

# West Park

*'A caring school where we put pupils and their achievement first'*



## Behaviour and Exclusion Policy

| Date reviewed | Next review date | Member of staff responsible  |
|---------------|------------------|------------------------------|
| Sept 2025     | Sept 2026        | Deputy Head, Mr D Sanderson. |

# **Behaviour and Exclusion Policy Contents**

1. Aims and legislation (page 3).
2. Principles and vision of West Park School (page 4 to 6).
3. Teaching strategies and classroom management to help behaviour management (page 6 to 9).
4. Rewards and Sanctions (page 9 to 33).

## a) Rewards.

- What will happen if I choose to work hard and contribute to school life?
- E-Praise points
- Achievement Awards Evening
- Assemblies
- West Park News/TV
- Formal letter of congratulation
- Trilathon
- Posts of responsibility

## b) Sanctions (Page 12).

- What will happen if I choose to misbehave?
- Consequences
- Reports
- Pastoral Detention
- Reset Room
- Heads Disciplinary
- Governors Disciplinary
- Exclusions (Page 21).

5. Bullying (page 33 to 35).
6. Homework (page 35-37).
7. Use of reasonable force (page 37-39).
8. Recognising the impact of SEND on behaviour (page 39-40).

## **Appendix.**

1. C2 Flow Chart.
2. C2 Handwriting Exercise.
3. C3 Flow Chart.
4. C3 On Call slip and pupil C3 slip.
5. Copy of school reports.
6. Guidelines for child/parent on bullying procedures.
7. Copy of incident sheet.
8. Trilathon rewards guidelines

# **1. Aims and Legislation.**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## **Legislation, statutory requirements and statutory guidance**

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

➤ [Searching, screening and confiscation: advice for schools 2022](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

➤ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

➤ [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

➤ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

➤ Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

➤ [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

➤ Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

➤ [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

➤

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

## **2. Principles and vision of West Park School.**

***West Park School is committed to action that will:***

- Provide high quality teaching and learning for all pupils.
- Secure the right to learn and teach without disruption and provide the highest standards in personal care and development.

Action is through procedures designed to foster an ethos of achievement, hard work, resilience and kindness. Teachers, pupils and parents should be willing and knowledgeable partners in a Behaviour and Discipline policy which is rational, fair, consistent and reasonable. The Behaviour and Discipline policy is part of the routine of daily life in school. Pupils need to know clearly what constitutes acceptable behaviour and what constitutes unacceptable behaviour; most of course will know this. For those who don't we will teach the difference, both formally and through induction into the culture and ethos of the school; the way we do things around here. Effort and achievement will be rewarded; poor behaviour and disruption will be sanctioned. Those who persistently reject the ethos, culture and values of the school will not be accommodated indefinitely. There has to be a limit to the amount of time we can spend on any one individual to get them to behave well. We will attempt to modify behaviour through education and a relation approach but we will also sanction to show all pupils and parents the school's response to those who reject its values. We will have regard for those whose poor behaviour is a kind of special need, but unless we are prepared to act the policy for Behaviour and Discipline is unworkable.

### **GOOD DISCIPLINE ALWAYS BEGINS WITH SELF-DISCIPLINE**

This is the standard we should ultimately encourage. However, pupils who are unable to control their own behaviour and meet minimum requirements acceptable to others, will be sanctioned in an appropriate manner. Early identification of those whose behaviour is a Special Educational Need is important. It is at this point that the SENCO (Special Educational Needs Co-ordinator) should be consulted by tutors and Heads of Year, subject staff and pastoral staff.

It is the duty of every class teacher to be responsible for discipline in their own classroom using the 'Consequences' system to support their relationship with the class (refer to page 16).

***What pupils, parents and staff should know:***

*All the following information will be formally taught as part of Tutor Time. Tutors will ensure that pupils understand and are very familiar with the appropriate protocols. Parents, staff and pupils will have access to a copy of the Behaviour and Discipline Policy.*

- **The School Code**

As a community we:

1. Develop lively minds
2. Acquire knowledge, values and skills
3. Appreciate human achievement
4. Behave courteously
5. Value ourselves and show respect to others

- **School Expectations**

Our expectations are few and simple:

**WE MUST:**

1. All behave sensibly and be considerate to each other and understand our anti-bullying policy.
2. Treat the school buildings and other people's property with care and respect.
3. Work hard and complete homework.
4. Wear school uniform.

**WE MUST NOT:**

1. Drop litter.
2. Bully.
3. Smoke, Vape, drink alcohol or bring drugs of any kind into school.
4. Leave the school grounds without permission.
5. Bring any dangerous items into school (matches, lighters, knives).
6. Take anything that does not belong to us.

- **The School Vision**

'A caring school where we put pupils and their achievement first'

|  |  |
|--|--|
| <p style="text-align: center;"><b><u>SHARED VISION</u></b></p> <p style="text-align: center;"><i>The school we wish to be with the support of family and the wider community</i></p> | <p style="text-align: center;"><b>Pupils, parents and staff striving to:</b></p> <ul style="list-style-type: none"> <li>• Enjoy the challenge and achievement of learning</li> <li>• Develop the strengths of the individual</li> <li>• Experience academic, social and personal success</li> <li>• Develop consideration and co-operation</li> <li>• Create a stimulating and supportive environment</li> </ul> |
|--|--|

| <b><u>THE ETHOS</u></b><br><i>This is set by what we value</i> | <b><u>THE CULTURE</u></b><br><i>What we do to promote what we value</i>  |
|--|--|
| <b><u>ACHIEVEMENT</u></b>                                      | <ul style="list-style-type: none"> <li>• Use data and information to improve performance.</li> <li>• Have high expectations to improve.</li> <li>• Celebrate achievement.</li> </ul>   |
| <b><u>RESILIENCE</u></b>                                       | <ul style="list-style-type: none"> <li>• Make every day have meaning.</li> <li>• Enthuse about our work and value what we do.</li> <li>• Provide opportunities to be involved.</li> <li>• Foster a “I can” approach to learning.</li> </ul>                              |
| <b><u>HARD WORK</u></b>  | <ul style="list-style-type: none"> <li>• Insist on behaviour that supports learning.</li> <li>• Encourage independent learning and self-evaluation.</li> <li>• Actively involve parents in supporting learning.</li> <li>• Have a belief in self-improvement.</li> </ul> |
| <b><u>KINDNESS</u></b>   | <ul style="list-style-type: none"> <li>• We think about others.</li> <li>• Support the more vulnerable in the community.</li> <li>• Treat others as you wish to be treated.</li> </ul>   |

### **3. Teaching strategies and classroom management**

#### **READY FOR LEARNING AT WEST PARK**

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. We judge our success not by the absence of problems but by the way we deal with them. The following advice and guidance are for teachers (and cover supervisors as appropriate).

Base your overall strategy for the management of classroom discipline on the following:

**1. Encourage pride in the school by *your* persistent actions and attitudes:**

- leave desks in place and the classroom tidy after lessons;
- clear graffiti immediately from desks;
- do not allow graffiti of any kind on books or folders;
- remove/repair all damage, if you cannot, inform the Site Manager;
- enforce the ban on chewing gum;
- keep displays fresh and attractive;
- keep *your* desk, shelves and cupboards tidy;
- laptops stored safely and re-charging.

**2. Relationships are vital. Take the initiative:**

- enjoy relating to pupils;
- greet and be greeted;
- speak and be spoken to;
- smile and relate;
- set high standards of speech, manner and dress for yourself and pupils.

**3. Do all you can to avoid:**

- confrontation ..... it can quickly escalate minor problems;
- humiliation ..... it breeds resentment;
- shouting ..... it diminishes you;
- over-reacting ..... the problems will grow;
- blanket punishments ..... the innocent will resent them;
- over-punishment ..... never punish what you can't prove;
- sarcasm ..... it damages you!

**4. And do all you can to:**

- use humour ..... it builds bridges;
- keep calm ..... it reduces tension;
- listen ..... it earns respect;
- be positive and build relationships;
- carry out any sanctions you have to make;
- judge only when certain;
- use 'Consequences' sparingly.

**Classroom Expectations at West Park**

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. When children are bored they will become disruptive and they have no respect for teachers they consider to have weak discipline.

**1. You should:**

- arrive before the class and begin on-time;
- be prepared for the lesson;
- be strict and consistent; use 'Consequences' and 'On Call' exactly as described;
- keep everyone occupied and interested;
- know every pupil's name and something about them;
- mark work promptly and constructively;
- set appropriate homework regularly to schedule;
- encourage creative dialogue – confidence in discussion is important;
- keep an attractive, clean and tidy room;
- use first names, never nicknames which are derogatory;
- insist that everyone has their own equipment.
- praise strengths; don't dwell on weaknesses;
- give and receive respect;
- establish discipline clearly and effectively at the start of the lesson; then state the objectives of the lesson;
- spend time establishing a routine with each class so that pupils know your expectations;
- be aware of all pupils with special needs;
- complete class monitoring report and individual reports;
- Utilise the e-praise system to reward pupils in your class.

**2. Pupils should:**

- enter rooms sensibly and go straight to their workplace (teach pupils specific practical routines that put you in control; possibly standing behind chairs in silence or sitting in silence);
- take off and put away any outdoor wear (not on desks);
- take out books, pens and equipment, (torn or graffiti damaged books and folders must be replaced at the pupil's expense);
- put bags away (not on desks);
- remain silent during the register (except when their name is called).

**3. You should make the following clear:**

- you dictate the seating arrangements;
- when you talk to the whole class pupils remain silent;
- if the class is asked a question, pupils should not call out (unless asked for quick ideas). Putting a hand up is the acceptable way of offering an answer;
- if a pupil arrives late without justifiable cause they must expect to make up the time;
- eating and chewing are not allowed;
- personal players, telephones or other distractions should not be used in class;
- pupils must not leave their seat without permission.

**4. You should have an established routine for orderly dismissal:**

- summarise briefly what has been achieved in the lesson and confirm homework;
- the clock is a signal for you;
- pupils should not begin to pack away or put on outdoor wear until told to do so;
- when told, pupils stand and push in or put up chairs; pick up litter;
- pupils move to the exit when you say.

Finally, and most importantly:

**Work hard to establish good relationships with pupils. They will appreciate being treated with fairness, dignity and a sense of humour. Most will respond positively.**

*However:*

There is no excuse for rudeness, disrespect or insolence towards teachers. Any reasonable request from a teacher should be carried out at once and without argument. Pupils with specific learning, emotional, behavioural or medical needs should be treated with care, understanding and tolerance. Nevertheless, when the efficient education of others is in jeopardy or there are health and safety concerns sanctions will be applied.

For all pupils, breaking basic rules will be treated as a serious matter with recourse to Consequences, On Call, the Reset Room and other strategies up to and including permanent exclusion.

**Ask yourself the following questions:**



- **Plan:**

Do I have an overall strategy for the management of classroom behaviour? Do I have a clear plan of how I will respond to appropriate and inappropriate behaviour?

Have I taught this plan to my pupils? Does my classroom plan fit into the schools' overall discipline policy and practice?

- **Rules:**

Do I have clearly defined classroom rules? Have I taught these rules to my pupils? Do all pupils know exactly what is required of them throughout the lesson and when they are in my department area?

- **Reinforcement:**

Do I provide positive reinforcement to pupils when they follow the classroom rules? Do my pupils know what positive reinforcement they can expect? Have I developed a positive vocabulary?

- **Consequences:**

Do I consistently use behaviour correction prompts and Consequences when pupils do not follow the rules? Have I developed a restorative vocabulary to use in lessons? Do pupils know what the consequences will be if they choose to misbehave? Do I apply 'Consequences' and 'On Call' consistently and fairly?

- **Teaching Style:**

Is my classroom management strategy merged with my routine teaching of curriculum? Do I teach my behaviour expectations as I would other areas of curriculum? Do I regularly rehearse behavioural expectations with pupils? Do I try to create a positive focus by highlighting good behaviour and minimising negative attention?

- **Giving directions:**

Do I give clear activity directions to pupils when I need them to move into various learning activities? Have I taught the specific behaviour expectations for all the major learning activities that pupils engage in within my lessons?

- **Positive support:**

Do I positively recognise pupils who follow my directions first time?

- **Setting limits:**

Do I consistently provide disciplinary consequences for those who do not follow my directions?

## **4.REWARDS AND SANCTIONS**

Most pupils who disrupt their own learning and the learning of others *choose* to behave irresponsibly. Teachers, parents and pupils must understand this and together use appropriate rewards and sanctions so that responsible behaviour becomes a deliberate choice. Poor behaviour satisfies some kind of need in pupils who misbehave. We work hard with individual pupils to establish what these needs are and help the pupil to meet them in constructive ways. The shared ethos and values of the school promote an atmosphere of trust where everyone is treated fairly and where no one should feel fear, failure or hopelessness. Our aim is to help all pupils to become independent learners, to take control of their own lives. When pupils understand that they are the only person whose behaviour they can control, they understand that behaving badly is their own choice. It is therefore very important that everyone is clear and consistent about the rewards and sanctions used in the school. In this way a pupil will be given continual feedback on choosing the right behaviour.

Pupils, parents and teachers should see the following sanctions as fair and applied in accordance with school policy, not added to arbitrarily or made into some kind of ongoing criticism. It is equally important that the rewards are seen as approval and encouragement from the whole school community. We must continually ask ourselves how we can help pupils to choose to behave well. These rewards and sanctions, properly and consistently applied, will help pupils to make the right choice, not only for their own sake but for the sake of others.

**(i) REWARDS**

Rewards enable the school to celebrate achievement and recognise that most pupils show positive attitudes to school most of the time. We should actively promote an achievement culture at every opportunity.

**What will happen if I choose work hard and contribute to school life? (guidance for pupils)**

| <b>If You:</b>  | <b>The following will happen:</b>   |
|---|---|
| <i>Do all you can to support the school's ethos and culture.</i>                      | We will listen with care to your views and opinions and ensure that they are taken into consideration when shaping school policy. You will be asked to represent the school on whole school occasions. You will be clearly demonstrating that West Park is <i>your</i> school.  |
| <i>Work hard and produce the best you are capable of.</i>                             | You will gain e-praise points for yourself and your form. School will support you in your efforts and give you encouragement and opportunity to improve on your previous best. The higher your expectations of yourself the higher your expectations of school will be. We will do all we can to produce the best we are capable of and live up to your expectations.   |
| <i>Make friends and build good relationships with other pupils.</i>                   | You will be happy, enjoy your time in school and do well, if you are fortunate you will make some friends for life.   |
| <i>Build good relationships with other pupils.</i>                                    | You will be valued as a mature member of the school community. As you move into life beyond school you will find that you are confident and able to communicate ideas and opinions.   |
| <i>Play for school sports teams. Join the Duke of Edinburgh Award Scheme.</i>         | You will really enjoy yourself. As a member of a team you will gain important social skills and make valuable contributions to the success of the whole school. You will take pride in the success and teamwork of your team. You will have the honour of representing your school and playing your sport to a high level.  |
| <i>Wear proper school dress.</i>  | As well as looking smart and ready for work you will be supporting the school's ethos and culture. You will set the tone around school and be focussed on learning rather than comparing yourself with others and wasting time deciding what to wear. You will be showing that you can take a pride in your appearance and are able to project a positive image of the school. You will gain a strong sense of belonging. |
| <i>Take part in dramatic and musical productions.</i>                                 | You will enjoy yourself enormously! Only those who have been a part of such events can tell you how it really affects you; there are so many opportunities to achieve, try new things and discover skills you didn't know you had.  |
| <i>Assist teaching and other staff in administrative and some supervisory duties.</i> | In Year 10 and 11 you may be recommended for a post of responsibility. In other years you would receive praise and encouragement and it is a way to develop relationships and take responsibility.  |

|  |   |
|--|---|
| <i>Show that you care about the environment of the school by being intolerant of those who graffiti, drop litter and cause other damage.</i> | You will truly understand that this is your school and that its success depends upon you. You really do get the kind of school you want!  |
| <i>Keep your parents informed about what you do in school.</i>   | It might not always seem so but parents ask questions about school because they care about you and want you to be happy in school and do well. Be patient and take time to talk about school with them. Take the initiative. It avoids arguments and will be worth it in the end! |

|   |   |
|---|---|
| <i>Care for and support fellow pupils by not being afraid to expose bullies.</i>        | School will be a happier and safer place and we will be able to get on with what we do best; teachers teaching and pupils learning.   |
| <i>Behave in such a way that you and other pupils can learn and teachers can teach.</i> | Standards of achievement for everyone will rise and the whole school will continue to improve.  |
| <i>Represent the school in any way.</i>   | There are e-praise points, certificates, awards and recognition when you do this. You will also receive acknowledgement in the form of thanks and a quiet word; we know that some pupils are a little shy about public applause. Most importantly it will give you a sense of personal pride and achievement. |

### **E-praise points**

The E-praise system operates for pupils in all years. An E-praise point is awarded by a teacher for hard work, caring/kindness, achievement, resilience and good attendance. E-praise points are accumulated for individual pupils and House competitions. They are recorded on-line via the E-praise platform. In the shop section of E-praise pupils can trade their points for rewards like sports t-shirts, water bottles, art sets, gift cards or gifts of time.

An end of year reward trip will be organised for the pupils across the school who have the highest E-praise points.

Form groups with the highest E-praise points can earn reward breakfast mornings.

The schools' House system also has an e-praise points competition.

### **Interim data awards**

Pupils that receive outstanding reports receive vouchers and certificates in a special assembly to recognise their achievements.

### **Achievement Awards Evening**

Subject awards are given for outstanding achievement and progress at all age levels and in all subjects. This whole school Celebration Evening is held annually at Pride Park.

### **Attendance Awards**

Those pupils with 100% attendance for the year receive a certificate of merit and a voucher at the end of year celebration assembly. Form attendance is monitored weekly and celebrated on the screens. The Forms with the best attendance and punctuality records are awarded the weekly 'attendance and punctuality' trophy in assemblies.

## Assemblies

All pupils attend a formal assembly each week and there are often special assemblies. These are excellent opportunities to celebrate the success of teams and individuals. House assemblies celebrate individual and team successes within the vertical house system.

## West Park 'Park Life'/West Park TV

Academic, sporting, cultural and charity achievements of all kinds are reported termly in Park Life and weekly on the screens. It is an excellent opportunity to record, celebrate and publicise success.

## Formal letter of congratulation

To mark outstanding academic, sporting or cultural performance or achievement the Head will write a formal letter of congratulation to the pupil. Pupils will be invited to receive the letter and talk about their achievements over a cup of tea.

## Trilathon

Termly Prize Draw for 5 winners in each year group related to the number of Consequences, 98% attendance and targets being met in lessons.

## Senior Pupils – Posts of Responsibility

1. House Captains. In Year 10 pupils are invited to apply for this position which involves supporting the Head of House and liaising with younger pupils.
2. Year 10 and 11 pupils are trained up to be 'buddies' supporting vulnerable Year 7 pupils when they arrive at West Park.
3. Year 10 pupils assist as 'Prefects' in the induction programme.

## (ii) Sanctions

Sanctions are necessary to show all pupils and parents the school's response to those who reject its values.

### What will happen if I choose to misbehave? (Guidance for pupils)

The following are examples and not intended to cover every eventuality. Please be very clear that any misbehaviour will be a serious matter for the teacher who is with you at the time. Sanctions get even more serious when referred to the Department Head or Year Head. It is in your interest to respect your teacher and work hard at achieving a good relationship. Avoid getting yourself on a spiral of punishments.

| <b>If You:</b>  | <b>Your teacher will:</b>  |
|---|--|
| <i>Forget your homework/<br/>other materials</i>      | Warn you and give you a Teacher Detention or if necessary a Subject Detention. These detentions are always work related. If you persistently miss homework it could lead to Head of Year Homework Report. The Head of Year will probably contact your parents. |
| <i>Swear at a teacher<br/>(Pupil to staff verbal)</i> | This is very serious and will result in immediate exclusion from the lesson via a C3 On Call. A period in the Reset Room would be very likely.   |
| <i>Swear at a pupil<br/>(Pupil to pupil verbal)</i>   | This is also a very serious incident. In class it is often interpreted as swearing in the presence of a teacher and will result in C2 and possibly a C3.   |

|   |   |
|---|---|
| <i>Misbehave at lunchtime and prevent Midday Supervisors from doing their job</i> | You will eat your lunch alone and not be allowed to associate with friends for a period of time. At the discretion of the pastoral team you may also be placed in an after school detention.  |
| <i>Steal (including food from the canteen)</i>                                    | You will be asked to repay the cost. We often involve the police. Parents will certainly be involved. You would almost certainly serve time in the Reset Room.  |
| <i>Fight (Pupil to pupil physical)</i>  | If it is a serious attack or bullying it could well result in police action as well as Reset Room or suspension/exclusion. A School Detention would be automatic.   |
| <i>Disrupt a lesson with inappropriate behaviour</i>                              | This is very serious. You will be warned then action taken against you. C1 or C2 at first then moving through C3 then time in the Reset Room. Suspension/exclusion or alternative provision will be considered for a persistent offender.   |
| <i>Bully</i>  | This is very serious and will always be treated as such. Parents will certainly be involved and we contact the police in some cases. For a period of time you will lose break and lunchtimes and any free association with other pupils. There will be time in the Reset Room, suspension/exclusion or alternative provision will be considered for persistent bullies. You will be given the support and opportunity to change. A School Detention would be automatic. |

|  |  |
|--|--|
| <i>Abscond/fail to attend a Teacher Detention (given because of poor work or missed work).</i> | You will be placed in an SLT 5 pm detention.   |
| <i>Refuse to work or carry out an instruction. Are rude or argumentative.</i>                  | The usual sanctions will take effect beginning with C1, C2, C3, Reset Room up to exclusion if necessary.   |
| <i>Damage school's or other pupils' property</i>   | You will be asked to pay compensation. You will also be punished with detentions or other sanctions. Parents will be informed.   |
| <i>Talk out of turn</i>  | You will be warned with a C1 or C2, if it is persistent, you may be removed to another class or the Reset Room until you can act in a reasonable manner.   |
| <i>Wear incorrect uniform</i>  | You will be given the chance to put it right and the school will have regard for your circumstance. Appropriate uniform will be provided by the school. If a pupil refuses to wear this sanction will be applied.      |
| <i>Misbehave on a school journey</i>   | You may be barred from all subsequent trips including end of year activities off site.   |
| <i>Truant</i>  | Parents are always informed, and you will be punished by making up the time missed. You will be placed on attendance report. Repeat truancy will result in Head's, or Chair of Trustee's Disciplinary meeting.         |
| <i>Arrive late</i>   | You will be warned and marked late. If you are late to a lesson, you may be required to make up the time. If you are persistently late you will be placed in a 4 pm detention, placed on report and parents contacted. |

|                      |   |
|----------------------|---|
|                      | Same day detentions sometimes twice a week will be issued to pupils who are late without a valid excuse.  |
| <i>Smoke or Vape</i> | With immediate effect anyone caught in possession of smoking/ vaping paraphernalia or seen either smoking or vaping or stood near a smoker/vaper, either in school or in the vicinity of school, before, during or after school, will be placed on break and lunchtime isolation for five days and be placed in a 3pm to 5pm educational detention to learn about the dangers of smoking or vaping. The strongest sanction for the persistent offender (suspension/exclusion). Vaping equipment will be confiscated and placed in the school safe until the pupil leaves school. Smoking paraphernalia will be disposed of. |

|   |  |
|---|--|
| <i>Bring alcohol or drugs into school</i>   | Your parents will be informed, police will almost certainly be involved and you may face exclusion from school. You may be referred to an outside agency.  |
| <i>Spit/drop litter/graffiti</i>  | You will be asked to clean it up and you will also be punished with School Detention.  |
| <i>Chew gum</i>   | You will be asked to remove it and if you are a persistent offender you will be punished with the usual sanctions. In class it is likely that your teacher will give you a C2 or C3 if you persist.  |
| <i>Get out of your seat and walk about the class without permission</i>   | You will be asked to return to your seat. If you object you will be given a C1 or C2 by the teacher. If you persist in refusing to comply with a reasonable request you will receive a C3 On Call which will lead to more serious punishment.  |
| <i>Receive a C3 for disrupting learning</i>   | You will be placed in the Reset Room until 4.00 p.m. the same day. A restorative conversation with the issuing member of staff will be compulsory.   |
| <i>Misuse of technology in school.</i>  | Confiscation of the device and a temporary ban from the schools' network. Parental involvement and possible police involvement. The Head would be informed of all such incidents. (Appendix 11).   |
| <i>Mobile phones should be always off and away in pupils' bags on school premises. If pupils are seen using their mobile phone on school premises they will receive a phone strike.</i> | <p>1st Strike of a half term– The pupils' phone will be confiscated until the end of the school day and a warning letter sent home.</p> <p>2nd Strike of a half term- The pupils' phone will be confiscated until the end of the school day and the pupil will also be placed in Pastoral Detention.</p> <p>3rd strike of a half term– The pupils' phone will be confiscated until the end of the school day and there will be a parental meeting and the pupil will be placed into a 3-5pm detention.</p> |
| <i>Demonstrate behaviour that could be deemed a hate crime</i>  | <p>A hate crime is 'any criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice towards someone based on a personal characteristic'.</p> <p>Hate crimes are any crimes that are targeted against a person because of hostility or prejudice towards that person's:</p> <p>disability.</p> <p>race or ethnicity.</p>  |

|   |   |
|---|---|
|   | <p>religion or belief.</p> <p>sexual orientation.</p> <p>gender identity.</p> <p>Hate crimes can be committed against a person or their property.</p> <p>If this happens in a classroom a C3 will automatically be issued. If this happens outside a classroom the pupil will be taken to the pastoral team for an immediate investigation.</p> <p>Time in the Reset Room will be automatic, you may also be referred to the police and be suspended or excluded.</p> |
| <i>Demonstrate misogynistic or sexist behaviours.</i> | <p>If this happens in a classroom a C3 will automatically be issued. If this happens outside a classroom the pupil will be taken to the pastoral team for an immediate investigation.</p> <p>Time in the Reset Room will be automatic, you may also be referred to the police and be suspended or excluded.</p>   |
|   |   |

**If a member of staff has a suspicion that a pupil is in possession of any banned item outlined in this policy, the pupil will be searched and any banned items will be confiscated. Please refer to the Searching, Screening and Confiscation Policy.**

### **Consequences System**

The 'Consequences' and 'On Call' system is intended to be supportive and is not in any way judgemental. It is meant to support you in effectively challenging poor behaviour in your classroom. If it is used properly it should enable you to feel confident in teaching and reinforce to pupils the message that any poor behaviour will be dealt with promptly, thoroughly and in the same way by every teacher. The same standards, the same responses and the same actions will apply lesson after lesson. As a school we need to rehearse the same positive language and the same restorative scripts to use in all settings. All of us modelling the same responses and practices.

By doing this we can focus on the harm to relationships (and thus the harmonious atmosphere so necessary for effective teaching and learning) that results from breaches of the rules.

It is of paramount importance that we are consistent in our dealing with pupils; keep **strictly** to this procedure when dealing with poor behaviour in your lesson. C1, C2 and C3 will be powerful and consistent sanctions for you because pupils will be subject to this regime **only**, lesson after lesson throughout the day. These words will be the everyday language they hear. Most will quickly learn that they must choose the behaviour you expect or they will be caught out by the 'consequences' of not doing so; those who don't choose to behave well will be taken through the behaviour modification stages up to and including permanent exclusion or alternative provision. We must consistently shift responsibility to the rule breaker so that they choose not to jeopardise the good relationships which make school at least tolerable and at best enjoyable.

### **Procedure**

1. The 'Consequences' and 'On-call' system should be used when a pupil's behaviour is such that it has been interfering with the learning of others and the pupil has not responded to the usual behaviour correction prompts from you ('come on now', 'settle down', 'that will do', 'David stop the chat', 'Emma move to the end seat please' and so on). A central feature of the School's Behaviour and Discipline Policy is that unless a pupil has a special educational or medical need, behaviour is a matter of choice. Pupils need to know that choices result in consequences and the consequence of choosing poor behaviour rather than responding to

your expectation of good order is to involve them in a range of counselling, support and sanctions up to and including permanent exclusion or alternative provision.

*Once you take the decision to embark on 'Consequences' with a pupil who is misbehaving in your lesson they should be in no doubt that a serious process is starting. Accordingly, your warnings should be delivered **exactly** as follows. It is important that you do not shout or show loss of temper. Look directly at the pupil and insist they look at you. They must understand that their choice of behaviour has a consequence. Gain and retain eye contact as you say slowly, clearly, calmly and forcefully:*

**Consequence C1** (do not say this!).

'This is your first warning, (pause to let that sink in) C1. I will not tolerate behaviour which limits learning. Stop it right now'.

*Change your usual manner and tone to one which emphasises the seriousness of what is about to happen but do not convey anger. It may help you to keep track and also reinforce the system to the class, if you write the pupil's name on the board with C1 alongside it.*

**Consequence C2** If the behaviour persists or reappears at some time in the lesson, say, again in the same slow, clear, calm, forceful manner.

'This is your second warning, (pause to let that sink in) C2. You are moving closer to 'C3'. (You also give the pupil an amber C2 Task) at this point (Appendix 3). You will have already made clear to the class how this works. (Appendix 2)

**Consequence C3** If the behaviour persists or reappears at some time in the lesson, say, again in the same slow, clear, calm, forceful manner.

'Are you going to do as I say right now and for the rest of the lesson, or do I have to send for On Call?'.

The warning of C1, C2 and the 'get out' provided before you say 'C3' would not be offered to a serious incident. In the case of a serious incident request On Call immediately, Priority 1 (emergency) C3.

2. In a case of non-compliance to your last words 'Are you going to ..... etc' you will simply say 'C3' and immediately complete a form (Appendix 5) (and press the alert button on Class Monitor) to indicate where On Call is needed, indicating the seriousness of the incident by rating it 2 (serious) or 3 (less serious). (This enables the senior member of staff On Call to prioritise in the event of two simultaneous calls). Allow absolutely **no** back pedalling from the pupil; once you have said 'C3' you **must** follow it through and send for 'On Call'.
3. You should then send the form to Jackie Walker with a reliable pupil and On Call will be enacted.
4. **A pupil who has not responded to your C1, C2 and final C3 should not be sent out of the classroom to 'wait' for On Call.** If there is a clear health and safety issue which means that the pupil cannot remain in the room, summon the assistance of a colleague from an adjacent classroom. For a priority 1, On Call will arrive in seconds.
5. When the class teacher calls for the member of staff On Call they are effectively handing over the situation. On Call will take the lead in deciding how the situation should be resolved. The teacher requesting On Call will be directly involved in the outcome by ensuring that there is a structured, restorative conversation before the next lesson. The pupil who received the C3 will be escorted to the Reset Room and spend the rest of the school day there until 4pm. Parents will be notified by reception and a council meeting will be arranged. (Appendix 4)

The pupil who has received the C3 must return their green C3 slip and have a restorative conversation with the issuing teacher by 11:05am the next day. This should be a counselling opportunity using the shared positive language of a restorative approach so that the pupil is given the opportunity and responsibility to resolve the situation. The teacher might seek



assistance and support for this from the form tutor, their Head of Department or a member of the Pastoral Team who can provide a 'script' and 'prompts' framework for this.

Department Heads, Year Heads and Form Tutors will be alert to patterns of individual pupil behaviour and teacher responses; they will have strategies in place to provide active support for both pupil and teacher and arrange for further sanctions as necessary, up to and including permanent exclusion or alternative provision. Parents will be involved at an early stage.

6. Details of the reason for the C3 should be written briefly on the back of the C3.
7. The following are all courses of action that may be taken by the member of staff On Call:
  - Refer to Head for consideration of a day or more in the **Reset Room** (serious incidents).
  - Withdraw pupil from rest of the lesson or lessons for that day into the Head's or Pastoral Team's **supervision**.
  - Allow pupil back into lesson and issue him/her with a report **for the rest of the day** to be presented to On Call at 3.00 p.m.
  - Allow pupil back into lesson and issue him/her with a report **for the rest of that lesson**. Pupil must present this to On Call before going to next lesson.
  - Allow pupil back into lesson and issue him/her with a report **for the rest of that week**. **The report will be to the On Call member of staff.**
  - Deprive the pupil of his/her lunchtimes or break times for a certain period of time.
  - Give the pupil(s) a warning – either privately outside the classroom or in the classroom to include others if it is felt that they too need 'calming down'.
  - If a problem class has been identified On Call may decide to visit the class at the beginning of the next lesson to make sure that all of the pupils in the class are settled and ready to work. On Call may decide to stay with the class for part of the lesson.

**On Call will always confirm with the pupil that the incident will be recorded on their school file, that parents will be informed of the incident by letter or telephone and an after-school detention will follow.**

8. The conversation with the teacher before the next lesson is a crucial element in the Consequences and On Call process in that it gives a structured opportunity for the pupil to find a way back to meet the expectation of good behaviour.

**Because of this no other detentions, other than through this process, should be given to pupils for behavioural reasons by individual teachers or departments.**

Failure to complete the C2 amber Sheet Task on time triggers 2 days of detention 3.00 p.m. to 4.00 p.m.

9. Pupils must be aware of consistency across the school in the application of sanctions. Centralising **punishment** detentions gives Year Heads another step in the process and one which is clearly recorded and controlled. These detentions will be run to a precise regime, seating arrangements, total silence and so on with the strict application of 'Consequences'. Pupils will be collected from class during period 5 and escorted to the detention room. **Detentions to re-do poorly completed work, or to complete homework or coursework are dealt with in the Homework Policy sanctions.** Teachers will still be able to detain pupils to 'have a word' at break, lunch or after school for a maximum of ten minutes.
10. Responsibility for behaviour in departments will still be there in the way a teacher uses 'Consequences' and in the way the department supports colleagues in the use of 'Consequences'. This will also engage the Department Head more closely with colleagues in

exploring effective teaching, learning and behaviour management strategies rather than simply 'dealing with' the poor behaviour of the pupil(s).

11. Form Tutors should regularly (probably daily for the first few weeks of term then weekly thereafter) make the process and progression of Consequences (*C1, C2, amber Sheet Task, C3, entry on their school record detention, apology, further sanctions and reports, isolation and ultimately Reset Room then permanent exclusion*), absolutely clear to pupils in their form.

It will also be worth mentioning, again systematically, that a series of Reports concerning attitude and behaviour will be issued by Pastoral Staff or Senior Staff to pupils who are repeat bullies, disrupters of teaching and learning, those who will not act on instructions first time or those who impose themselves physically on others.

These reports also contribute to our understanding of a pupil's special needs or medical condition as it is highly likely that a pupil who persistently chooses to misbehave will have elements of one or both. It is appropriate to note at this point that a special need or medical condition will not prevent the decision to exclude permanently or make alternative provision if the Head feels that the school has done everything possible to support the pupil.

At the same time you will of course recognise the need for the regular, positive, high profile recognition and celebration of achievement, of individual pupils, teams, groups and the whole school. The focus for this is the annual October Awards Evening at Pride Park and end of year Celebration Assemblies.

### **Reports (Appendix 5)**

A series of Reports concerning attitude and behaviour are issued by Pastoral Staff or Senior Staff to pupils who are repeat bullies, disrupters of teaching and learning, those who will not act on instructions first time or those who impose themselves physically on others. Help pupils identify their problems and concentrate lesson by lesson on improving that aspect of school life.

Reports will be used to inform meetings with parents, Governors' Disciplinary meetings for consideration of Reset Room placement and ultimately permanent exclusion or alternative provision for a pupil who persistently rejects the culture of the school. These reports will also contribute to our understanding of a pupil's special needs or medical condition as it is highly likely that a pupil who persistently chooses to misbehave will have one or both.

#### **1. Yellow – Monitoring Report**

Criteria tick box on the cover. Staff can also comment on these criteria and note any C1s, C2s and C3s. Sanctions in place for lost, forgotten or poor reports.

Used to:

- Ascertain nature of pupil problem, frequency of problem – lessons of most occurrences.
- Check attendance +/-or punctuality – uniform, relationships, effort and homework.
- Pupil behaviour after spell in Reset Room.
- Involve parents.

Used by: Form Staff, Year Heads, Leadership Group

#### **2. Green – Target Report**

Targets for improvement in particular behaviours.

- Up to 4 targets – all scored.
- Sanctions in place for lost, forgotten or poor reports.
- Rewards for good reports.
- Maximum 4 weeks.
- Involve parents.

Used by: Year Heads and Assistant Year Heads only.

3. Orange – Target Report

Issued to pupils of serious concerns after Yellow/Green reports have not recorded improvement. Stepping stone to Reset Room or Governors' Disciplinary, Special Needs Referrals.

- Up to 4 targets – all scored – with sanctions and rewards in place – maximum 4 weeks.
- Involve parents

Used by: Deputy Head Pastoral Team only

4. Blue – One Day Reports

- C3 'On Call' pupils to monitor rest of lesson or rest of day
- Pupils who have lost or forgotten yellow/green/orange reports.
- Teachers can simply acknowledge attendance or compliance with a signature or make a comment/ C1s, C2s, C3s recorded. Not to be used on a continuous basis

Used by: Form Staff, Year Heads, Leadership Group.

5. Red Leadership Report

- Issued by leadership if other reports are not having an impact on pupil behaviour or academic progress.

**Pastoral Detention**

Pastoral detentions are set for a one hour run by the Heads of Year on a Monday evening. Pupils may be placed in this for poor punctuality, bullying, poor reports, or rudeness to staff. Pupils are set lines, times tables and apology letters to complete at this detention.

**The Reset Room**

1. Pupils who consistently reject the 'Consequences' regime or show other persistent patterns of aberrant behaviour, will quickly come to the attention of Form Tutors, Year Heads, Department Heads and other Senior Staff. These are pupils we need to move through the stages of behaviour modification to get them to value the relationships they are in. The Pastoral Team will already have a good idea who these 'at risk' pupils are and there are systems in place to track their behaviour across the curriculum and over time.

A good evidence base for moving them onto our last stage of behaviour modification, the Reset Room, will have been gathered and parents would have been involved at an early stage. Typically, a persistently disruptive pupil will already have received extensive counselling, monitoring and support from the Pastoral Team, Senior Staff and external behaviour modifications professionals. Sanctions, in the form of detentions and withdrawal of certain privileges will have been applied. Parents will have been involved with the Pastoral Team in tracking their child's behaviour from an early stage through the use of reports and consultation meetings.

If all of the above has been tried with little or no success senior colleagues will discuss the pupil's placement in the Reset Room. This is a big step and should under no circumstances come as a surprise to the child or parent. A pupil who arrives at this point has placed little value on the important relationships they have to take responsibility for. If a pupil does not make progress in the Reset Room, clearly demonstrating by their attitude that they want to be a West Park pupil, it is highly likely that they will be permanently excluded. The regime is designed to give some edge to the meaning of 'last chance'.

Additionally, colleagues will also discuss the placement in the Reset Room of a pupil who would not normally come within the radar of behaviour modification but has been involved in a 'one-off' act of such poor behaviour or attitude e.g. swearing at a member of staff, striking another pupil, that a short, sharp shock of the school's disapproval is required and a day in the

Centre might be appropriate. An 'at risk' pupil swearing at staff or striking another pupil will inevitably lead to a lengthy period in the Reset Room as it will be part of a pattern of poor behaviour.

Their days in the Reset Room will constitute their very real 'last chance' to conform to expectations. The chance of redemption will not be an open-ended offer; as the Behaviour and Discipline Policy states (page 1): 'Any pupil who persistently rejects the ethos and culture of the school will not be accommodated indefinitely'. Such an act may also, of course, lead directly to permanent exclusion if the perpetrator has already served time in the Reset Room to no effect. The Head also reserves the right to summarily permanently exclude or place on alternative provision for extreme acts from any pupil.

2. Pupils placed in the Reset Room have shown themselves to be temporarily unworthy of the usual privileges available to a fully accepted West Park pupil which invariably rests upon quality relationships, being 'in the fold', freedom of association with friends, the regard of teachers and fellow pupils, a sense of fun in learning, being a member of school teams and clubs, being an achieving pupil in an achieving school. They will be 'trained' by their time in the Reset Room to appreciate such privileges once they are returned to normal school. They will be reminded of what these privileges are by their absence from the Reset Room.
3. The whole point of a pupil's time in the Reset Room is *training* and not punishment. We want these pupils to become normal productive members of the school community. The experience is designed to modify behaviour by confronting the pupil with the consequences of their actions. A very important aspect will be the restorative justice of guided and supported discussion with the teacher(s) and pupils whose classes have been disrupted or with individuals who have been attacked, bullied, abused or have been in any other way a victim of the pupil.
4. The guiding principle for the pupil is '*this is how things will be for you when you behave badly and disadvantage others*'. Pupils will also be clear that normality can be resumed once they consistently comply with expectations.
5. There will be no upper limit on the number of days a pupil might be assigned to the Reset Room at any one time. Similarly, there will be no limit in the number of occasions of assignment though clearly a pupil who is showing resistance to this strategy is pretty well using up all we can do for them and a Fresh Start, Fresh start+ or permanent exclusion would be the only step then available.
6. The Reset Room has very simple, very strict, non-negotiable rules which must be scrupulously observed by pupils. The day will be 8.30 a.m. to 4.00 p.m. and there will be no contact with other pupils. There will be close supervision and accompanied toilet breaks at set intervals. Work will follow the curriculum but will be set centrally in the Reset Room.

### **Head's Disciplinary Interview**

If there are continuing causes for concern following 'Consequences' and 'Reset Room'. Parents will be invited into school to discuss the situation at a Head's Disciplinary Interview. Following the interview, the Head will closely monitor the pupil. The next step would normally be Trustee's Disciplinary Interview. This is a very serious disciplinary measure.

## **Chair of Trustees Disciplinary Interview**

This is a disciplinary measure at the highest level and is a step taken before consideration of permanent exclusion (unless the offence requires immediate exclusion). The Head will invite pupil and parents before the Chair of Trustees to issue what is in effect the final warning.

## **Suspensions and Exclusions**

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

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help Trustees, staff, parents/carers and pupils understand the exclusions process
- Make sure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully.

### **A note on off-rolling**

'Off-rolling' is a form of gaming and occurs where a school decides, in the interests of the school and not the pupil, to:

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

## **Legislation and statutory guidance**

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

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

## Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

## Roles and responsibilities

### The headteacher

#### Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
  - For suspensions: detentions or other sanctions provided for in the behaviour policy
  - For exclusions: off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

### **Informing parents/carers**

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

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

If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents'/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers without delay, and provide a reason for the cancellation.

### **Informing the governing board**

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

### **Informing the local authority (LA)**

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

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

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

### **Informing the pupil's social worker and/or virtual school head (VSH)**

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible



This is so they can work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

### **Cancelling suspensions and permanent exclusions**

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

### **Providing education during the first 5 days of a suspension or exclusion**

If the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **The Trustees board.**

### **Considering suspensions and permanent exclusions**

Responsibilities regarding suspensions and permanent exclusions are delegated to the Trustee Board consisting of at least 3 governors.

The Trustee board has a duty to consider parents'/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the Trustee board will provide the secretary of state and LA with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the trustee board will arrange suitable education for the pupil. This provision will begin no later than the sixth day of the suspension.

The Trustee board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

### **Monitoring and analysing suspensions and exclusions data**

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or excluded more than others
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

## **The local authority (LA)**

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

## **Considering the reinstatement of a pupil**

The Trustee board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, The Trustee board must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the board, the Trustee board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, The Trustee board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the Trustee board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting and allowed to make representations or share information:

- Parents/carers and where requested, a representative or friend
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The meeting can be held remotely at the request of parents/carers See section 9 for more details on remote access to meetings.

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Trustee board can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the Trustee board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether a fact is true 'on the balance of probabilities'.

The clerk/governance professional will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The Trustee board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the Trustee board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/carers' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the Trustee board to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## **Independent review**

If parents/carers) apply for an independent review within the legal timeframe, the Trustee board will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the Trustee board of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the Trustee board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Trustee board or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the Trustee school, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the VSH of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

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

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record.

## **School registers**

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

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

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

## **Making a return to the LA**

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)

- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

## **Returning from a suspension**

### **8.1 Reintegration strategy**

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers and other relevant parties.

### **8.2 Reintegration meetings**

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.



## Remote access to meetings

Parents/carers can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the Trustee board should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

## Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves

The data will be analysed every term by David Sanderson (Deputy Head) and David will report back to the Headteacher and Trustee board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

## Independent review panel training

The Trustee board must make sure that all members of an independent review panel and clerks/governance professionals have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk/governance professional of a review panel



- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

## **5. BULLYING**

### **ANTI-BULLYING**

West Park School works to promote an ethos where students are resilient, hardworking and kind. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved. The School recognises that students will learn best in a safe and calm community that is free from disruption and in which education is the primary focus. Staff, students and parents have a responsibility to report bullying as soon as possible. They also have a responsibility to implement the preventative strategies outlined in the policy.

West Park School is aware of the statutory responsibility to discipline students for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to discipline students for poor behaviour when they are not on school premises. This can relate to bullying incidents occurring anywhere on or off the school premises.

This policy should be used alongside the school's Safeguarding Policy as peer-on-peer abuse must be considered as a potential source of significant harm.

### **Aims**

To work towards the elimination of bullying at West Park School

To enhance the Behaviour Policy which confirms the school expectations;

To involve all members of the school community in countering bullying;

To enable students, staff, parents and Trustees to understand what constitutes bullying and their specific responsibilities;

To ensure that there are strategies to minimise the risk of peer on peer abuse and procedures;

To enable parents to feel confident that bullying will be firmly dealt with by the school;

To inform all members of the school community that bullying behaviour will not be tolerated.

### **WHAT IS BULLYING?**

'Bullying is the wilful, conscious desire to hurt, threaten or frighten someone else'

There are different types of bullying:

Psychological (being excluded from groups and rumours etc.)

Cyber (abusive text messages, internet messages etc.)

Verbal (threats, name calling, racism, homophobia, sexism, misogyny, disablism).

Physical (punching, kicking, scratching, pushing, throwing objects at someone etc.)

Bullying invariably undermines self-confidence and initiative and can create a cycle of poor performance and further criticism, potentially causing depression, stress, mental or physical ill-health, with consequent absence from school or work.

Some forms of bullying may break the law and may be reported to the police by the school:

- Violence or assault;
- Theft;

- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse;
- Hate crimes – any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

## **Prevention**

"A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

(Department for Education - Preventing and tackling bullying, July 2017)

Preventing bullying behaviours can be possible through a range of proactive measures. At West Park School, we look for every opportunity to prevent bullying type behaviours from happening. Some of the actions the school takes to prevent bullying include:

Bullying is addressed through the PSHE programme and is aligned with the standards of the PSHE Association.

The Form Time and Assembly programmes reinforce British Values and the ethos of the school.

Anti-bullying week is dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.

Students are not permitted to use their mobile phones around the school. This is partly to prevent cyber-bullying.

Duty staff have been trained to be vigilant and to watch and listen for any bullying type behaviours, no matter how small.

Duty points have been carefully considered to ensure there are no 'dead spaces' where bullying can take place undisturbed.

Seating plans in lessons are carefully considered using any relevant information about the relationships between specific pupils.

External speakers raise awareness of issues such as racism and homophobia.

Posters around the school emphasise the importance of diversity in the school community.

The Students' Charter outlines the core responsibilities of students at West Park School including the responsibility to respect others.

Working with the wider community such as the police/children's services where bullying is particularly serious or persistent to send a strong message that bullying is unacceptable within our school.

West Park School recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

## **Tackling Bullying**

West Park School has clear strategies for responding to bullying incidents. These may include outcomes from the school sanction system as detailed within the school behaviour policy. The consequences of bullying will reflect the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably – after careful consideration of possible contributing factors such as special educational needs, disabilities or other vulnerabilities of both the victim and perpetrator.

The school will support the victim upon finding out about bullying, but will also seek to work with the perpetrator of the bullying in order prevent further incidents in the future.

### **Staff protocols**

1. When a concern is brought to you listen to the pupil (or parent) seriously and sensitively; record on an 'Incident Sheet'(Appendix 8) and send to Head of Year or pastoral office.
2. Collect dated and signed statements from witnesses.
3. Provide immediate reassurance for victim's (parent's) concerns about safety. Provide practical advice and actions. Let the Year Head know that you have started to investigate. Contact victim's parents and inform them of your intended actions and reassure that action is being taken.
4. Use your judgement to assess the seriousness of the allegation or alleged incident. Consult Year Team colleagues and SIMS for advice on previous incidents.
5. Interview bully to establish their story/veracity of accusation.

If, in your judgement, there has been bullying:

- Inform the Year Head of your intended actions
  - Contact both sets of parents and inform of your intended actions, emphasise that you will keep them informed
  - Explain to the bully how the bullying behaviour has caused upset
  - Counsel, warn, contract
  - Be clear about gradation of sanctions; counselling; verbal warning; loss of social time; reconciliation meeting; letter of apology; pastoral detention; time in the training centre; exclusion; involvement of the police.
6. Interview victim
    - Counsel to give strategies ("it has been sorted", no gossip etc)
    - Reassure parents
    - Monitor regularly, through meetings with pupil and/or the keeping of an incident diary.

Initially all bullying, racism, homophobic or hate crime allegations are recorded as Sims "**reports**"; *Pupil to pupil verbal or pupil to pupil physical.*

Following investigation (all reports are investigated) a "**report**" may be elevated by the investigating colleague to "**recorded incident**" depending on factors such as seriousness, context, repeated involvement or age. The investigating colleague will also take and record appropriate action in either case.

## **6. HOMEWORK**

This revision assumes that all homework set is of a suitable level and length.

### **Sanctions**

#### **School operates a system of compulsory completion of homework.**

1. Homework that is unfinished/poorly done/not handed in, will result in a 1 hour **Teacher Detention** at the teacher's convenience as a punishment and a learning opportunity (e.g. homework could be completed in supported and controlled conditions).
3. Pupils who are genuinely unable to attend any of their detentions (absence, verified appointments) should be set a rearranged date.

4. Absconding from detention will result in loss of break and lunch the next day and the original detention re-arranging.
5. Pastoral office will arrange pick-ups and enter all data to SIMS. Keep them informed. Good communication from subject staff to Year Head is essential. Pupils showing problems across the curriculum will be seen by the Year Head who will involve parents and sort out strategies to support the pupil. This may involve a homework report or an agreed time on "P6".

## **Period 6**

For pupils experiencing regular difficulties with homework who are collected at 3.00 p.m. to have extra tuition with their subject teachers, where they can catch up with missed work.

## **6. USE OF REASONABLE FORCE**

Section 550A of the Education Act 1996 clarifies the powers of teachers to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption. It does not authorise the use of corporal punishment in any circumstances.

Parents, pupils and staff must be clear about what is acceptable and what is not regarding the use of force to control or restrain pupils.

### **Section 550A**

The section allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing damage to property (including the pupil's own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupils concerned elsewhere e.g. on a field trip or other authorised out of school activity.

### **Authorised Staff**

The Act allows all teachers at a school to use reasonable force to control or restrain pupils, it also allows other people to do so, in the same way as teachers, provided they have been authorised by the Head to have control or charge of pupils. These might include classroom assistants, care workers, midday supervisors, specialist support assistants, education welfare officers, escorts, caretakers, or voluntary helpers including people accompanying pupils on visits, exchanges or holidays organised by the school.

The Head will identify people, other than teachers, authorised to have control or charge of pupils and therefore be able to use force if necessary. Authorisation may be on a permanent or long term basis because of the nature of the person's job, or short term for a specific event such as a school trip. The Head will explicitly inform the people concerned, and ensure that they are aware of and properly understand what the authorisation entails. They should keep an up-to-date list of authorised people and ensure the teachers know who they are.

### **Types of Incidents**

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- a. where action is necessary in self-defence or because there is an imminent risk of injury;
- b. where there is a developing risk of injury, or significant damage to property;
- c. Where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

## ➤ 7. Reasonable Force

There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case.

There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired effect.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the pupil.

### **Practical Considerations**

Before intervening physically, staff should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not.

The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk, and summon assistance from a colleague or colleagues. The

teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating.

### **Application of Force**

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Pushing;
- Pulling;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the centre of the back; or
- (In extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should **not** act in a way that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- Slapping, punching or kicking a pupil;
- Twisting or forcing limbs against a joint;
- Tripping up a pupil;
- Holding or pulling a pupil by the hair or ear;
- Holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Where the risk is not so urgent the teacher should consider carefully whether, and if so when, physical intervention is right. Colleagues should always try to deal with a situation through other strategies before using force.

All teachers need developed strategies and techniques for dealing with difficult pupils and situations which they should use to defuse and calm a situation. In a non-urgent situation force should only be used when other methods have failed.

That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline, and there is no direct risk to people or property. As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

The age and level of understanding of the pupil is also very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older pupils. It should never be used as a substitute for good behavioural management.

## **Recording Incidents**

It is important that there is a detailed, contemporaneous, written report for any occasion where force is used. It may help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful should there be a complaint.

Immediately following any such incident, the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards. That should include:

- The name(s) of the pupil(s) involved, and when and where the incident took place;
- The names of any other staff or pupils who witnessed the incident;
- The reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff);
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long;
- The pupil's response, and the outcome of the incident;
- Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

Staff should seek advice from a senior colleague and a representative of their professional association when compiling a report. They should also keep a copy of the report.

Incidents involving the use of force can cause the parents of the pupil involved great concern. The Head will advise parents of an incident involving their child, and give them an opportunity to discuss it.

## **Comments from the Head**

Colleagues will acknowledge that this is an area of 'Behaviour and Discipline' that is fraught with difficulty. Physical force is not in keeping with the values and ethos of the school.

The policy detailed above will help you to make informed decisions about the use of force. However, if you are in any doubt whether your actions would be deemed appropriate, be very cautious. 'Put your hands in your pockets, take two steps back and mentally count to ten' is still good advice (emergencies notwithstanding).

I am duty bound to investigate any complaint from a parent or child about the use of physical force to discipline a pupil and it is never straightforward. The investigation is often stressful and the fallout can damage all concerned including the reputation of the school. I can't stress the point too strongly – don't raise your hands to a child unless the circumstances are extreme. I will vigorously support a teacher's right to discipline pupils within the policies of the school – don't make it difficult for me to do so by stepping outside them.

Responding to misbehaviour from pupils with SEND

## **> 8. Recognising the impact of SEND on behaviour.**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned, such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time because of their SEND
- The pupil was likely to behave aggressively due to their SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

### **Supporting pupils following a sanction**

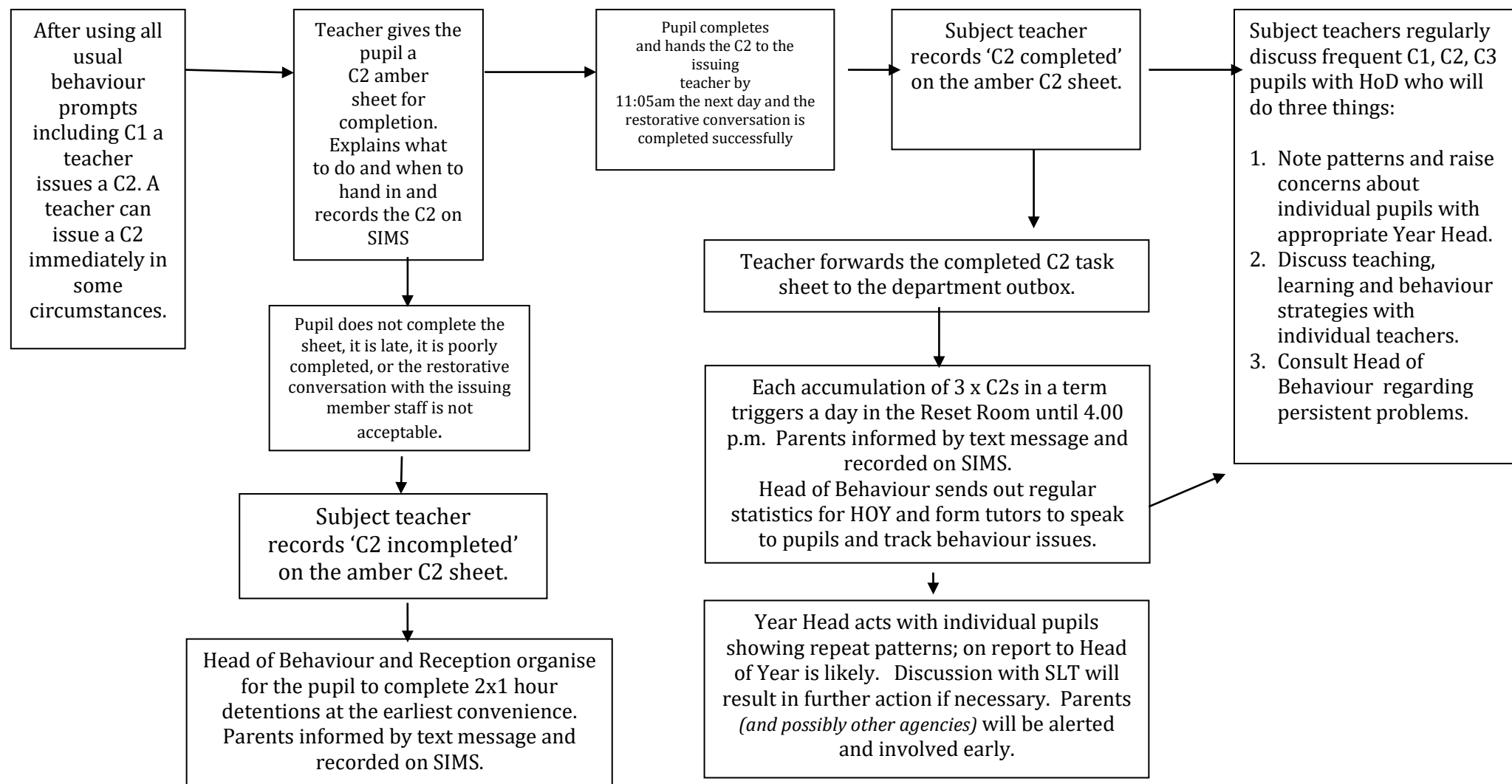


Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Heads of Department, Heads of Year, Assistant Heads of Year

## C2

Know your role; know the role of those you manage; make sure they know their role; make it work



# West Park School C2

Teacher: ..... Pupil: ..... Subject/Class: .....

Day/Date: ..... Return on: ..... To: .....

Reason for issue of C2: .....

You have reached C2. The consequence of your behaviour is that you must **make a neat copy of the definitions and formulae** set out below and on the other side of this page. Use the space provided.


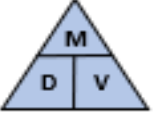

This should be handed to the subject teacher who gave the C2 before 11.05am tomorrow. You must not leave, be late for or absent from **form** time to do this; nor should you be late to lessons. Your form tutor will not allow you to do this task in form time.

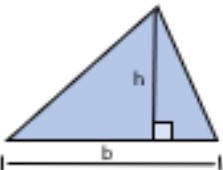
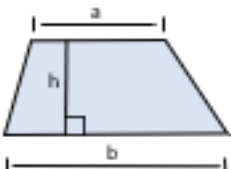
Failure to complete this task in your neatest hand writing and hand it in on time to the issuing teacher will result in you completing period 6 for 2 days in the Control Centre. Losing this sheet or damaging it will be no excuse.



| Command word           | Meaning   | Example sentence   |
|------------------------|---|--|
| <b>Analyse</b> (verb)  | To dissect, take to pieces.<br>To examine closely.  | <b>English</b> - Analyse the language in the extract.<br><b>PE</b> - Analyse this cricketer's bowling action to find their strengths and weaknesses.     |
|                        |   |  |
|                        |   |  |
|                        |   |  |
|                        |   |  |
| <b>Conclude</b> (verb) | To bring or come to an end.   | <b>Geography</b> - I can conclude that the evidence suggests the world is heating up and low-lying places are suffering from increased coastal flooding. |
|                        |   |  |
|                        |   |  |
|                        |   |  |
|                        |   |  |
| <b>Evaluate</b> (verb) | The strengths and weaknesses of something.<br>To form an idea of the amount, number, or value of something. | <b>Technology</b> - Evaluate how well your product design meets your specification.  |
|                        |   |  |
|                        |   |  |
|                        |   |  |
|                        |   |  |



| Compound measures  | Copy the formulae in the space provided below         |
|--|---|
| $\text{speed} = \frac{\text{distance}}{\text{time}}$  | $s\_\_\_\_\_\_ = \frac{d\_\_\_\_\_\_}{t\_\_\_\_\_\_}$ |
| $\text{density} = \frac{\text{mass}}{\text{volume}}$  | $d\_\_\_\_\_\_ = \frac{m\_\_\_\_\_\_}{v\_\_\_\_\_\_}$ |
| $\text{pressure} = \frac{\text{force}}{\text{area}}$  | $p\_\_\_\_\_\_ = \frac{f\_\_\_\_\_\_}{a\_\_\_\_\_\_}$ |

| Areas  | Copy the formulae in the space provided below                             |
|--|---|
| $\text{Triangle} = \frac{1}{2} b \times h$  | $T\_\_\_\_\_\_ = \_\_\_\_\_\_ \times \_\_\_\_\_\_$                        |
| $\text{Trapezium} = \frac{1}{2} (a + b)h$   | $T\_\_\_\_\_\_ = \_\_\_\_\_\_ (\_\_\_\_\_\_ + \_\_\_\_\_\_) \_\_\_\_\_\_$ |

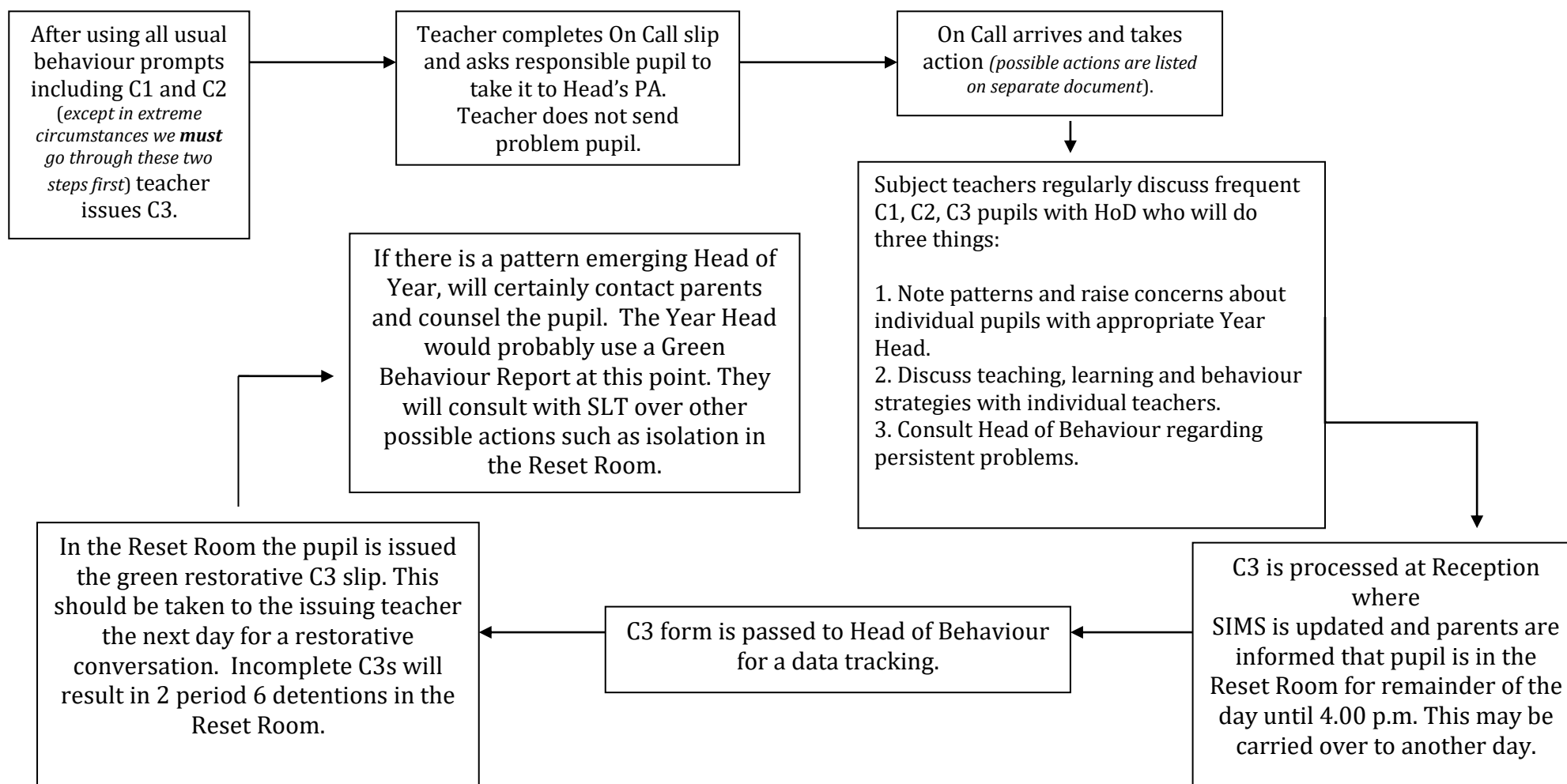
When you return this C2 to the issuing teacher, a restorative conversation will take place. If the outcome of this conversation is successful, then the issuing member of staff will place a tick in the box below. If the conversation is unsuccessful, the issuing teacher will place a cross in the box below and the C2 will be classed as incomplete.

☐

**A text message will be sent home at the end of the day to inform your parents/carers that you have received a C2.**

# Heads of Department, Heads of Year, Assistant Heads of Year C3

Know your role; know the role of those you manage; make sure they know their role; make it work



**West Park School**

**Request Slip for 'On Call' after you have used Consequences 1, 2 and 3**

**(In an emergency go direct to 'On Call')**

Teacher : ..... Room : ..... Lesson : 1 2 3 4 5

Subject : ..... Scale of Urgency/Seriousness

Date : ..... 1 2 3  
 Day : Mon Tues Wed Thurs Fri emergency very serious serious

Problem Pupil : ..... Year and Form : .....

**DO NOT send the problem pupil out of your room unless there is a risk to health and safety**

Send this slip with a responsible pupil to Jackie Walker

**Briefly explain reason for issuing the C3 overleaf:.....**

**West Park School**

**Pupil C3 Slip.**

Pupil: ..... Subject: ..... Teacher: .....

Date of C3: ..... Date of restorative conversation: .....

You have reached C3. This is a serious breach of the school's behaviour and discipline policy.

You must take this slip to the teacher that issued you with the C3 by 11:05am on the date specified above.

You will need to have a restorative conversation with this member of staff.

If this conversation is deemed to be satisfactory, no further action will be taken.

If you fail to have a conversation by 11:05am, or the conversation is deemed to be unsatisfactory, you will receive incomplete C3 sanctions (2 hours of period 6 in the control centre).

The issuing member of staff should place a tick or a cross in the box to indicate if the C3 restorative conversation was successful or unsuccessful.

☐

**If a cross is recorded please state the reason on the reverse of this slip.**

Member of staff signature: ..... Date: .....

| <b>Lesson or One Day Report</b>                |   |
|--|---|
| Pupil's name: ..... Form: .....                |   |
| Teacher: ..... Place: .....                    |   |
| Date: ..... Time: .....                        |   |
| Reason for one day report:                     | <div style="display: flex; justify-content: space-between;"> <div>On Call related? <input type="checkbox"/></div> <div>Lost Report? <input type="checkbox"/></div> </div> |
| Please comment if necessary, simply ✓ if good. |   |

|                 |  |
|-----------------|--|
| <b>LESSON 1</b> |  |
| Subject:        |  |
| Signed:         |  |

|                 |  |
|-----------------|--|
| <b>LESSON 2</b> |  |
| Subject:        |  |
| Signed:         |  |

|                 |  |
|-----------------|--|
| <b>LESSON 3</b> |  |
| Subject:        |  |
| Signed:         |  |

|                 |  |
|-----------------|--|
| <b>LESSON 4</b> |  |
| Subject:        |  |
| Signed:         |  |

|                 |  |
|-----------------|--|
| <b>LESSON 5</b> |  |
| Subject:        |  |
| Signed:         |  |

## Head of Year Report

**Manager:** ..... **Report Times:** ..... **Place:** .....

**Pupil Name:** ..... **Form:** ..... **Start Date:** ..... **Report No:** 1 ☐ 2 ☐  
3 ☐ 4 ☐

**Targets:**

1. ....
2. ....
3. ....
4. ....

Score 3 = Target fully met  
Score 2 = Target partially met  
Score 1 = Target not met

**SANCTIONS**

Incomplete report = ½ hour detention  
Lost report = 1 hour detention  
Score 1 = 15 minute detention

Please place additional comments in reverse

|               | MONDAY       |   |   |   |   | TUESDAY      |     |   |   |   | WEDNESDAY    |   |     |   |   | THURSDAY     |   |   |     |   | FRIDAY       |   |   |   |     |              |   |   |   |   |               |
|---------------|--------------|---|---|---|---|--------------|-----|---|---|---|--------------|---|-----|---|---|--------------|---|---|-----|---|--------------|---|---|---|-----|--------------|---|---|---|---|---------------|
| LESSON        | REG          | 1 | 2 | 3 | 4 | 5            | REG | 1 | 2 | 3 | 4            | 5 | REG | 1 | 2 | 3            | 4 | 5 | REG | 1 | 2            | 3 | 4 | 5 | REG | 1            | 2 | 3 | 4 | 5 | Weekly Target |
| Target 1      |              |   |   |   |   |              |     |   |   |   |              |   |     |   |   |              |   |   |     |   |              |   |   |   |     |              |   |   |   |   |               |
| Target 2      |              |   |   |   |   |              |     |   |   |   |              |   |     |   |   |              |   |   |     |   |              |   |   |   |     |              |   |   |   |   |               |
| Target 3      |              |   |   |   |   |              |     |   |   |   |              |   |     |   |   |              |   |   |     |   |              |   |   |   |     |              |   |   |   |   |               |
| Target 4      |              |   |   |   |   |              |     |   |   |   |              |   |     |   |   |              |   |   |     |   |              |   |   |   |     |              |   |   |   |   |               |
| Staff Initial |              |   |   |   |   |              |     |   |   |   |              |   |     |   |   |              |   |   |     |   |              |   |   |   |     |              |   |   |   |   |               |
| Totals        | Target Score |   |   |   |   | Target Score |     |   |   |   | Target Score |   |     |   |   | Target Score |   |   |     |   | Target Score |   |   |   |     |              |   |   |   |   |               |
|               | Score        |   |   |   |   | Score        |     |   |   |   | Score        |   |     |   |   | Score        |   |   |     |   | Score        |   |   |   |     |              |   |   |   |   |               |
| Year Head     | a.m. / p.m.  |   |   |   |   | a.m. / p.m.  |     |   |   |   | a.m. / p.m.  |   |     |   |   | a.m. / p.m.  |   |   |     |   | a.m. / p.m.  |   |   |   |     | IEP to SENCO |   |   |   |   |               |
| Form Tutor    |              |   |   |   |   |              |     |   |   |   |              |   |     |   |   |              |   |   |     |   |              |   |   |   |     |              |   |   |   |   |               |
| Parent        |              |   |   |   |   |              |     |   |   |   |              |   |     |   |   |              |   |   |     |   |              |   |   |   |     |              |   |   |   |   |               |

**Additional Comments**

|     |       |     |       |
|-----|-------|-----|-------|
| Day | Class | Day | Class |
|     |       |     |       |
| Day | Class | Day | Class |
|     |       |     |       |
| Day | Class | Day | Class |
|     |       |     |       |
| Day | Class | Day | Class |
|     |       |     |       |

Negotiated reward for meeting target score: .....

Met ☐ Not Met ☐

**Report Conditions**

- The pupil must look after the report and keep the document in good condition.
- The pupil must present the report to subject staff at the start of each lesson.
- The pupil MUST report at the appointed times to their YEAR HEAD or their ASSISTANT.
- Any lost reports, missed scores or low scores trigger automatic detentions.
- Targets have been identified and discussed with the pupil. This must become a major focus in all lessons.

| Reminders | Messages |
|-----------|----------|
|           |          |
|           |          |



## Senior Staff Report

**Manager:** ..... **Report Times:** ..... **Place:** .....

**Pupil Name:** ..... **Form:** ..... **Start Date:** ..... **Report No:** 1 ☐ 2 ☐  
3 ☐ 4 ☐

**Targets:**

1. ....
2. ....
3. ....
4. ....

Score 3 = Target fully met  
Score 2 = Target partially met  
Score 1 = Target not met

**SANCTIONS**

Incomplete report = ½ hour detention  
Lost report = 1 hour detention  
Score 1 = 15 minute detention

Please place additional comments in reverse

|               | MONDAY       |   |   |   |   | TUESDAY |              |   |   |   | WEDNESDAY |   |              |   |   | THURSDAY |   |   |              |   | FRIDAY |   |   |   |              | Weekly<br>Target |   |   |   |   |   |
|---------------|--------------|---|---|---|---|---------|--------------|---|---|---|-----------|---|--------------|---|---|----------|---|---|--------------|---|--------|---|---|---|--------------|------------------|---|---|---|---|---|
| LESSON        | REG          | 1 | 2 | 3 | 4 | 5       | REG          | 1 | 2 | 3 | 4         | 5 | REG          | 1 | 2 | 3        | 4 | 5 | REG          | 1 | 2      | 3 | 4 | 5 | REG          |                  | 1 | 2 | 3 | 4 | 5 |
| Target 1      |              |   |   |   |   |         |              |   |   |   |           |   |              |   |   |          |   |   |              |   |        |   |   |   |              |                  |   |   |   |   |   |
| Target 2      |              |   |   |   |   |         |              |   |   |   |           |   |              |   |   |          |   |   |              |   |        |   |   |   |              |                  |   |   |   |   |   |
| Target 3      |              |   |   |   |   |         |              |   |   |   |           |   |              |   |   |          |   |   |              |   |        |   |   |   |              |                  |   |   |   |   |   |
| Target 4      |              |   |   |   |   |         |              |   |   |   |           |   |              |   |   |          |   |   |              |   |        |   |   |   |              |                  |   |   |   |   |   |
| Staff Initial |              |   |   |   |   |         |              |   |   |   |           |   |              |   |   |          |   |   |              |   |        |   |   |   |              |                  |   |   |   |   |   |
| Totals        | Target Score |   |   |   |   |         | Target Score |   |   |   |           |   | Target Score |   |   |          |   |   | Target Score |   |        |   |   |   | Target Score |                  |   |   |   |   |   |
|               | Score        |   |   |   |   |         | Score        |   |   |   |           |   | Score        |   |   |          |   |   | Score        |   |        |   |   |   | Score        |                  |   |   |   |   |   |
| Year Head     | a.m.         |   |   |   |   |         | a.m.         |   |   |   |           |   | a.m.         |   |   |          |   |   | a.m.         |   |        |   |   |   | a.m.         |                  |   |   |   |   |   |
|               | p.m.         |   |   |   |   |         | p.m.         |   |   |   |           |   | p.m.         |   |   |          |   |   | p.m.         |   |        |   |   |   | p.m.         |                  |   |   |   |   |   |
| Form Tutor    |              |   |   |   |   |         |              |   |   |   |           |   |              |   |   |          |   |   |              |   |        |   |   |   |              |                  |   |   |   |   |   |
| Parent        |              |   |   |   |   |         |              |   |   |   |           |   |              |   |   |          |   |   |              |   |        |   |   |   |              |                  |   |   |   |   |   |

Weekly Target

Weekly Total

IEP to SENCO

Parent Interview  
Date: .....

**Additional Comments**

|           |           |
|-----------|-----------|
| Day Class | Day Class |
| Day Class | Day Class |
| Day Class | Day Class |
| Day Class | Day Class |

Negotiated reward for meeting target score: .....

Met ☐ Not Met ☐

**Report Conditions**

- The pupil must look after the report and keep the document in good condition.
- The pupil must present the report to subject staff at the start of each lesson.
- The pupil MUST report at the appointed times to their YEAR HEAD or their ASSISTANT.
- Any lost reports, missed scores or low scores trigger automatic detentions.
- Targets have been identified and discussed with the pupil. This must become a major focus in all lessons.

| Reminders | Messages |
|-----------|----------|
|           |          |
|           |          |

## West Park School

### Leadership Group, Year Head and Tutor Monitoring Report

Name: ..... Form: .....

Report times: ..... Place: .....

Please monitor the following on:

| Monday |    | Tuesday |    | Wednesday |    | Thursday |    | Friday |    |
|--------|----|---------|----|-----------|----|----------|----|--------|----|
| am     | pm | am      | pm | am        | pm | am       | pm | am     | pm |

- Behaviour ☐
- Equipment ☐
- Attitude to Work ☐
- Punctuality ☐
- Attitude to Peers ☐
- Attitude to Staff ☐
- Attendance ☐
- Homework ☐
- Aggression ☐
- Consequences ☐

#### SANCTIONS – School Detention Fridays

- Incomplete Report = ½ hour
- Lost Report = 1 hour
- Forgotten Report = ½ hour
- Poor Report = 2 hour

Year Heads may also detain you at break, lunch or after school

#### Reason for Monitoring

#### Rewards

There will be rewards for a good report. The teacher monitoring your report will discuss this with you.

|                  | Tutor (sign each a.m.) | Issuing Staff | Parents |
|------------------|------------------------|---------------|---------|
| <b>Monday</b>    |                        |               |         |
| <b>Tuesday</b>   |                        |               |         |
| <b>Wednesday</b> |                        |               |         |
| <b>Thursday</b>  |                        |               |         |
| <b>Friday</b>    |                        |               |         |

Name: ..... Form: .....

Reporting to: .....

Tick if you have no concerns; otherwise give details. Circle Consequences

|           | Reg | Lesson 1 |    |    | Lesson 2 |    |    | Lesson 3 |    |    | Lesson 4 |    |    | Lesson 5 |    |    |
|-----------|-----|----------|----|----|----------|----|----|----------|----|----|----------|----|----|----------|----|----|
| Monday    |     |          |    |    |          |    |    |          |    |    |          |    |    |          |    |    |
|           |     | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 |
| Tuesday   |     |          |    |    |          |    |    |          |    |    |          |    |    |          |    |    |
|           |     | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 |
| Wednesday |     |          |    |    |          |    |    |          |    |    |          |    |    |          |    |    |
|           |     | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 |
| Thursday  |     |          |    |    |          |    |    |          |    |    |          |    |    |          |    |    |
|           |     | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 |
| Friday    |     |          |    |    |          |    |    |          |    |    |          |    |    |          |    |    |
|           |     | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 | C1       | C2 | C3 |

**Procedure Guidelines for a child experiencing Bullying**

1. Child feels bullied
2. Child finds suitable adult in school
  - Head - Mr McGregor
  - Head of Year/Assistant Head of Year
  - Form Tutor
  - Deputy Heads - Mr Sanderson  
Mr Allsop
  - Designated Safeguarding Lead - Mrs Sheffield
  - Deputy Safeguarding Lead/Attendance - Miss Greenwood
  - Pastoral Assistant - Mrs Stringer
  - Assistant Head - Ms Clamp  
Ms Mangan  
Mrs Hawkins  
Mr Flynn  
Mr Coupe
3. Child explains the issue and completes an incident sheet
4. Adult refers to Bullying Team (Miss Greenwood, Mr Sanderson, Head of Year) who investigate (interview witnesses)
5. Bullying is identified and warned or punished accordingly, relating to level/nature of bullying and previous record
6. Child monitors the situation – may keep bullying diary but returns to Bullying Team if the bullying continues
7. Procedure repeats from No 5 but punishments may escalate involving parents, warnings of pre exclusion or reconciliation meetings

# West Park

'A caring school where we put pupils and their achievement first'

## Pupil Statement Form

Name: ..... Form: .....

Date: ..... Mon / Tue/ Wed/ Thu/ Fri / Weekend (circle one)

I understand that I must give a true account of the incident that took place. I understand the difference between the truth and a lie.

Yes I understand

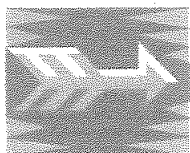
☐

No I do not understand

☐

| Name of Witness/Staff involved |  | Location             |  |
|--------------------------------|--|----------------------|--|
|                                |  | Classroom            |  |
|                                |  | Courtyard            |  |
|                                |  | Field                |  |
|                                |  | Way to School        |  |
|                                |  | Way Home             |  |
|                                |  | Other (please state) |  |

|                        |
|------------------------|
|                        |
|                        |
|                        |
|                        |
|                        |
|                        |
| Continue overleaf..... |



# TRILATHON

## WEST PARK REWARDS

FOR THOSE PUPILS TRYING TO IMPROVE  
THE BIG THREE...

- ❖ ATTENDANCE
- ❖ GOOD BEHAVIOUR
- ❖ EFFORT

We count the attendance; we count the C2's  
and C3's; we count your teacher's votes.

YOU HIT THE RIGHT SCORES and YOU ARE  
ENTERED FOR THE YEAR GROUP, END OF  
TERM.....

## PRIZE DRAW !

LOTS OF VOUCHERS AND TICKETS TO BE WON !!