on the desk.

While collecting food at break or lunch time (which will happen before the rest of the school goes to break and lunch) students will be able to talk with each other, albeit quietly and sensibly.

Students will be given the opportunity to use the toilets in Lansdown building at break and lunch.

### **Exceptions to staying in the Isolation Room**

A student must never be allowed out of the Isolation Room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the Isolation Room if they have:

1. A public examination
2. A literacy, numeracy or behaviour intervention
3. A pre-arranged appointment out of school

### **Communication with parent/carers**

1. The student and their parents/carers will be made aware by the appropriate HoH or CD that they will be placed in the Isolation Room before 5pm on the day prior to the exclusion.
2. The HoH/CD will confirm via email to parents/carers what the expectations for the student will be for the exclusion.
3. A copy of the email will be forwarded to the all HoH, LMs and Assistant Principal (Student Support).

## Appendix 3

### Exclusion Guidance

#### 1 Exclusion Guidance

Wellsway School endeavours to ensure that exclusion procedures conform with statutory guidance set forth by the Department for Education (DfE) in 2012 and updated in September 2017.

##### 1.1 Aims

All parties involved in exclusions, including Principals, parents, governing bodies and Independent Review Panels, must have regard to the statutory guidance. At 62 pages long, however, the guidance can be inaccessible and overwhelming to many. This section of the behaviour policy aims to set forth rights and responsibilities around exclusion with clarity and brevity to ensure that all exclusion proceedings at Wellsway School are conducted in a fair and just manner, with appropriate notice to all, full participation of relevant parties, and within the statutorily designated timelines.

##### 1.2 Fixed-Term and Permanent Exclusions

Exclusion can only be for a breach of a school's behaviour policy. There are two types of exclusion: fixed-term (or fixed-period) and permanent.

There is a limit of 45 school days in an academic year for fixed-term exclusions. The law does not allow for 'converting' a fixed-term exclusion into a permanent exclusion. The school may issue a fixed-term exclusion pending investigation and, where further evidence has come to light, issue a further fixed-term exclusion to begin immediately after the first exclusion ends; or a permanent exclusion to begin immediately after the end of the fixed-term exclusion.

Permanent exclusions may only be in response to persistent breaches of Wellsway School's behaviour policy or for a 'one-off' serious breach of the behaviour policy, where allowing the student to remain in school will be detrimental to the education and welfare of the student and/or others at the school.

On the sixth day of an exclusion, Wellsway School (or local authority, in the event of a permanent exclusion) must arrange suitable full-time education for any student of compulsory school age. Where a student receives consecutive fixed-term exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty.

A panel of governors must review permanent exclusions and any fixed-term exclusions which result in the student being excluded for more than 15 school days (singly or cumulatively) within one term. Wellsway School is responsible for recording exclusions on the school's relevant Management Information System (MIS) in a timely manner and keeping careful track of fixed-term exclusions that total more than 15 days in a term.

All exclusions must be reported to the Local Governing Body. If an exclusion requires review (i.e. fixed-term exclusions totalling more than 15 days in a term or permanent exclusions), schools should also notify the Local Governing Body as soon as the exclusion issues, in order to allow the timely arranging and clerking of the required review meetings. Permanent exclusions must also be reported to the local authority immediately to ensure the local authority will be able to fulfil its duty to provide alternative educational provision from the sixth day of the exclusion. Exclusions must be reported to governors in the Principal's Report.

### **The Principal's Role in Exclusions**

- Only the Principal or acting Principal may exclude a student.
- Care must be taken to avoid 'informal' or 'unofficial' exclusions (e.g. sending a child off-site for a 'cooling down' period). However, a student whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.
- Where a student has received multiple exclusions or is approaching the legal limit of 45 school days of fixed-term exclusion in an academic year, the Principal should consider whether exclusion is providing an effective sanction.
- Exclusions are illegal if they occur for non-disciplinary reasons, such as:
  - additional needs or a disability that the school feels it is unable to meet;
  - lack of academic attainment/ability;
  - the actions of a student's parent(s); or
  - failure of a student to meet specific conditions before reinstatement.
- Permanent exclusion should only be used as a last resort where all alternatives have been considered and all strategies to change behaviour have failed. It must be demonstrated that allowing the student to remain in school would seriously harm the education or welfare of the student or others in the academy.
- Where an excluded student has Special Educational Needs or Disability (SEND) or is on the SEND register, it must be demonstrated that the academy has regard for the SEND Code of Practice and has provided extensive means of support to help meet the student's needs. Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. Any intervention strategies should be discussed with and involve the student's parents.
- Principals should ensure that the behaviour policy of the academy is reviewed on an annual basis and approved by the governing body.

### **Duty to Inform Parents**

The parent(s) must be informed immediately and in writing of the length and type of exclusion, and of their right to make representations to the governors. Students over 18 have to be informed and have the right to appeal on their own behalf. Pursuant to the duty of care placed on schools to ensure the welfare of students, parent(s) must be advised of an exclusion prior to the student being sent off-site.

Wellsway School maintains standard letters for notifying parents of exclusions and an explanatory note to accompany each letter setting forth their rights of representation.

## Review of the Decision to Exclude

In all cases of permanent exclusion and fixed-term exclusions amounting to over 15 days in a term (cumulatively or singly), the decision of the Principal **must** be reviewed by a panel of governors.

The panel is made up of three governors, with a clerk appointed by Wellsway School. One governor on the panel will be designated as the Chair of the meeting and, in the event of a request for external independent review by parents (see section below entitled *Independent Review Panel*), will represent the panel at that independent review meeting. The Principal cannot be a member of the panel.

Subject to the availability of governors, review meetings should be held within a period of 15 days from the date of the exclusion. The Principal should make arrangements for paperwork to be prepared immediately.

- Fixed-term exclusions totalling **five or fewer school days** (or 10 or fewer lunch-times or half days) in any one term must be reported to the governors at each meeting and recorded on the MIS. The governing body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
- If an exclusion means that a student will **miss a public exam**, the panel should try to meet before the date of the exam. If this is not practicable, the Chair of Governors may use the emergency powers for Chair's action to review the exclusion alone.
- For fixed-term exclusions of **6 to 15 school days**, if the parents make representations, the governing board must consider within 50 school days of receiving the notice of exclusion whether the excluded student should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the student.
- For fixed-term exclusions that singly or cumulatively total **more than 15 days** in one term, and for **permanent exclusions**, the panel must hold a formal hearing within 15 school days, whether or not the parent(s) make representations.

The review panel may confirm the exclusion or direct reinstatement of the student. There is no legal option to impose a lesser sanction, i.e. to commute a permanent exclusion to a fixed-term one.

The review panel may direct reinstatement for any students excluded for a fixed-term of more than five days **or** students who would miss a public exam **or** permanently excluded. If the student is to be reinstated, a re-integration programme should be planned with the school.

If reinstatement is not practicable – because the student is already back in school or because the parent does not want it – the review panel must consider the representations made by the school and parent(s), and decide whether or not the exclusion was justified. The decision should then be included in the student's record.

After the governor review hearing, the clerk will inform the parties in writing about the result, with reasons for the decision. Decisions are communicated as soon as possible and every attempt is made to do this within 5 working days.

## Principles of Natural Justice

All factual determinations are based on a balance of probabilities, both by Principals and at any subsequent review. This means that the Principal/reviewing panel should accept that something happened if it is more likely that it happened than that it did not happen.

In making their decisions to exclude, Principals must ensure that their decisions are fair, based on the facts of the incident and do not include any elements of discrimination.

Members of the panel should be impartial, unprejudiced, have taken no previous part in the specific case, and have no personal or school interest in its result. Principals should not discuss individual exclusions with members of their governing body as cases may be referred to the governing body for review.

- Parent(s) should be informed of the case put forward by the school and have an opportunity to challenge it.
- Both parties should be allowed to present their case without unreasonable interruption. Aggressive, repetitive or unnecessarily over-long presentations hinder the effectiveness of the review process and the Chair will retain discretion to curtail any such presentation.
- Parent(s) should be able to bring a friend or adviser with them. An effective meeting, however, will not be able to accommodate large groups of people and the Chair retains ultimate discretion as to the attendance of invited parties beyond a reasonable number.
- All documents to be used in evidence should be distributed to all parties at least five working days before the hearing. If new material is introduced at the hearing, all parties must have time to consider it. Should such material be voluminous, the Chair has the discretion to adjourn the meeting to allow proper review.
- No party to the hearing should be in the presence of the panel unless the other party is also present. Every party should feel that they have had a full opportunity to present their case and have it duly considered.

### **Standard of Evidence for Panel Meetings**

Guidance has been issued for Principals and governors to clarify the legal standards for review and the high quality of documentary evidence required for panel meetings. Principals and staff members delegated with responsibility for investigating breaches of behaviour policies should refer to this guidance. There should be no delays in gathering evidence and witness statements, both for reliability of recall and given the legal obligation to review exclusions within short statutory deadlines.

### **Independent Review Panel**

If a permanent exclusion is upheld, parent(s) must be told of their right to seek an independent review of the decision reached by governors and the deadline for seeking such a review. They also have the right to request the attendance of a SEN expert at the Independent Review Panel meeting. Decision letters sent by Wellsway School to the parent(s) will include these details of the right of independent review. The parent(s) have 15 school days (from the date of receipt of the review panel's decision) to seek an independent review.

Within 15 school days of such a request, Wellsway School will engage the services of an external clerking agency to arrange and clerk the Independent Review Panel. The independent review is normally attended by the Principal, lead school staff member on the case, and Chair of the original review panel. The clerk of the original panel may attend but plays no formal part in proceedings. Where the parent(s) has legal representation or it is considered appropriate on behalf of the academy, it may be agreed that the academy should also have legal representation.

The Independent Review Panel cannot direct a governing body to re-instate a student. It may:

- a) uphold the exclusion;
- b) recommend that the original panel reconsider its decision; or
- c) quash the original panel's decision and direct the panel to reconsider its decision.

In the latter case, the Independent Review Panel will then be expected to order that the school must make an additional payment of £4,000 if it does not offer to reinstate the student.

### **Parallel police proceedings**

The governing body has no power to delay a hearing beyond the statutory time limit because of police proceedings. If a permanent exclusion is upheld in these circumstances, the parent has 15 days to request independent review in the normal way.

### **Relevant guidance and legislation**

The principal legislation, guidance and regulations to which this guidance relates is:

- Department for Education publication – *Exclusion from Maintained Schools, Academies and Student Referral Units in England- Statutory Guidance for those with Legal Responsibilities in Relation to Exclusion* (2017)
- Education Act 2002, as amended by the Education Act 2011;
- School Discipline (Student Exclusions and Reviews) (England) Regulations 2012;
- Education and Inspections Act 2006;
- Education Act 1996; and
- Education (Provision of Full-Time Education for Excluded Students) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Students) (England) (Amendment) Regulations 2014;
- SEND code of practice: 0 to 25 years (updated 1 May 2015);
- Special Educational Needs and Disability Regulations 2014 (Part 4); and
- Equality Act (2010).