

# Rainham Mark Grammar School

## BEHAVIOUR & ANTI-BULLYING POLICY

### Procedures and Practice

Date Reviewed:	June 2022
Next Review:	June 2025
By:	Deputy Headteacher i/c BAPDS

#### 1. Aims

This policy aims to:

- provide a **consistent approach** to behaviour management;
- **define** what we consider to be unacceptable behaviour, including bullying;
- outline **how students are expected to behave** in school and outside of school;
- summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- outline our system of **rewards and sanctions**.

#### 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy (which includes the Positive Handling policy)
- Attendance Policy
- Drugs Policy
- Wellbeing Policy

#### 3. IMPLEMENTATION

It is the responsibility of every member of the staff to implement this Behaviour Policy. A **consistent** and **corporate** approach is essential to ensuring high standards of behaviour are met in line with the student code of conduct (see 3.1 below).

The policy will be implemented in the following ways:

- the student planner will set out acceptable behaviour for students and parents/carers;
- tutor groups will discuss and explore what appropriate behaviour actually is and what it means for each individual;
- school assemblies will, when appropriate, focus on behaviour;
- consistent use of the system of rewards and sanctions;
- early contact with parents/carers;

- regular pastoral team meetings;
- staff training.

### **3.1 Student Code of Conduct**

At all times and in all places:

- everyone deserves to be treated with respect;
- students must be allowed to learn;
- teachers must be allowed to teach;
- students must refrain from behaving in a way that brings the school into disrepute, including when outside school;
- students must wear the correct uniform at all times.

**Therefore**, school rules need to be obeyed

## **4. ROLES AND RESPONSIBILITIES**

### **4.1 Trustees and RMGS Academy Committee**

The RMGS Academy Committee is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The RMGS Academy Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### **4.2 Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the RMGS Academy Committee, giving due consideration to the school's statement of behaviour principles (ppendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure consistency.

### **4.3 The Deputy Headteacher (and Assistant Headteacher):**

- chairs regular meetings with the pastoral team to discuss behavioural issues;
- monitors the effectiveness of the policy and supports staff in its implementation;
- keeps abreast of new initiatives, disseminates developments, and updates the policy where appropriate;
- recommends behaviour management training for staff;
- implements and monitors the school's behaviour management systems.

### **4.4 The Pastoral Leads (Heads of Year):**

- oversee their Form Tutors and the students in their care;
- oversee the work of the Pastoral Support Assistants (PSAs);
- ensure information about students is disseminated effectively;
- actively intervene to address serious and/or persistent issues as they arise;
- alongside Heads of Departments, assist the running of C2 detentions;
- reinforce the appropriate ethos through regular assemblies and lesson drop-ins;
- place on and monitor students on Pastoral Support Plans (PSPs).

### **4.5 The Form Tutors:**

- develop a good relationship with all members of the tutor group and with their parents and carers;
- provide academic and pastoral support to individuals in their tutor group who may be experiencing difficulties, which might manifest themselves as behavioural challenges;
- deal promptly with issues as they arise, communicating effectively with parents and the Pastoral Team;
- review the recognition and sanction record of each student, encouraging them to reflect on their actions;

- manage the form tutor report for students causing concern.

#### **4.6 Pastoral Support Assistants:**

- are the first point of contact for parents and carers;
- assist the Heads of Year with all issues and associated admin;
- provide support for staff with students causing concern;
- respond to Lesson Issues or Class Charts requests;
- deal with incidents of poor behaviour when encountered and investigate serious incidents, reporting to the AHT/DH;
- work with individual students and/or small groups to improve their behavior or wellbeing.

#### **4.7 Heads of Departments:**

- set clear expectations for behaviour for learning in their department;
- provide support to all colleagues in their department including training and advice;
- ensure that colleagues are always employing a range of behaviour management strategies prior to removing a student (as per Appendix 3 – securing outstanding behaviour);
- where possible, ensure their team has an agreed zone to send a particularly disruptive student to;
- monitor the quality of behaviour management through regular lesson observations and drop-ins;
- discuss students' progress and the impact of behaviour management at department meetings and refer any concerns to the appropriate Form Tutor/Heads of Year;
- use line management meetings to share information and update SLT on behaviour in lessons;
- ensure the students arrive and leave from their subject area in a sensible and quiet manner;
- ensure reward and behaviour points are issued in line with the policy.

#### **4.8 All staff with responsibility for the behaviour and safety of the students:**

- must set clear expectations of appropriate behaviour;
- record behaviour incidents and action taken in Class Charts;
- use appropriate behaviour management strategies – to include a seating plan for every lesson;
- ensure students arrive and leave the lesson in a quiet, orderly manner;
- seek the assistance of their line manager when strategies do not appear to be working;
- refer serious and/or persistent behaviour issues to their Heads of Department and the Pastoral Team;
- implement appropriate recognition and sanction in line with the department and the school Behaviour Policy.

#### **4.9 Support staff, site staff and other non-teaching staff:**

- non-teaching staff should address and record any misbehaviour that they witness. Examples may include dropping litter, graffiti or damage to property;
- colleagues should ask for the name(s) of the student(s) and record any description(s) to report to the relevant Pastoral Team for them to follow up;
- if the situation is more serious and needs urgent intervention, then colleagues should contact the nearest teacher or member of the pastoral team to request support. Alternatively, if closer, then asking the main office to request support would be appropriate.

#### **4.10 Parents and carers are expected to:**

- support their child in adhering to the student code of conduct;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the school promptly;
- support the school with any sanctions that are issued;
- set a good example in terms of their own conduct on or near school site.

## **5. RECOGNITION and REWARDS**

### **5.1 The Reward System**

**Good relationships between teachers and students is the key to good behaviour management.** Recognition supports and promotes good behaviour and contains the following elements:

- positive encouragement from staff to students is a vital element of the RMGS ethos;
- reward points are given for effort, attainment and excellent conduct and are recorded electronically via Class Charts (see Appendix 2) as part of the House system. The House system celebrates achievement of students who display the school's values;
- written praise;
- displaying students' work around the school;
- telephone call/letter/email/postcard home to parents;
- celebrating the success of students in assembly;
- recognition for student success in service to the community and specific school events;
- positions of authority e.g. Prefect or House Captain;
- prize-giving events: vouchers, House assemblies, reward trips and tag days, Prize Day and Presentation Evenings – all provide further opportunities to promote a positive ethos.

Each staff member can issue reward points. Points are entered into Class Charts and details are displayed publicly. The top attainers will be awarded with badges and prizes such as places on reward trips.

## **6. SECURING OUTSTANDING BEHAVIOUR**

All staff must be proactive and consistent in securing outstanding behaviour.

All staff must be vigilant in their presence around the school, in both formal duties and informal walk-rounds, in order to minimise the potential for students to misbehave.

All staff must follow the guidelines on best practice in securing outstanding behaviour - see Appendix 3.

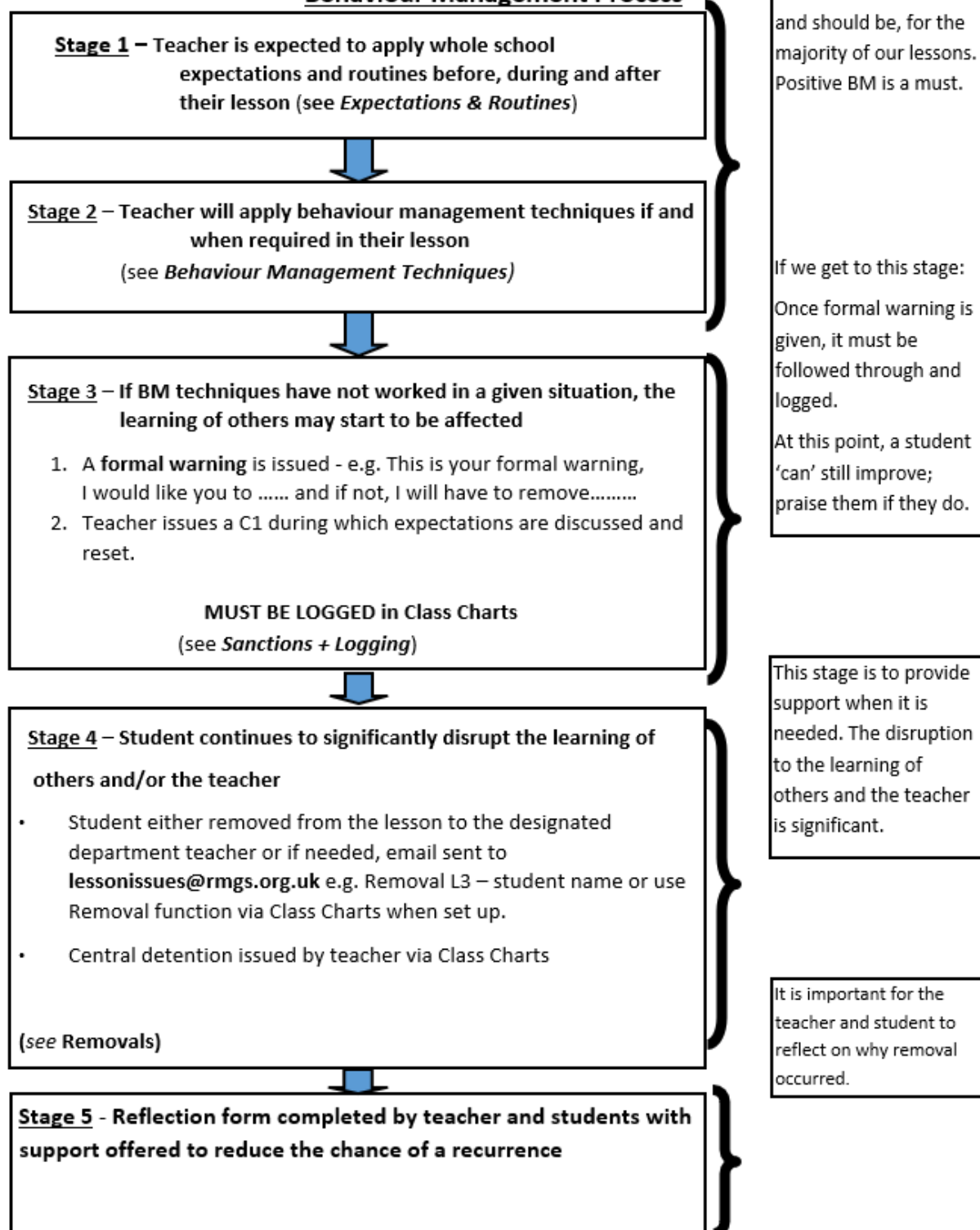
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will follow the Behaviour Management Strategy (BMS) below (extract taken from Appendix 3):

## RMGS Behaviour Management Strategy – Overview

**“Consistently Persistent and Persistently Consistent”**

### Behaviour Management Process



## **7. CONSEQUENCE**

Every member of staff who observes student misbehaviour should address the issue and secure the appropriate correct behaviour.

A consequence is necessary to demonstrate the clear disapproval of unacceptable behaviour and contains the following elements:

- issuing a verbal reprimand;
- moving the student to a different seat;
- confiscation of inappropriately used or banned items (see Appendix 5);
- issuing of a detention (see 7.4);
- recording of a behaviour incident in Class Charts;
- removal of a student from a lesson (see 7.6).

The points above are set out in detail within Appendix 3.

In certain situations it may also be necessary to:

- contact parent(s)/carer(s) by telephone, email or meeting
- use the reporting system
- take a student out of circulation. This involves withdrawal from lesson(s) and/or break(s) & lunchtime(s), being supervised by a member of staff
- apply Fixed Term Suspension or Permanent Exclusion (see 7.8)

### **7.1 Behaviour Incidents – (see Appendix 3)**

#### **7.1.1 Misbehaviour**

Examples include:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- non-completion of classwork or homework;
- poor attitude or rudeness;
- incorrect uniform;
- being out of bounds.

Such behaviour should be recorded in Class Charts and the member of staff must apply the relevant sanction. Form Tutors should speak to the student about their misbehaviour and apply their own additional sanctions, if necessary. Form tutors should liaise with the Heads of Year to contact the parents/carers of students where a clear pattern of issues is emerging. The form tutor should also keep the Heads of Year informed of any students causing concern.

#### **7.1.2 Serious misbehaviour**

Examples include:

- repeated incidents of misbehavior;
- any form of bullying (see Appendix 6 for the RMGS anti-bullying strategy);
- truancy;
- defiance;
- vandalism;
- theft;
- physical assault – fighting;
- smoking or vaping;
- racist, sexist, homophobic or discriminatory behaviour;
- surreptitious capturing of images, or audio or video recording of any member of the school community without their express consent;
- possession of, using or supplying any prohibited or banned items (see appendix 5), or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student);

- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - sexual comments;
  - sexual jokes or taunting;
  - physical behaviour like interfering with clothes;
  - online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

When incidents **occur that cause disruption to the running of the school**, it is important that the member of staff liaises with appropriate colleagues (a member of the pastoral team and/or SLT) as to the nature and context of the incident. Ideally, staff should record the issues with a statement (see Staff Student Incident form in Appendix 4.1.) SLT working with the pastoral team will then ensure the student receives an appropriate sanction. Incident details must be recorded in Class Charts (unless confidential in nature due to safeguarding reasons in which CPOMS appropriate).

Such sanctions for serious misbehaviour include detention(s), being removed from circulation during the school day, a **fixed suspension or permanent exclusion**.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate;
- considered;
- supportive;
- decided on a case-by-case basis.

Sanctions for sexual harassment and violence may include fixed term or permanent exclusion. The school will also liaise with external agencies as required and follow DfE guidance.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - manage the incident internally;
  - refer to early help;
  - refer to children's social care;
  - report to the police.

Please refer to our Child protection and Safeguarding policy for more information (available via the school's website).

## **7.3 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site, such as on the way to or from school, on a school trip or on the bus.

Incidents outside of school may be either witnessed by staff or reported to the school. In such cases staff should ensure that the Heads of Year and SLT are made aware so that an investigation can be launched. Should it be proven that the misbehaviour could have repercussions for the orderly running of the school, pose a threat to another person or adversely affect the reputation of the school, then students can face appropriate sanction. This may include suspension (see 7.8).

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

For incidents involving harassment and bullying the Anti-Bullying guidance should also be consulted. See appendix 6.

#### **7.4 Detention**

Individual staff and departments can run their own C1 detentions at breaktimes (preferably) or lunchtimes for 10 minutes at their convenience. Should individual staff find it difficult to arrange their own regular detention then they should liaise with their Head of Department.

Heads of Year and Heads of Department run a centralised C2 detention for 20 minutes every lunchtime.

SLT runs a centralised C3 detention for 50 minutes every lunchtime. Staff will ensure that students have access to food, drink and the toilet.

**Parental consent is not required for detentions although the school wishes to work in collaboration with parents wherever possible.** If a student fails to attend a detention (unless absent), the member of staff must follow this up and secure the appropriate support of parents and colleagues e.g. Heads of Department to ensure the sanction is completed.

**Whole class detentions are not an appropriate sanction for staff to use.**

The setting of repetitive lines as a detention activity should be avoided. The detention may be used as an opportunity to complete a reflection form or to catch up on work missed and enable a positive start to the next lesson.

#### **7.5 Reports**

Student reports are used as a means of tracking student progress on an ongoing basis to secure improvements in their effort, conduct and attainment.

Where an incident or series of incidents leads to the need for a report this must initially be logged in Class Charts. Contact with parents/carers must be made either by work email, school phone or meeting at the time of the start of report process. The Heads of Year/ PSA stores copies of reports which are available on request.

The minimum time for any report cycle is one week. However, it is very important that students are not kept on report indefinitely. Completed reports must be filed in student file.

There are five levels of report:

- Subject Report – any member of staff can put a student on Subject Report. This is completed for the lessons within that subject. This will involve appropriate liaison with parents/carers, Heads of Department and/or Form Tutor/Heads of Year.
- Form Tutor Report – the Form Tutor can put a student from their tutor group onto this report. This enables them to track a student's work across every lesson. This will involve appropriate liaison with parents/carers and the Heads of Year.
- Heads of Year can put a student on report. This enables them to track a student's work across every lesson. This will involve appropriate liaison with parents/carers, the Form Tutor and the AHT or DH.
- SLT Report – any member of SLT can put a student onto SLT report. This enables the tracking of a student's work across every lesson. This will involve appropriate liaison with parents/carers and the Heads of Year and the student's teachers.
- Pastoral Support Programme for those students at risk of repeated suspension or permanent exclusion - Heads of Year co-ordinate with AHT or DH.



## **7.6 Removal of a student from a lesson**

Should staff wish to remove a student from their lesson for serious and/or persistent misbehaviour, they should seek the support of their Head of Department or a nearby colleague in the first instance as per their department's arrangements and follow the behaviour management system set out in Appendix 3.

Should this not be possible, the staff member should email the 'LessonIssues' email address with details of the support required. To decide the next steps involved the Pastoral Lead will then liaise with the Heads of Department or member of SLT as appropriate to the nature and context of the issue involved.

Students who have been removed will be given a C2 lunchtime detention as a minimum.

## **7.7 Students Out of Circulation**

If a student is removed from circulation, it will normally be for a period of one or two days. Reasons could include extreme rudeness to staff, failure to attend detentions, repeated and/or extreme disruption to lessons, bullying, defiance and poor behaviour outside of school (e.g. on the bus). Students are usually placed out of circulation pending the outcome of an investigation into a physical assault. A half-day out of circulation period can be served too.

## **7.8 Suspensions (see Appendix 9 RMET Suspension and Exclusion Procedures)**

When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The behaviour of a student outside school can be considered grounds for a suspension.

### **7.8.1 Fixed Term Suspension**

This is used as a sanction in instances of serious misbehaviour (e.g. violence towards other students, verbal or physical abuse of staff, posing a significant risk of harm to others, possession of prohibited or banned items) or persistent misbehaviour, which does not respond to any other sanction. RMGS Heads of Year complete a Serious Pastoral Decisions form (see Appendix 4.2) to avoid unconscious bias when issuing punishments and to maintain consistency.

The decision to exclude can only be taken by the Headteacher (or the person deputising in their absence). No student should be sent home during the day unless parents/carers have been contacted. A formal letter should follow as soon as possible.

The school will endeavour to set work when a student is given a Fixed Term Suspension (FTS). This may include directing students to resources on the school website. For exclusions of 6 days or more the school will seek alternative educational provision.

Re-admission to school is a formal process. Parents/carers and students are required to attend a re-integration meeting with their Head of Year and/or member of SLT. Students and parents agree to a reintegration agreement with the school before being reintegrated to timetabled lessons. The Head of Year will provide a Pastoral Support Plan for students whose behaviour is causing serious concern. See Appendix 9 Suspension Flowchart for reintegration meeting stages.

### **7.8.2 Permanent Exclusion**

The Headteacher may decide to permanently exclude a student for serious misbehaviour. If a student is permanently excluded by the Headteacher, a Trustees' Disciplinary Panel will be called and the parent/carers, student and school staff will be expected to attend. The Headteacher, supported by the relevant staff, will present the case for a Permanent Exclusion. The parents and student will be able to make representations to the school and Trust Board.

Trustees can either uphold the Permanent Exclusion or re-instate the student.

If Trustees uphold the decision to Permanently Exclude, the parents can request a review in an Independent Review Panel.

Decisions the Independent Review Panel can make include:

- 'quashing' the decision and directing Trustees to consider the Permanent Exclusion again;
- recommending they reconsider the decision; or

- uphold the Exclusion.

An Independent Review Panel cannot order re-instatement.

If a student is re-instated, the parents and student will meet the relevant staff as soon as possible after the Disciplinary Hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return to school. Fortunately, Permanent Exclusions are very rare and the Trust aligns to the guidance set out by the Government when considering any Permanent Exclusion.

#### **8. SEARCHING AND CONFISCATION OF INAPPROPRIATELY USED OR BANNED ITEMS – please also see RMET Child Protection and Safeguarding policy**

Under The Education Act 1996, the Headteacher and authorised staff members (SLT/DSL/Pastoral Leaders) can search students, including their bags, phones/devices and their lockers, **with their consent for any item**. The ability to give consent may be influenced by the child's age. In a secondary school setting, it is assumed that all students will be able to give consent. In this context permission does **not** need to be sought from parents or carers.

**Consent is not required** if a the Headteacher/SLT believe a child to be in possession of any of the following:

- knives or weapons, laser pens, alcohol, illegal drugs and other substances, for example 'legal highs', tobacco and cigarette papers, e-cigarettes, fireworks and pornographic images;
- any article that the school reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property;
- any item banned by the school rules which has been identified as an item which may be searched for;
- any item which the school believes to have been stolen.

#### **Confiscation**

Staff are at liberty to confiscate any prohibited item found as a result of a search and to retain such items that are confiscated for the duration of any subsequent investigation. They are also at liberty to seize any item, however found, that they believe to be harmful or detrimental to school discipline. The school will always pass on to police the following items if found during a search:

- stolen items
- controlled drugs
- extreme or child pornography
- any weapons or items which are evidence of an offence

Heads of Year and SLT oversee the confiscation of items. If items are dangerous and/or illegal, Heads of Year will seek the advice of the AHT or DH and the authorities such as the police before proceeding. Items which are neither dangerous nor illegal may be returned to students at the end of the day or kept until parents/carers come to collect them. Typically, such items might include multi-pack sweets and energy drinks.

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

Items being used inappropriately can be confiscated by staff. These items then become the responsibility of the teacher and should either be returned at the end of the lesson, or, given to the main admin office for the student or parent/carer to collect at 3.20pm. Typically, such items might include mobile phones.

Staff are protected from liability in such circumstances via the "general power to discipline" (Education Act 2006) but must ensure that the act of confiscation is proportionate and necessary.

#### **Searching**

In searching students, **staff must pay heed to Article 8 of the European Convention on Human Rights**; students have a right to respect for their private lives and in the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy. This right under Article 8 is not absolute, it can be interfered with, but any interference with this right by the school must be justified and proportionate.

### **Before searching**

A search without consent can only be undertaken if there are reasonable grounds for suspecting that a student may have in their possession a prohibited item. In each particular case, it must be decided what constitutes reasonable ground for suspicion, for example other students may be talking about the item or the odd behaviour of a student or the suspected student may be exhibiting suspicious behaviour. Staff may also view CCTV footage if available to decide whether to conduct a search. A member of SLT/DSL must be present during all searches and no search should take place without the express authorisation of the Headteacher (or DHT when deputising at the point authorisation is required).

***Please note that searches without consent can only take place on the school premises or if elsewhere, where the member of staff has lawful control or charge of the students, for example on a school trip.***

The member of staff carrying out the search must also be the same sex as the student being searched and there must be a witness who, if at all possible, should ideally be the same sex. There is however ***an exception to this rule***: a search may be carried out on a student of the opposite sex and without a witness present, but only if there is a reasonable belief that there is a serious risk of harm if the search is not carried out immediately, and where it is not reasonably practicable to summon a second member of staff.

Due regard must also be given to the student's right to a reasonable level of personal privacy, so it should be ensured that the student is taken to an office or classroom away from other students. In the case of a whole class having to be searched, for example if a knife has gone missing during a practical lesson, having informed the whole class that they will be searched, ask if there is anyone who is not comfortable for this to take place in a group setting and ensure they are searched somewhere more private.

It is good practice to remain calm and courteous when searching a student, clearly explaining why you are searching them and thanking them for their cooperation in helping to ensure that the school community remains safe. With such an approach, it is far more likely that the student will cooperate.

### **During the search**

Having explained to the student that you need to search them, give them the opportunity to give up the item voluntarily, for example by ***saying "Do you have anything in your possession today that you know you should not have and if so, would you like to give it to me?"***. Often a child may give up whatever it is they have to avoid the situation escalating. If the student refuses to cooperate with the search, the school can apply an appropriate disciplinary sanction. If the student refuses and you believe them to have in their possession something which could cause harm, isolate them and inform them that you are calling the police to search them.

It is worth noting that staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that have been, or could be used to commit an offence or cause harm; however, we would discourage this in all but the most extreme cases, when an imminent threat is posed to the school community. ***In such extreme circumstances where reasonable force is deemed necessary this should pay due attention to the RMET Positive Handling Policy.***

The member of staff ***may not ask the student to remove anything other than outer clothing***. 'Outer clothing' means any clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear; ergo, the students can be asked to remove gloves, scarves, shoes, coats and jumpers. Possessions means any goods over which the student has or appears to have control, which includes lockers and bags. ***Possessions must only be searched in the presence of the student and another member of staff, except where there is a serious risk that extreme harm could arise if the search is not conducted immediately.***

All staff are required to familiarise themselves with the [case study for child Q](#). With this in mind, it must always be weighed up what immediate risk there is to necessitate a search in the absence of 2 members of school staff. Any member of staff conducting a search is advised to wear surgical gloves when doing so, for their own protection.

#### **Please conduct the search as follows:**

- remove coat and/or blazer and search all pockets (after removal);
- run hands over the inside of the garment when it is laid flat on a table to check that nothing has been concealed in the lining. Pay particular attention to holes in the lining;

- ask student to remove jumper and ask them to pull out the breast pocket of shirt to demonstrate there is nothing concealed;
- if trousers are being worn, ask student to turn out all pockets completely (**do not pat down**) to check nothing is concealed;
- if you suspect items have been hidden in underwear, summon police to search ensuring a suitable adult is present (this should be a parent/carer where possible). ***Searching underwear, under these parameters, would only be required where there is measured likelihood that an item being concealed there would pose a significant threat to the child or school community. School staff have a duty of care and should under no circumstances enable a search to take place on school premises in the absence of a responsible adult (parent/carer/suitably qualified member of the safeguarding team);***
- ask student to pull their waistband out to demonstrate nothing concealed;
- ask student to remove shoes and feel inside the shoes;
- ask for trouser legs to be raised and socks pulled down to check nothing concealed;
- empty bag out and check all pockets and the lining. Be particularly aware if there are holes in the lining;
- check inside pencil cases and anything else that could be used to conceal an item.

At the end of the search thank the student for their cooperation and explain you will be writing to their parent/carer to explain.

### **Searching a whole class**

There may be some situations where a whole class has to be searched, for example, if a sharp implement e.g. knife/scalpel/tweezers has gone missing during a Food Technology/DT/Science or Art lesson. All departments where knives or similar such implements are used must have a strict policy of counting out and counting in at the end of the lesson. If such an implement appears to be missing, the following procedure should be followed:

- call for a member of SLT/Safeguarding Team (ST);
- ask all students to stop what they are doing and be seated;
- conduct a search of the waste bins in case the knife has accidentally been thrown away;
- check in all cupboards, drawers and anywhere else the item could have been concealed;
- when the member of SLT/ST arrives, explain that because a knife has gone missing, the whole class will be searched;
- ask the students if anyone has accidentally concealed it and would like to give it in;
- every member of the class must then be searched as above;
- when all members of the class have been searched or the missing item has been found, the class may be dismissed.

### **After the search**

The member of staff conducting the search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence. Alcohol and tobacco should be disposed of and **not returned** to a student or their parent/carer. Where controlled drugs are found, these must be delivered to the police as soon as possible, as must stolen goods and any weapons or items which are evidence of an offence.

If a pornographic image or extremist material is found, the member of staff may dispose of the image unless its possession constitutes a specified offence (extreme or child pornography or extremist material) in which case, it must be passed to the police. Images found on a mobile phone or other electronic device can be deleted by a member of staff, unless it is necessary to pass to the police for the reasons stated above.

Where a member of staff finds an item which is banned under the school rules, but that does not pose an imminent threat to the safety of the school community, they should use their professional judgment to decide whether to return it, retain it or dispose of it. Finally, please ensure that for each student who is searched, a search checklist is completed (Appendix 7) and a search letter (Appendix 7.1) sent to the parents/carers of the student who has been searched. In the case of a whole class being searched, one search checklist for the class will suffice.

## **9. POSITIVE HANDLING**

The phrase 'Positive Handling' is used to refer to a physical intervention by an adult in which they restrain, move or otherwise have physical contact with a student in order to prevent injury, harm, or destruction of property.

Non-statutory guidance refers to the use of 'reasonable force' also known as 'physical restraint', 'physical intervention', or

‘positive handling’. In each case, this refers to a physical intervention with a child in a school setting for the purposes of control or restraint. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. It can also involve seclusion, where a student is isolated for a period of time to calm their behaviour or protect them from harm.

Examples of acceptable ‘passive physical intervention’ or ‘control’ include:

- standing between students to diffuse building tension and prevent physical aggression towards each other;
- blocking a student's path, to prevent access to danger;
- leading a student by the arm out of a classroom or similar space where the risk of them staying in the situation is likely to lead to harm (to themselves or others) or where they are being excessively disruptive and refuse to follow instructions (aligned to the behaviour policy).

Examples of ‘active physical intervention’ include:

- to hold back physically (e.g. separating a fight);
- to bring a student under control (e.g. if they are lashing out and likely to cause harm to themselves or others or property);
- to prevent access or egress from a volatile situation (e.g. preventing entry to a classroom or disabling exit from a classroom where it is safer to contain a student. This includes locking a door to contain a student. In this situation the student must be visible at all times and should not be locked in a room where they cannot be observed for safety;
- to prevent a student harming themselves;
- to prevent an attack on another student or staff member or visitor to the school;
- to prevent a criminal offence.

All members of school staff and approved volunteers have a legal power to use reasonable force. Force should never be used as a punishment and always as a last resort if attempts to reason with a child have failed or if the risk is immediate and needs to be swift. Force should not be used in lieu of effective behaviour management. Force should not be used to stop a child leaving a room when they are doing so to calm down.

Whilst physical intervention should only be used as a last resort, as outlined through this policy, it is the case that parental consent is not required where such instances occur. It is however best practice, which we observe, to advise parents retrospectively where positive handling needed to be applied and the reasons why. Any such instances will also be routinely logged. Avoiding the use of reasonable control or restraint, would be a failure on a school's duty of care to protect children and prevent harm.

Force cannot be used to search for items banned under the school rules. (See separate policy on searching procedures). There are certain types of restraint that are not deemed acceptable and as such will not be used in RMET schools:

- the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the ‘double basket-hold’ which involves holding a person's arms across their chest; and
- the ‘nose distraction technique’ which involves a sharp upward jab under the nose;
- locking or confining a child in a room without adult supervision.

### **Physical contact**

Positive handling/physical intervention is distinct from unnecessary or inappropriate ‘physical contact’ (for example, slapping/hitting/tapping a child or restraining a child where there is no good reason to do so). Such occurrences of physical contact that are not for the explicit intent of control or de-escalation, would be deemed a matter for investigation under the Trust HR disciplinary procedures. There are however forms of permissible physical contact that align to professional duties. These include:

- in early years and primary settings, holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school or on a school trip;
- when comforting a distressed student;
- when a student is being congratulated or praised (e.g. shaking hands or a supportive hand on the shoulder);
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching;
- to administer first aid.

## **In practice**

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation where the need for Positive Handling is immediate and there are no equally effective alternatives.

The proper use of Positive Handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining. It is only likely to be needed if a student appears to be unable to exercise self-control of emotions and behaviour. The decision to use Positive Handling as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention, compared with the risks of not employing a restrictive intervention.

The aim of Positive Handling is to avert danger by preventing or deflecting a student's action, either by making a physical intervention or by removing a physical object, which could be used to harm themselves or others. Positive handling may also involve the use of a physical intervention to support the student in returning to a calm state, especially where it is known that the student responds well to this (e.g. children with ASD who seek deep pressure when hyper-aroused). Any hold used should be eased by degrees as the student calms down. The physical intervention must only employ a reasonable amount of force – that is, the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

If restraint is required for an extended period (i.e. not a brief restraint such as separating a fight), a senior member of staff must monitor the situation closely with a view to safeguarding the student and the staff concerned. If the restraint becomes unsafe or a medical emergency arises then they are to instruct staff to stop the restraint immediately and if necessary withdraw.

There are occasions when staff should not intervene without help. Assistance should be sought when dealing whenever a staff member feels it is not suitable or safe to restrain by themselves.

In circumstances where the member of staff has decided that it is not appropriate to restrain the student without help they should:

- remove other students who might be at risk;
- summon assistance from colleagues;
- if necessary, telephone the police;
- inform the student(s) that help will be arriving;
- continue to attempt to defuse the situation verbally;
- try to prevent the incident from escalating, until assistance arrives.

## **Recording/logging incidents of physical intervention**

Any incident in which a member of staff uses any degree of force towards a student for whatever reason must be recorded immediately on a 'Reporting an Incident of Physical Intervention' form (available in the Staff Team – see Appendix 8) and handed to the Designated Safeguarding Lead who will then deal with the incident and inform the Headteacher and the parents.

A parental letter template is included in Appendix 8.1. This is intended as a guide which can be adapted as required.

Where it is judged that a student's behaviour presents a continued ongoing serious risk to themselves or others, a Safeguarding Risk and Needs Assessment that is regularly reviewed and a physical intervention plan, where relevant, will be put in place. All incidents and subsequent actions should be recorded and reported by a member of staff to the DSL/DDSL and the Headteacher. The DSL/DDSL will manage a referral to the LADO where required and make provision for communication to the student's parent/carer. Students who have a physical intervention plan and/or Risk and Needs Assessment in place should still have each incident of physical intervention logged and reported to parent as outlined in this policy. Where a particular form of intervention forms part of their agreed regulatory support, parents/carers may agree a preferred communication route (for example email rather than letter template).

## **8. MALICIOUS ALLEGATIONS**

In the event that an allegation against a member of staff is shown to have been deliberately invented or malicious, the Headteacher will consider whether any sanctions or support is appropriate for the student who made it.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any sanctions or support is appropriate for the student who made it.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

**The school will also consider the pastoral needs of staff and students accused of misconduct.**

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## **9. STUDENT SUPPORT and SAFEGUARDING**

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **9.1 SEND**

The school's Special Educational Needs Co-ordinator or SENDCO will evaluate a student 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 student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a pastoral support plan and review it on a regular basis.

## **10. STUDENT TRANSITION**

To ensure a smooth transition into RMGS and between the key stages, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year and during Y6 primary school visits. Information on behaviour issues may be shared with new settings for students transferring to or from other schools.

## **11. TRAINING**

Staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

## **Appendix 1: Statement of Behaviour Principles**

### **Rationale and Purpose**

This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (Behaviour and discipline in schools, Guidance for governing bodies). The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at Rainham Mark Grammar School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Academy Committee's support when following the school's Behaviour Policy.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy at RMGS, though he must take account of these principles when formulating this.

The Headteacher is also asked to take account of the guidance in the DfE publication Behaviour and discipline in schools: Advice for Headteachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children and appear on the school's website.

### **Principles**

- Every child has the right to learn and no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe and must be protected from abuse
- At RMGS all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers, Academy Committee members, trustees and parents / carers– will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for their own actions
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst students; it will also provide guidance on the use of reasonable force and other physical contact
- Where there are significant concerns over a student's behaviour, the school will work with parents/carers to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour Policy will clearly reflect the school's approach to suspensions and exclusions
- The school's Behaviour Policy will set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff and the pastoral care available to staff accused of misconduct
- The school's Behaviour Policy will explain the circumstances in which screening and searching may take place
- The school's Behaviour Policy will clearly outline the extent to which staff may discipline students for behaviours that take place beyond the school gate and outside school hours
- The school's Behaviour Policy will set out the expectations of parental behaviour on site and in close proximity to school
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations



## **Appendix 2: Rewards**

### **Guidelines for staff**

**Reward points** are typically issued for the following reasons:

- 1 Endeavour/improvement
- 2 Progress
- 3 Good service to staff and the school community or exhibiting an RMGS character trait or value e.g. positive attitude, teamwork, resilience/ effort, compassion / kindness / supporting others, courage, fairness, gratitude, intellectual curiosity
- 4 Consistency of application, behaviour and /or progress

Reward points accumulate throughout the year for excellent attitude, effort, classwork and more. Rewards have a stepped approach as follows:

R1	<ul style="list-style-type: none"><li>➤ Attitude</li><li>➤ Teamwork</li><li>➤ Progress</li><li>➤ Resilience / effort</li><li>➤ Compassion / kindness / supporting others</li><li>➤ Courage</li><li>➤ Fairness</li><li>➤ Gratitude</li><li>➤ Intellectual curiosity</li><li>➤ Other</li></ul>
R2	<ul style="list-style-type: none"><li>➤ Subject special mentions</li><li>➤ Cultural capital completion</li><li>➤ Postcard home for exceptional performance, contribution or effort.</li><li>➤ Voucher for highest points per term</li><li>➤ Competing in a House competition (Representing Form / School)</li><li>➤ Sustained academic performance over 2 terms</li><li>➤ Other</li></ul>
R3	<ul style="list-style-type: none"><li>➤ Academic half-colour</li><li>➤ Citizenship half-colour</li><li>➤ Sport half-colour</li><li>➤ Arts half-colour</li><li>➤ Sustained academic performance over 4 terms</li><li>➤ Other</li></ul>
R4	<ul style="list-style-type: none"><li>➤ Academic full-colour</li><li>➤ Citizenship full-colour</li><li>➤ Sport full-colour</li><li>➤ Arts full-colour</li><li>➤ Sustained academic performance over 6 terms</li><li>➤ Other</li></ul>

## **Appendix 3: Securing Outstanding Behaviour**

### **Guidelines for staff**

Good relationships are the key to ensuring good behaviour in the classroom. In order to establish good relationships, teachers should be clear about what students are expected to do.

## **RMGS Behaviour Management Strategy – Overview**

### **“Consistently Persistent and Persistently Consistent”**

#### **Expectations & Routines**

A series of specific routines that are expected and should be followed at the start and end of every lesson. They are non-negotiable.

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. Positive start - each lesson is a fresh beginning.</li><li>2. Greet students at the door when possible. Welcome and check uniform.</li><li>3. Students enter sensibly and sit down quietly in allocated seats.</li><li>4. Coats off, bags on the floor, materials out, face the front. No phones.</li><li>5. Students get on with the starter or <i>Do Now</i> task.</li></ol> | <ol style="list-style-type: none"><li>6. Students wait for the teacher signal that the lesson is starting.</li><li>7. Students are silent when others are speaking; they speak audibly and clearly when asked to.</li><li>8. Students have high expectations of themselves and others in terms of progress and behaviour; they take responsibility for their learning.</li><li>9. Students try their best and do not disrupt others.</li><li>10. Students stand to exit and wait to be dismissed in an orderly fashion.</li></ol> |
|---|---|

#### **Behaviour Management Techniques**

A series of behaviour management routines that should be used during your lesson e.g. positive behaviour management – highlight positive behaviour, well done to those who have started etc...

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. Focus on the positives.</li><li>2. Catch students doing the right thing.</li><li>3. Scan the room, use eye contact, positive body language.</li><li>4. Be assertive and know your class.</li><li>5. Use positive language— thank you not please.</li><li>6. Proximity— walk around room or stand near specific student.</li></ol> | <ol style="list-style-type: none"><li>7. Give a range of closed choices.</li><li>8. Move the student to a different place in the room or timeout in corridor.</li><li>9. Use redirection / partial agreement - Maybe...but?</li><li>10. Praise and reinforcement.</li><li>11. Non-verbal communication, pauses, steady stares, silence.</li><li>12. Stand at the back of the room from time to time.</li></ol> |
|--|--|

#### **Presentation of Work**

Direct students to follow these rules

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1. Always use a title and a date on each piece of work. Underline them using a ruler.</li><li>2. Keep diagrams neat by using a sharp pencil and a ruler. Label clearly.</li><li>3. Write classwork (CWK) or homework (HWK) in the top left-hand corner.</li><li>4. Don't doodle or graffiti in/on your books.</li><li>5. Write in blue or black ink.</li></ol> | <ol style="list-style-type: none"><li>6. Rule off after each piece of work and don't leave large gaps between pieces or work. Write on both sides of paper.</li><li>7. Cross out mistakes neatly with a single neat line.</li><li>8. Use green pen for feedback.</li><li>9. Place your planner on your desk.</li><li>10. Attach all handouts in books in line with subject teacher instructions.</li></ol> |
|--|--|

#### **Formal Warning + Consequences**

BM techniques have not worked for certain students, the learning of others is starting to be affected. The class teacher is to issue a

#### **FORMAL WARNING**

From the formal warning stage there are only two options: improved behaviour or removal. No further warnings.

## RMGS Behaviour Management Strategy – Overview

### **“Consistently Persistent and Persistently Consistent”**

#### **Formal Warning:**

A student is now disrupting the learning of others. A teacher must now issue a **formal warning** e.g.

Andy, you are disrupting the learning of others in this lesson by shouting out / talking to those next to you; you need to follow instructions. This is your **formal warning** and you need to adjust your behaviour, stop doing.....or start doing.... or you will be removed from the lesson. I would like you to make the correct choice.

This needs to be phrased positively with an emphasis on the student making the correct choice (informed choice).

Once this is issued a consequence will need to be actioned and logged in Class Charts as C1 - FORMAL WARNING with a reason. (see logging)

#### **Consequence if student corrects behaviour**

1. C1 issued where impact of behaviour explained and expectations are set. (C1=10-minute break/lunch detention at teacher's convenience)

Consequence if student does not correct behaviour...

## **Removal**

Student continues to significantly disrupt the learning of others

### **Teacher is to remove student from the lesson**

Removal:

#### **In the first instance**

- Teacher is to remove student to the designated removal zone (as per department / faculty timetable)

#### **If designated teacher not available or incident is very serious**

- Teacher is to request support from Pastoral Team / SLT for a removal if appropriate using LessonIssues
- [LessonIssues@rmgs.org.uk](mailto:LessonIssues@rmgs.org.uk) Subject Header: Removal—Room Number—Student Name or Class Charts function.
- Main office to call relevant SLT member on duty to respond.

As a result of the removal:

- Centralised, lunchtime HoY/HOD C2 detention will be issued to the student. Twenty minutes, 12.45-1.05pm in M8. Names logged on excel sheet in Teams by HoD/ HoY or via Class Charts
- If a student is removed more than once in a two-week cycle a 50-minute C3 SLT lunchtime detention will be issued. Held in L6. Students will be collected by PSA on duty. Students may eat in L6.
- If a student is removed a third time within a two-week cycle, two C3s will be issued.
- Any further incidents will result in a parental meeting and further sanctions.
- **Must be logged in Class Charts by the teacher with reason / explanation for removal.**

## **Reflection**

If a student is removed from your classroom

A M365 reflection form is to be completed by the teacher and student to help support and reduce the risk of a recurrence.

Student Reflection Form [link](#)

Teacher Reflection Form [link](#)

## RMGS Behaviour Management Strategy – Overview

### **“Consistently Persistent and Persistently Consistent”**

1. Teacher to complete M365 form on the same day as the removal has taken place. This will be in a centralised place.
2. If the teacher is available, it is highly recommended (but optional) for the teacher to visit the centralised detention to discuss the behaviour and reason for removal with the student.
3. This allows a clear understanding for the student and a positive start to the next lesson.
4. Student to complete an M365 reflection form in detention. (M8 for C2 and L6 for C3)
5. The reflection process is important for both the student and teacher.

1. Reflection form will take no longer than 5 minutes to complete. This allows the teachers to consider the reasons why the student had to be removed.
2. Was it just the student being deliberately difficult?
3. Were there any routines, BM techniques or SEND issues that may need addressing before the next lesson?
4. Were there any lesson planning issues that may need addressing prior to the next lesson?
5. Can you start fresh again next lesson or is further support needed, as indicated on the M365 form?
6. Reflection form for students is to allow them to consider the reason why they were removed.

B - the routines and behaviour management techniques are not a definitive or exhaustive list. These are highly regarded by research and by our teachers who work in our setting. The routines are expected but BM techniques are personal to a teacher, the context and what works best for them.

### **Logging**

#### **Clarity on how to log events in Class Charts**

- Logging of lack of equipment, books, lack of work and other elements of the lesson are to continue as normal. This is at the discretion on the class teacher and department but it is important these are still logged. Teacher issues a C1 as usual.
- FORMAL WARNINGS must be logged every time one is issued.
- FORMAL WARNING — This is to be logged when a student has been issued with a formal warning for continued disruption to the learning of others but has not led to or warranted a removal.
- When logging a formal warning in Class Charts you must include:
  - Reason given
  - Consequence given (C1 – where and when)
- Removals must be logged in Class Charts. They must include details of the removal. Minimum C2 consequence will be added by the HoY for disruption/removal; more serious incidents may warrant an immediate C3.

C1 detentions can be immediately after a lesson, at break or at lunchtime. Teachers including form tutors can issue these when students fall below the non-negotiable expectations listed above. C1 categories are:

Lesson Issues	<ol style="list-style-type: none"> <li>1. Removal from lesson</li> <li>2. Medical room</li> <li>3. Student services</li> </ol>
CO – no points	Toilet during a lesson / toilet pass
C1- teachers	<ul style="list-style-type: none"> <li>• Lateness to registration /lesson</li> <li>• Rudeness</li> <li>• Failure to start work / lack of work</li> <li>• Not following instructions</li> <li>• Using inappropriate language</li> <li>• No homework</li> <li>• Planner not signed</li> <li>• Dress code / uniform infringement</li> <li>• Not having correct equipment</li> <li>• Unpleasantness to a student in person</li> <li>• Unpleasantness to a student online</li> <li>• Formal warning</li> <li>• Other</li> </ul>
C2 – HoY/HoD/ SLT	<ul style="list-style-type: none"> <li>• Persistent lateness to registration/lessons</li> <li>• Challenging behaviour/ defiance / foul language</li> <li>• Failure to respond to a C1 (includes removal)</li> <li>• Repeat unpleasantness to another student in person</li> <li>• Repeat unpleasantness to another student online</li> <li>• Unauthorised use of a mobile phone</li> <li>• Other</li> </ul>
C3- HoY/HoD/SLT	<ul style="list-style-type: none"> <li>• Truancy</li> <li>• Bringing banned items into school</li> <li>• Verbal/written abuse including swearing and gestures</li> <li>• Aggressive / intimidating behaviour / physical confrontation</li> <li>• Persistent / serious unpleasantness to another student in person</li> <li>• Persistent / serious unpleasantness to another student in person online</li> <li>• Persistent incidents of a discriminatory nature e.g. race, gender, sexual orientation</li> <li>• Accessing inappropriate material (refer to D/DSL)</li> <li>• Incident of a discriminatory nature – race</li> <li>• Incident of a discriminatory nature – sexism</li> <li>• Incident of a discriminatory nature – sexual orientation</li> <li>• HSB minor verbal – e.g. cat-calling, rating – please specify in comments (refer to D/DSL)</li> <li>• Other</li> </ul>
C3.5 SLT	<ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Verbal/written abuse including swearing and gestures</li> <li>• Failure to respond to C3</li> <li>• Possession of weapons/drugs/alcohol/ vapes/ cigarettes in school/ in school uniform</li> <li>• Bullying</li> <li>• Repeated incidents of a discriminatory nature – race</li> <li>• Repeated incidents of a discriminatory nature – sexism</li> <li>• Repeated incidents of a discriminatory nature – sexual orientation</li> <li>• HSB serious verbal e.g. sexually degrading language (refer to D/DSL)</li> <li>• HSB physical e.g. unwanted touching, up-skirting – please specify in comments (refer to D/DSL)</li> <li>• Other</li> </ul>
C4 SLT	<ul style="list-style-type: none"> <li>• Physical assault</li> <li>• Verbal/written abuse including swearing and gestures</li> <li>• Bullying</li> <li>• Use of weapons/drugs/alcohol/ vapes/ cigarettes in school/ in school uniform</li> </ul>

	<ul style="list-style-type: none"> <li>• Persistent incidents of a discriminatory nature – race</li> <li>• Persistent incidents of a discriminatory nature – sexism</li> <li>• Persistent incidents of a discriminatory nature – sexual orientation</li> <li>• HSB serious assault (refer to D/DSL)</li> <li>• Other</li> </ul>
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- C2 centralised detentions run by HoDs/HoYs: M8, Monday-Friday, 12.45-1.05pm. Students get lunch afterwards. Students complete reflection form (monitored by AHT). Teacher can visit to discuss behaviour with student.
- C3 centralised detentions run by SLT: Monday-Friday, L6 12.40-1.30pm. Students are collected by PSA on duty, taken to collect lunch if necessary, can eat at the tables in L6. Students complete reflection form (monitored by AHT). Teacher can visit to discuss behaviour with student.
- HoDs can buddy up with each other to provide removal zones if a student needs removing from a lesson.
- Form tutors to be informed of persistent issues and to help support the class teacher where needed and provide a link to parents/carers alongside Edulink.
- Classroom teachers are encouraged to email or phone parents/carers if there is a continuing issue in their class or if there is excellent progress or behaviour.

### **Recommended Behaviour Management reading**

*WALK THRU*s 1 + 2 - *Five Step Guides to Instruction Coaching* —Tom Sherrington and Oliver Caviglioli

*Running the Room – A Teacher’s Guide to Behaviour*—Tom Bennet

*Running the Room - Teacher’s Companion* —Tom Bennet

*Classroom Behaviour* 4th Edition—Bill Rogers

*Take Control of the Noisy Classroom— Chaos to Calm in 15 Seconds* —Rob Plevin

*Teach Like a Champion*—Doug Lemov

Links to Behaviour management short clips:

Link to Behaviour management blogs <https://teacherhead.com/2013/01/06/behaviour-management-a-bill-rogers-top-10/>

<https://teacherhead.com/2021/04/12/classroom-dialogue-and-behaviour-management-hand-in-hand/>

# Behaviour Management Strategies—Simplified version of techniques from Teaching Walk Thrus



## POSITIVE RELATIONSHIPS



**ESTABLISH YOUR EXPECTATIONS**



**AFFIRM POSITIVE RESPONSES FIRST**



**FRAME CORRECTION AS POSITIVE REINFORCEMENT**



**GIVE THE BENEFIT OF THE DOUBT**

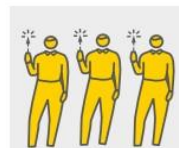


**ASSUME CONFUSION OVER DEFIANCE**

## SIGNAL, PAUSE, INSIST



**CHOOSE A SIGNAL**



**REHEARSE THE SIGNAL**



**GIVE THE SIGNAL**



**PAUSE**

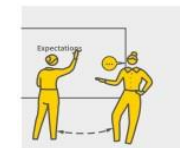


**INSIST**

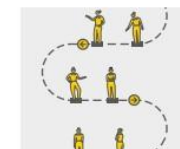
## ESTABLISH YOUR EXPECTATIONS



**DECIDE YOUR EXPECTATIONS**



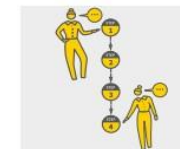
**COMMUNICATE YOUR EXPECTATIONS**



**REINFORCE YOUR EXPECTATIONS**



**REDIRECT, CORRECT OR CHALLENGE**



**SUSTAIN YOUR EXPECTATIONS**



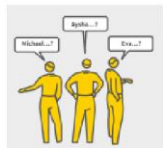
## POSITIVE FRAMING



**1 ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES**



**2 COMMUNICATE KINDNESS**



**3 LEARN NAMES AND USE THEM**



**4 COMBINE ASSERTIVENESS WITH WARMTH**

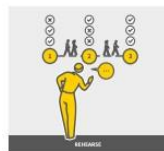


**5 ALWAYS BE THE ADULT**

## REHEARSE ROUTINES



**DESIGN YOUR ROUTINES**



**WALK THROUGH EACH ROUTINE**



**TEACH THE SIGNALS**



**MAKE ROUTINES ROUTINE**



**REFRESH OR REBOOT**

## CHOICES & CONSEQUENCES



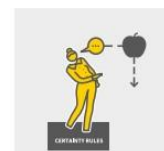
**ESTABLISH THE RANGE OF FORMAL CONSEQUENCES**



**USE ASSERTIVE CHOICE DIRECTION**



**NARRATE THE CONSEQUENCES**



**MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY**



**USE CONSEQUENCES JUDICIOUSLY**



### **Appendix 4.1: Staff Student Concern/Incident Form**

Staff Student Concern / Incident Form	
Name of staff member completing the form:	Date and time the concern/incident was raised:
<b>Concern/Incident</b>  When completing this section please state the names of the student/students involved and/or the name/names of the staff member involved. Please complete this section with factual information including as much detail as you can. Please do not include opinion or emotion in the statement.	
Staff signature:	Date and time the form was completed:

**PLEASE RETURN THIS FORM TO THE MEMBER OF STAFF WHO HAS ASKED YOU TO COMPLETE IT. FORMS SHOULD BE COMPLETED AS SOON AS POSSIBLE.**

## **Appendix 4.2 – Serious Pastoral Decisions Form**

### **Serious Pastoral Sanctions Decision Form – Page 1**

N.B. please complete this section **without** using the students' names or gender

Date	
Member of staff completing the form	
Type of issue e.g. refusal to follow staff instructions or physical assault on another student	
Timeline of events	
Time •	
Injuries? Office phoned home?	
Need to inform other HoY or FT?	
Time and date form given to EH or SLT	
Signature of member of staff completing the form	
Once you have completed this page, please see/send to Headteacher for initial decision.	
Please complete the next page with student details. Please ensure they are on a separate page in the interests of avoiding any unconscious bias.	
Once LBA has seen this first page, send/ discuss the next one.	
Initial decision from Headteacher	

### **Serious Pastoral Sanctions Decision Form – Page 2**

#### **Student Details**

Names of students and form group	
Perpetrator	
Victim(s) or staff	
Previous incidents/ exclusions? Details and sanctions inc. year child was in	
Sanction issued	
Reason for decision	
Category (see below)	
Recorded in SIMS or reported to JJ or SS for internal or external exclusion?	
Parents/carers of all parties contacted and by whom.	
HT signature	

Upload to Office Drive -> Exclusions > Academic Year > Decisions

<b>Code</b>	<b>Reason for Suspension – please tick ONE main reason for suspension</b>	
<b><u>OW</u></b>	<b><u>Use or threat of use of an offensive weapon or prohibited item</u></b> Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon	
<b><u>LG</u></b>	<b><u>Abuse against sexual orientation and gender identity</u></b> Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics	
<b><u>DS</u></b>	<b><u>Abuse relating to disability</u></b> Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment	
<b><u>MT</u></b>	<b><u>Inappropriate use of social media or online technology</u></b> Sharing of inappropriate images (of adult or student) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media	
<b><u>PH</u></b>	<b><u>Wilful and repeated transgression of protective measures in place to protect public health</u></b> Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other students or adults, or any other deliberate breach of public health protective measures which the school has adopted.	
<b><u>PP</u></b>	<b><u>Physical assault against student</u></b> Fighting Violent behaviour Wounding Obstruction and jostling	
<b><u>PA</u></b>	<b><u>Physical assault against adult</u></b> Violent behaviour Wounding Obstruction and jostling	
<b><u>VP</u></b>	<b><u>Verbal abuse / threatening behaviour against student</u></b> Threatened violence Aggressive behaviour Swearing Verbal intimidation	
<b><u>VA</u></b>	<b><u>Verbal abuse / threatening behaviour against adult</u></b> Threatened violence Aggressive behaviour Swearing Verbal intimidation	
<b><u>BU</u></b>	<b><u>Bullying</u></b> Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability	
<b><u>RA</u></b>	<b><u>Racist abuse</u></b> Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti	
<b><u>SM</u></b>	<b><u>Sexual misconduct</u></b>	

	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti	
<b><u>DA</u></b>	<b><u>Drug and alcohol related</u></b> Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse	
<b><u>DM</u></b>	<b><u>Damage to property</u></b> Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti	
<b><u>TH</u></b>	<b><u>Theft</u></b> Stealing school property Stealing personal property (student or adult) Stealing from local shops on a school outing Selling and dealing in stolen property	
<b><u>DB</u></b>	<b><u>Persistent or general disruptive behaviour</u></b> Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely	

Paper Copy to student'(s') file

## **Appendix 5: RMGS School Rules**

- Students must not bring the name of the school into disrepute either by their words or actions, whether these be physical, verbal or electronic.
- Students are expected to behave in a polite, courteous and considerate manner at all times and to all members of the school community and should behave sensibly, quietly and walk when within the school buildings.
- Students must not leave the school site at any time during school hours including break and lunchtimes, without prior agreement (see 6<sup>th</sup> form handbook for Y12 and 13 agreement), between the school and parents/carers.
- Students are expected to be punctual and to be in the right place at the right time.
- Students must not use electronic methods e.g. social networking sites, text messaging or email to post or share pictures, videos or comments relating to any member of the school community without their express permission. This includes surreptitious capturing of images, or audio or video recording of any member of the school community without their express consent
- Students are expected to wear the correct school uniform and conform to the school's expectation on jewellery, make-up, hair colour and style.
- Should a student wish to bring a mobile phone to school, they must turn it off and put it away as soon as they enter the school grounds unless permission has been given by the teacher to use the phone. Any contravention of this rule could result in the student's phone being taken from them and securely stored until the end of the day or until a parent/carer is available to come in to collect the phone. Mobile phones are not allowed to be used going to or from lessons during school time but students may use them in outside spaces at the end of the school day.

The following are a list of "prohibited items" (as detailed by the DfE) that must not be brought to school:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In addition, the following items are "banned items" at RMGS:

- drugs paraphernalia;
- matches or lighters;
- solvents
- e-cigarettes, vapes and shisha pens
- legal highs
- energy drinks and multipack sweets
- laser pens
- offensive material (pornographic, homophobic, racist etc.)
- permanent markers
- water pistols and water bombs.

**Note - the school is unable to accept responsibility for any items of value brought into school that are either lost or damaged, such as, but not exhaustively, mobile phones, laptops, tablets, watches, games consoles, bicycles or money.**

## **Appendix 6: Anti-Bullying**

### **Strategy Aims**

- Every person within the school community has the right to a safe environment and to be able to engage with others on a basis of mutual respect
- Every person within the school community should understand what bullying is and know what to do when bullying is reported
- Bullying will not be tolerated
- When bullying is reported, students and parents should be assured that they will be supported by a rigorous, fair and appropriate response

This guidance outlines what RMGS will do to prevent bullying and protect students from it.

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites  (Under the wider search powers included in the Education Act 2011 the school can search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones).

### **A6.1 Preventing bullying**

RMGS's anti-bullying procedures do not start at the point at which a student has been bullied. Staff proactively share intelligence about issues between students and develop strategies to prevent bullying occurring in the first place.

### **A6.2 Anti-bullying strategies**

- Encouraging students, parents/carers and staff to report concerns to the relevant pastoral team at the earliest opportunity
- Informing students of who they can contact if they are concerned for their own wellbeing through the student planner, tutor time and assemblies etc.
- Talking with students about issues of difference:
  - in lessons
  - in tutor time
  - through dedicated events or projects
  - through assemblies
  - Kindness week
- Canvassing students on their views on the nature and extent of bullying within the student body through student leadership bodies such as the student council and student diversity team
- Developing an ethos of good behaviour where students treat one another and the school staff with respect because they know that this is the right way to behave
- Staff supervision of the school site
- Staff training and membership of organisations like Stonewall and Just Like Us

### **A6.3 Protecting students from bullying**

Reporting mechanism for students and parents:

- (a) Occurrences of bullying are reported to a member of staff at the earliest opportunity
- (b) Form Tutors/PSAs are informed and will carry out a discreet investigation to corroborate any allegations and form a balance of probability as to the degree of bullying that has occurred.
- (c) Form Tutors/PSAs report to the Head of Year who reports to Assistant Headteacher or Deputy Headteacher who will decide on follow up action. A serious pastoral decisions form will be if necessary and processed in the usual way.
- (d) The Assistant Headteacher or Deputy Headteacher may delegate the issue to a Head of Year or Form Tutor to address.

### **A6.4 Sanctions**

RMGS will apply sanctions to students who have been bullying others in order to show clearly that their behaviour is unacceptable. Such sanctions will be applied fairly, consistently, and reasonably taking account of any additional needs that the students may have.

Restorative approaches tend to have the longest lasting and most effective impact in resolving conflict between students. Wherever possible, students will be supported and encouraged to move forward through the use of restorative justice.

Possible sanctions and actions/interventions (on a case by case basis) can include one or more of the following:

- restorative justice;
- form tutor/HoY/SLT report;
- lunchtime detention;
- out of circulation;
- fixed term suspension
- permanent exclusion
- referral to social services
- referral to the police

Details on any sanctions issued will be confidential.

#### **A6.5 Follow up**

Attempts will be made to enable a lasting reconciliation between those that bully and those who have been bullied. Following any occurrence of bullying, students will be monitored to ensure that no repeat behaviour takes place.

#### **A6.6 Bullying outside school premises**

Where bullying outside of school is reported to staff, it will be investigated and acted upon. Staff have the power to discipline students for misbehaving outside the school premises.

#### **A6.7 Safeguarding**

When there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff should report their concerns directly to the deputy Headteacher who, as DSL, can refer the matter to the local Children's Social Services if it is deemed necessary.

#### **A6.8 Roles and Responsibilities**

##### **A6.8.1 The responsibilities of all staff**

RMGS staff will:

- cooperate and respect all members of the school community;
- develop students' self-esteem, self-respect and respect for others;
- role model a high standard of personal and social behaviour;
- ensure that every student learns about the damage bullying causes to both the student who is bullied and to the bully and the importance of telling a teacher about bullying when it happens;
- be alert to any signs of distress and other possible indications of bullying;
- listen to students who have been bullied, take what they say seriously and act to support and protect them;
- report suspected cases of bullying to HoY, including those that are reported by parents/carers.

##### **A6.8.2 The responsibilities of Heads of Year supported by Pastoral Support Assistants**

Heads of Year will:

- follow up any complaint by a parent/carer about bullying follow up any referral by a student/staff member about bullying, carrying out investigations sensitively, objectively and fairly;
- report investigation findings to the AHT or DH (or Headteacher, as appropriate);
- deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures;
- record details accurately to allow for monitoring and analysis of incidents.

##### **A6.8.3 The Responsibilities of Students**

We expect our students to:

- cooperate and respect all members of the school community;
- not be involved in any kind of bullying;
- report to any member of staff any suspected instances of bullying at the earliest opportunity;
- not ignore any incidences of bullying but have the courage to speak out.

##### **A6.8.4 The Responsibilities of Parents/Carers**

We ask our parents/carers to support their children and the school by:

- monitoring their children for any outward signs that they might be being bullied;



- advising their children to report any bullying to any member of staff and explaining the consequences of allowing bullying to continue unchecked, for themselves and for other students;
- advising their children not to retaliate with violence to any forms of bullying;
- informing the school of any suspected bullying at the earliest opportunity.

#### Anti-bullying organisations/websites

Parentline Plus	0808 800 2222
ChildLine	0800 1111
Anti-Bullying Alliance	<a href="http://www.anti-bullyingalliance.org.uk/">www.anti-bullyingalliance.org.uk/</a>
Act Against bullying	<a href="http://www.actagainstbullying.org/">http://www.actagainstbullying.org/</a>
Bullying UK	<a href="http://www.bullying.co.uk/">http://www.bullying.co.uk/</a>
Child Exploitation and Online Protection (C.E.O.P)	<a href="http://ceop.police.uk/">http://ceop.police.uk/</a>

## **Appendix 7: Searching a Student – RMET Guidance and Checklist for Staff**

If you are called upon to search a student, please ensure you are fully familiar with the 'RMET Searching and Confiscation Procedures' and adhere to the following checklist/guidance:

	✓	Comment if needed
<b>NEVER</b> search alone, <b>ALWAYS with a member of SLT/DSL</b> . Search all pockets in blazers and outdoor coats		
Tell the child that you are going to search them and why.		
Explain to them that you understand it is not nice for them, but that we have to put the safety of the school community first and we hope they will cooperate.		
The search must take place away from other students/staff <b>with a member of SLT /DSL present</b> .		
Wear rubber gloves for hygiene purposes.		
We can only search outer clothing, so students cannot be asked to remove shirts, trousers or skirts.		
If you suspect a child has concealed something in their underwear, <b>the police must be called to deal with it</b> .		
Ask child to turn all trouser pockets inside out		
Ask child to take off shoes and pull down tops of socks		
Check all compartments in school bags		
When you have finished the search, thank the child for their cooperation and explain that a letter will be sent home informing parents of the search.		
A) If nothing found, child can return to lesson. B) If prohibited items found, child to write a statement immediately. C) Pass any prohibited items to DSL. D) Bag any weapons to avoid touching (envelope, plastic bag, disposable glove). E) If a child is in possession of an offensive weapon, <b>detain them and contact DSL/Headteacher</b> who will make the decision as to whether police should be called to arrest. F) If abusive or unsuitable material is found on mobile phones or electronic devices please delete it. ( <b>*EXCEPTIONS – see below</b> ) G) <b>*In the case of extreme or child pornography and extremist view, please pass to DSL who will contact the police.</b>		
Request search letter to be sent to parents/carers. (Appendix 7.1)		

### **Appendix 7.1: Search Conducted - Letter to Parent/Carer**

I am writing to inform you that xxxx was searched in xxxx School on the DATE. In accordance with our Behaviour Policy, xxxx School has the right to search students and their lockers *with* consent for any item. If we suspect a student to be in possession of prohibited items however, then we have the authority to search students *without* consent.

xxxx was searched as we had information that led us to believe that he/she may have been in possession of a prohibited item. Under Section 89 of the Education and Inspections Act, the school has the statutory powers to carry out such a search, without written consent or parental permission.

I am pleased to report that on this occasion, nothing was found.

OR

During this search, a prohibited item was found in xxxx's possession. We will be writing to you separately with regards to any sanctions that may be subsequently imposed.

In accordance with both our Behaviour Policy and statutory guidance, THIS/THESE ITEMS will be passed to the police, along with your child's details. (*If drugs/weapons/stolen property/extreme or child pornography/item likely to be used to commit a criminal act.*)

Please refer to our Behaviour Policy, which can be found on the school website, to familiarise yourself with our school rules on items that are prohibited in school. It is always unfortunate to have to carry out searches in school, but we are sure you understand that one of our key responsibilities is to ensure the safety and well-being of our students at all times; we thank you for your support in enabling us to do this.

Yours sincerely,

Headteacher, RMGS

## **Appendix 8: Recording an Incident of Physical Intervention**

Name of Academy ..... Year Group of student involved.....

Name of student.....

***Please ensure the student's statements is attached to this form***

Protected characteristics:

Gender..... Ethnic group (from sims) ..... SEND need.....Age.....

When did the incident occur?

Date	Time	Location	Other students involved as witnesses: <b><i>Please note, statements from each student witnessing the physical intervention should be attached to this form</i></b>

### **Staff involved**

***Please note, statements from each staff member involved or witnessing the physical intervention should be attached to this form***

Name	Role	Positive Handling trained? Training date?	Involved physically or as an observer?	Staff signature

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Approximately how long was the student held/restrained?

If the student was held on the ground:

Did they go to ground independently? ☐ or Were they taken to ground by staff? ☐ or N/A ☐

**Medical Warning Signs**

Warning Signs observed during or after the physical intervention (tick relevant boxes)

- ☐ No warning signs observed
- ☐ Abruptly / unexpectedly stopped struggling or suddenly calmed down
- ☐ Blueness of lips / fingernails / ear lobes (cyanosis)
- ☐ Complaints of difficulty breathing
- ☐ Complaints of feeling sick
- ☐ Difficulty breathing
- ☐ Lost or reduced consciousness
- ☐ Tiny pin point red dots seen on the skin (upper chest, neck, face, eye lids)
- ☐ Vomiting

Has the student been held before?

Yes/No

*A student should have an individual risk assessment detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.*

Does the risk assessment need to be reviewed as a result of this incident?

Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when? .....

.....

Was there any medical intervention needed?

Yes/No

Include names of any injured person and brief details of injuries/treatment.....

.....

.....

Was the pupil debriefed?

Yes/No

Were staff offered a debrief?

Yes/No

Detail/follow up:

Parents/carers should be informed by telephone on the day of the intervention, and by follow up letter (template available) within one working day of the intervention. Details should be recorded below:

Phone call date and time	Lead staff	Date letter was sent	Lead staff

This form should be completed by HoS/HT/EHT:	Name	Role/School	Date and time

**Quality Assurance process:**

Name of senior leader/CEO quality assuring the reporting and response process:

Comments:

Follow up actions:

*Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the student. These need not be added to this form but should be incorporated in the individual plans for the child.*

### **Appendix 8.1: Letter template for reporting an incident of Physical Intervention to a Parent/Carer**

Dear Parent/Carer,

Further to your phone conversation with <STAFF MEMBER> at <TIME> on <DATE>, I am writing to confirm that a member of staff was required to physical intervene with a situation involving <CHILD NAME> on <DATE AND TIME>.

The details of the situation were <INSERT DETAIL>.

The reasons, therefore, for the physical intervention was to <INSERT DETAIL>.

The nature of the intervention was <INSERT DETAIL>.

As a result of this incident the following further actions have been put in place <INSERT DETAIL>.

The incident was witnessed by <INSERT DETAIL> and has been reported and logged in line with our Positive Handling Policy which can be found on the Trust website. In line with the principles of this policy, physical intervention is used as a last resort when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation where the need for Positive Handling is immediate and there are no equally effective alternatives.

If you would like to discuss this further, please do not hesitate to contact <INSET DETAIL> so a face to face meeting can be arranged.

Yours sincerely,

<HEADTEACHER, SCHOOL>

**Appendix 9**  
**RMET Suspension and Exclusion Procedures**  
**These procedures append each school's Behaviour and Anti-bullying Policy**

**Suspension**

Any behaviour that is deemed serious enough, in the judgment of the Senior Leadership Team (SLT) or the Headteacher, will warrant a suspension as per, but not restricted to, the examples below. This would normally be for 1, 3 or 5 days but in exceptional circumstances could be up to 45 days in any one school year:

- threatening behaviour;
- persistent bullying, harassment, or peer abuse;
- repeated disruption to the learning process (disrespect to other students);
- bringing the school into disrepute through behaviour deemed to undermine the expected high standard;
- vandalism;
- physical assault and/or violent behaviour;
- theft;
- deliberate serious or persistent disobedience, such that the authority of staff is undermined or a health and safety risk posed;
- any other serious action that breaches the school Behaviour and Anti-Bullying Policy.

Parents/carers will be expected to attend a meeting along with the students so that formal reintegration supported by clear expectations is affected. This meeting must occur before re-admittance to mainstream classes is permitted. Should the meeting not occur the student will remain in isolation, until such times as the meeting is completed.

**Note – The school will notify the parent/carer immediately of the decision to suspend by telephone. A letter will follow the telephone call within one school day. Statutory guidance states that where information on alternative provision is not ascertainable to be included in the suspension letter, it must be provided no later than 48 hours before the provision is due to start.**

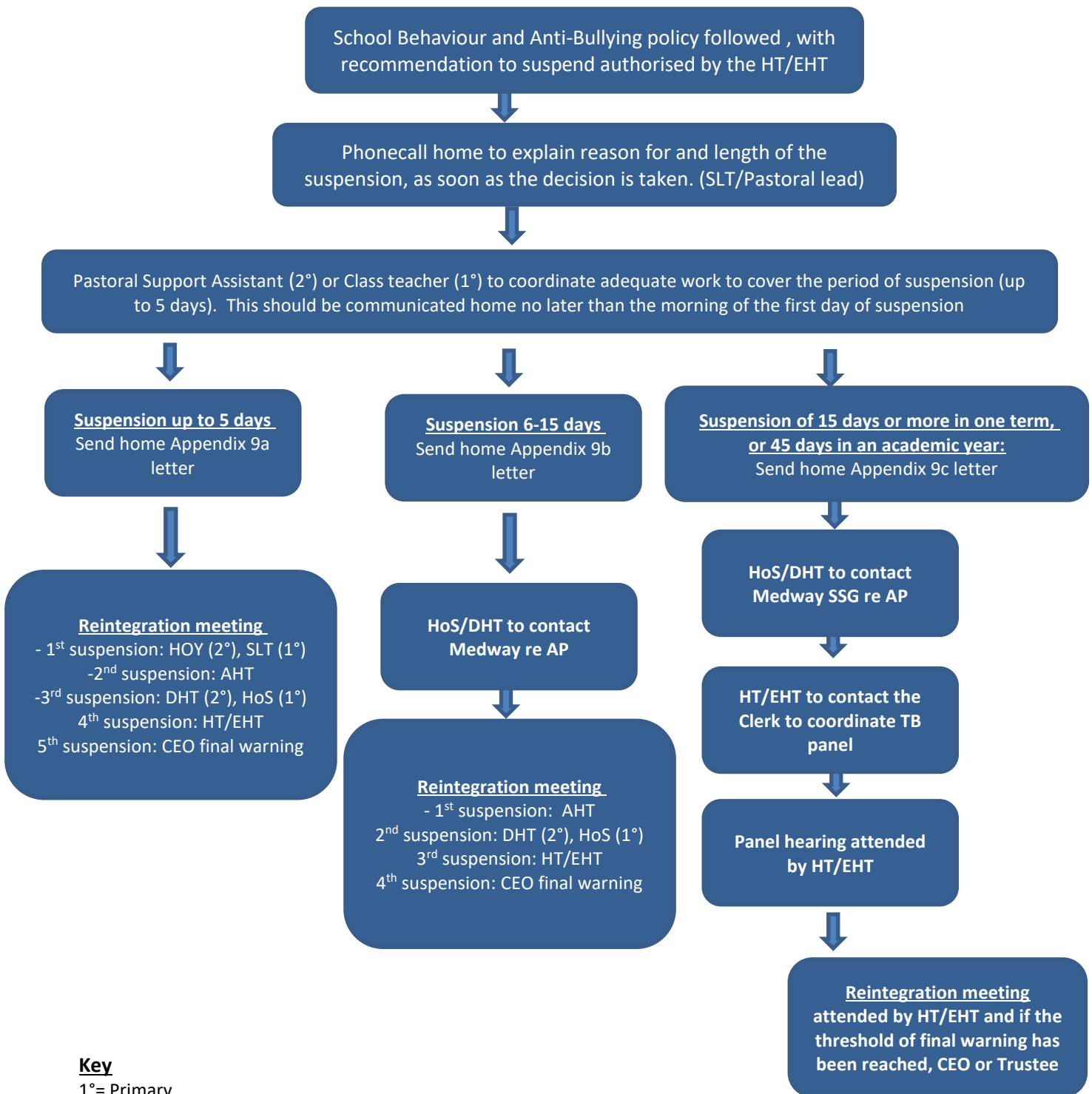
***Please refer to:***

- ***Appendix 9a for the Trust letter template when the length of suspension is up to 5 days***
- ***Appendix 9b for the Trust letter template when the length of suspension is 6-15 days***
- ***Appendix 9c for the Trust letter template when a student is suspended for more than 15 days in one full school term***

For the purposes of these procedures, a 'Term' refers to a long Term, i.e.:

- Autumn (short terms 1 and 2 inclusive)
- Spring (short terms 3 and 4 inclusive)
- Summer (short terms 5 and 6 inclusive)

### Suspension flowchart



### **Consideration for Permanent Exclusion:**

We do our best to work with students whose behaviour continues to cause concern, with a view to supporting them to reach the expected standard.

Parent/carers will be involved in various ways:

- The student may be put on report or subject to a Risk Assessment with parents expected to review this.
- The student may have a Pastoral Support Plan involving the student, parents and school. The passport/pastoral support plan is designed to focus on supportive strategies for the student that motivate them to improve. Targets for improvement are set and reviewed collaboratively between the school and student.
- Parents may be invited to meet the Headteacher, CEO or Trustee where it is felt that a student may be approaching a Permanent Exclusion. The aim of the meeting will be to discuss past behaviour patterns and make it clear to the parent and student that behaviour must improve. Strategies for improvement will be discussed.
- Once a student accumulates a total of 15 days suspension in one term or 45 days suspension in one academic year, there will be a Trustees' Disciplinary Hearing to consider the circumstances of the suspension. The parents/carers and student will be expected to attend. The student's complete behaviour record will be discussed. The Trustees can either uphold or overturn the Headteacher's decision to exclude.
- Where a Permanent Exclusion takes place, the Chair of Trustees and the Local Authority are automatically informed.

### **Extreme Clause**

The Headteacher will invoke an extreme clause where staff or student's safety is put at risk or the student's anti-social behaviour is so extreme that the school has no other alternative. In these circumstances, the Headteacher will decide on the appropriate sanction.

The Headteacher may decide that Permanent Exclusion is necessary. This may include, but is not limited to the following:

- All steps to encourage the student to align to The Academy expected standards of behaviour have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass peer abuse/harassment (bullying) including homophobic, racist or any bullying that is of an offensive nature, or has the intention or outcome of showing extreme disrespect.
- Serious actual or threatened assault/violent behaviour against a student or member of staff.
- Sexual misconduct.
- Supply or misuse of an illegal drug, or mind-altering substance
- Being in possession of an offensive weapon or sharp object with the outcome or intention of causing harm

### **Permanent Exclusion Process**

If a student is permanently excluded by the Headteacher, a Trustees' Disciplinary Panel will be called and the parent/carers, student and school staff will be expected to attend.

The Headteacher, supported by the relevant staff, will present the case for a Permanent Exclusion. The parents and student will be able to make representations to the school and Trust Board.



Trustees can either uphold the Permanent Exclusion or re-instate the student.

If Trustees uphold the decision to Permanently Exclude, the parents can request a review in an Independent Review Panel.

Decisions the Independent Review Panel can make include:

- 'Quashing' the decision and directing Trustees to consider the Permanent Exclusion again,
- recommending they reconsider the decision or
- uphold the Exclusion.

An Independent Review Panel cannot order re-instatement.

If a student is re-instated, the parents and student will meet the relevant staff as soon as possible after the Disciplinary Hearing. A programme of re-integration will be agreed to ensure that all involved do their best to achieve a successful return to school. Fortunately, Permanent Exclusions are very rare and the Trust aligns to the guidance set out by the Government when considering any Permanent Exclusion.

### **Government Guidance on Exclusion**

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

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to Permanently Exclude a child for a first or 'one-off' offence. These might include:

- a) serious actual or threatened assault/violent behaviour towards another student or a member of staff;
- b) sexual abuse or assault;
- c) supplying an illegal drug or mind-altering substance;
- d) carrying an offensive weapon.

This list of instances is not exhaustive, but indicates the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a Headteacher has permanently excluded a student for:

- a) one of the above offences; or
- b) persistent and defiant misbehaviour including peer abuse/harassment (bullying) or repeated possession and/or use of an illegal drug on school premises and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the Trust Board or an Independent Appeal Panel to reinstate the student.

Schools should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. Youth Offending Team, Social Workers, etc. Working in partnership with our local community police as a matter of routine, any student found to have been in possession of an offensive weapon or replica will be referred to the police by the school.

***Please refer to Appendix 9d for the letter template used for Permanent Exclusion.***

### **PEX (Permanent Exclusion) process flowchart**

For cases where the extreme clause is likely to be invoked due to ***persistent disruptive behaviour***:

- Ensure LA have been informed of risk of PEX
- Ensure both HT and CEO final warning meetings have been convened
- Ensure relevant external agencies have been involved (Key worker, SC, SEND team, YOT etc)

For cases where the extreme clause is likely to be invoked due to a ***one off serious behaviour incident***:

- Ensure the investigation paperwork has been quality assured by HoS or DHT and HT/EHT, names redacted and typed versions of witness statements where handwriting is hard to read
- Ensure relevant CCTV has been factually and impartially transcribed if evidence is relevant

Convene a meeting to support HT/EHT making a PEX decision with all relevant variables considered (including SEND profile, risk assessments, pastoral support plans, previous behaviour history etc):

Attendees at PEX decision meeting:

Primary: Class teacher, TA where necessary, HoS, Head of Inclusion, EHT  
Secondary: Head of Year, DHT BAPDS and AHT BAPDS, CEO (if required)

HT/EHT to contact parent/carer by phone to confirm the decision to PEX, explaining reasons outlining paperwork that will follow, arrangement for work up to day 5 and from day 6, advising of the disciplinary hearing where they can make representation against the decision.

HoS/DHT to contact Clerk to the Trustees to advise of PEX decision and requirement to convene a panel.

PEX letter to be checked and reviewed by HT/EHT and HoS/DHT

HoS/DHT to coordinate the PEX pack, liaising with the Clerk for admin support and confidential printing

Clerk to coordinate the panel hearing which must be within 15 days of the PEX decision. Pack must be sent to the Clerk at least one week before the hearing. Clerk to hand deliver/post the pack to parents by special delivery.

Work to be collated and emailed to parent/carer, with links to relevant learning platforms. Where work is paper based, email to be sent to inform parent/carer that it is at Reception ready for collection, or in the post as per parent preference.

Student to be 'B' coded from 6th day of exclusion – if they have taken up placement provided by Medway LA. Student stays on roll for 15 working days during which time an appeal can be made by the parents.

Post hearing: Clerk confirms in writing the Trustees' decision at the conclusion of the meeting with a copy sent to the LA Admissions Officer and the Headteacher. This letter must contain information on the right to request an Independent Review Panel for appeal within 15 school days of receiving the Trustees notification

Trustees' decision must be given to parents within 24 hours, with written confirmation as soon as possible afterwards and no longer than 5 days.

PEX Panel Checklist	
Exclusion Paperwork for 'persistent disruptive behaviour'	
What to <u>include</u> :	What to <u>leave out</u> :
Section A – exclusion notification	
<ul style="list-style-type: none"> <li>• Copy of relevant exclusion letter sent to parents/carers</li> <li>• Copy of all suspension letters from the current school relating to behaviour that led to this exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Any information on file relating to suspensions from a previous school</li> </ul>
Section B – evidence of persistent disruptive behaviour	
<ul style="list-style-type: none"> <li>• Behaviour logs</li> <li>• Electronic monitoring reports</li> <li>• Witness statements from students and staff relating to any 'trigger' incident</li> <li>• Good witness statements must be: <ul style="list-style-type: none"> <li>✓ Signed and dated</li> <li>✓ Completed before the decision to exclude, if possible. If written statements are completed after the date of the permanent exclusion, include notes of verbal statements obtained as part of the evidence collection.</li> <li>✓ Clear about the evidence that led to the decision to exclude. The Headteacher should address any inconsistencies as part of the statement to Trustees at the Disciplinary Hearing Meeting.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of academic attainment levels</li> </ul>
Section C – school support	
<p>Any action taken to support the child's behaviour prior to the exclusion</p> <p>The Headteacher's exclusion checklist is designed to help Headteachers/Heads of School ensure all possible support has been provided as the permanent exclusion should be a last resort.</p> <ul style="list-style-type: none"> <li>• Pastoral Support Plan <ul style="list-style-type: none"> <li>✓ Samples of target setting and support strategies identified</li> <li>✓ Evidence of review of strategies</li> <li>✓ Evidence of referrals/involvement of outside agencies to support the child's behaviour</li> </ul> </li> <li>• Managed Move paperwork including original agreement and review paperwork</li> <li>• SEND review, including any paperwork regarding a request by the school for a change of placement/provision. This review should be scheduled before the Trust Hearing, if possible.</li> <li>• Details of any alternatives to permanent exclusion considered <ul style="list-style-type: none"> <li>✓ List of any alternatives considered and reasons judged not to be appropriate e.g. managed move, long fixed period exclusion, use of alternative provision</li> <li>✓ Notes of any discussion/correspondence relating to alternatives considered/explored</li> </ul> </li> <li>• Evidence of excluded student's view/opinion taken before the decision to permanently exclude</li> </ul>	<ul style="list-style-type: none"> <li>• Referrals to social care</li> <li>• Copies of every individual target card/plan, It is sufficient to provide a sample noting what that sample represents</li> </ul>
Section D – parents/carers and student submission	
<ul style="list-style-type: none"> <li>• This will include any paperwork sent by parents/carers and student to the clerk of the Trustees.</li> </ul>	<ul style="list-style-type: none"> <li>• Any comments about the parents' involvement in the child's education</li> </ul>
Section E – Appendices	
<p>The school behaviour and Anti Bullying Policy and any other relevant school policy</p> <ul style="list-style-type: none"> <li>• The Headteacher can decide to include only the relevant section of the policies.</li> </ul> <p>It would help to have a brief note explaining how the school ensures that all parents/carers know how to access school policies, including revisions. Where age appropriate, a brief note explaining how the school has ensured that the student is aware of school policies, including revisions.</p>	

Exclusion Paperwork for 'persistent disruptive behaviour'	
What to <u>include</u> :	What to <u>leave out</u> :
<b>Section A – exclusion notification</b>	
<ul style="list-style-type: none"> <li>• Copy of relevant exclusion letter sent to parents/carers</li> <li>• If the Headteacher issued a short, fixed-period suspension in the first instance, in order to investigate the incident, both letters should be included</li> </ul>	Any other suspension letters
<b>Section B – evidence relating to the serious one-off incident</b>	
<ul style="list-style-type: none"> <li>• Witness statements including a statement by the child being excluded. The Headteacher/Head of School should also complete a contemporaneous statement if they were involved in the incident. If witness statements are anonymised, originals need to be made available at the Trustees Disciplinary Hearing Meeting should they be required by Trustees. (If anonymising statements, all present at the hearing should be able to differentiate between students, therefore using student A, student B etc.</li> <li>• Evidence of the excluded student's view/opinion taken before the decision to permanently exclude</li> <li>• Good witness statements should be: <ul style="list-style-type: none"> <li>✓ Signed and dated</li> <li>✓ Completed before the decision to exclude, if possible. If written statements are completed after the date of the permanent exclusion, include notes of verbal statements obtained as part of the evidence collection.</li> <li>✓ Clear about the evidence that led to the decision to exclude. The Headteacher should address any inconsistencies as part of the statement to Trustees at the Disciplinary Hearing Meeting.</li> </ul> </li> </ul>	Behaviour logs or statements relating to academic attainment or behaviour, other than the incident that led to the exclusion
<b>Section C – school support</b>	
<ul style="list-style-type: none"> <li>• If the student has identified SEND or other support needs provide evidence that the additional need has been supported. Also include the SEND Policy</li> </ul>	Referrals to social care
<b>Section D – parents/carers and student submission</b>	
<ul style="list-style-type: none"> <li>• This will include any paperwork sent by parents/carers and student to the Clerk of the Trust Board.</li> </ul>	Any school's views or comments about the parents' involvement in the child's education
<b>Section E – Appendices</b>	
<p>The school behaviour Policy and any other relevant school policy (e.g. SEND).</p> <ul style="list-style-type: none"> <li>• The Headteacher can decide to include only the relevant section of the policies. It would help to have a brief note explaining how the school ensures that all parents/carers know how to access school policies, including revisions. Where age appropriate, a brief note explaining how the school has ensured that the student is aware of school policies, including revisions.</li> </ul>	

## **Appendix 9a**

### **Letter template for suspension up to and including 5 days**

Date

Address

Student: Name

Dear Parental salutation and Surname

#### **Name – Year/class - Fixed Period Suspension for x day(s)**

I am writing to inform you of my decision to suspend name for a fixed period of x day(s). This means that s/he will not be allowed in The Academy for this period. The suspension will take place on the **date**.

Name has been excluded for this period because s/he has breached our Behaviour and Anti-Bullying policy on the **date**, as detailed below:

- **Insert reason(s) aligned to the wording of the Behaviour policy and outlining brief detail of the breach/es.**

As you will be aware from our Behaviour and Anti-Bullying Policy, with which we would ask you to re-familiarise yourself in order to support improvement in Name's behaviour, this is a breach serious enough to require suspension.

#### **Support mechanisms Name has been given: (check if support offer needs tweaking aligned to internal mechanisms)**

<b>Internal support</b>	<b>✓</b>	<b>External support</b>	<b>✓</b>
<i>1:1 Support</i>		<i>Counselling</i>	
<i>Counselling/therapy</i>		<i>Managed Move offer</i>	
<i>Detentions</i>		<i>Key Worker</i>	
<i>Learning Contract</i>		<i>Early Help Assessment</i>	
<i>Parental Meetings</i>		<i>ELSA</i>	
<i>PSP/RA/School plan</i>		<i>Tools for Schools</i>	
<i>Student Passport</i>		<i>SSG</i>	
<i>Report (please state)</i>		<i>EP Assessment</i>	
<i>Internal isolation</i>		<i>NELFT</i>	
<i>Isolation at social times</i>		<i>Alternate Provision</i>	
<i>Time out card</i>		<i>Other project intervention</i>	

You have a duty to ensure that Name is not present in a public place in school hours during this suspension on **Date/s** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from Medway Council if Name is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for Name to be completed for the period of suspension, which will be communicated to you by the first day of suspension. Please ensure that work set by is completed and returned to us at the reintegration meeting for marking.

You have the right to make representations about this decision to the Trust Board. If you wish to make representations, please contact the Clerk to the Trust.

Whilst the Trust Board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on Name's school record.

You should also be aware that if you think the suspension relates to a disability name has, and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to the First Tier

(SEND) Tribunal:

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>

Making a claim would not affect your right to make representations to the Trust Board. The time limit in which to make any claim for alleged disability discrimination is six months from the date of the alleged discrimination. Claims for any other type of alleged discrimination can be made in the County Court and must be made within six months of the date of the alleged discrimination.

**You will be required to attend a reintegration meeting with Name/s on Date at time.** The purpose of the reintegration meeting is to discuss how best your child's return to school can be managed. Within this meeting you and name will be required to re-visit the Home School Agreement. Failure to attend a reintegration meeting will be a factor considered by a magistrates' court if, on future application, they consider whether to impose a parenting order on you. In this meeting we will discuss your child's previous behaviour record to include any previous suspensions in order to address emerging or concerning patterns. ***Please note this is the number suspension that name has received whilst a student at name school.***

Name may be discussed with Trustees, and this could result in the issuing of a Trustee's final Warning in a separate meeting with regard to his/her future conduct at school name. We will write to you in due course with the details of this meeting, if required.

You also have the right to see a copy of name's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to do this and this may incur the cost of photocopying.

You can also find general information about suspension from school at the Department for Education website [here](#).

You may also wish to contact the [Coram Children's Legal Centre](#), a provider of free legal advice, assistance and representation in relation to children's rights in the UK, or you can telephone the Education Law free advice helpline on 0345 345 4345 (open Monday to Friday: 9am to 8pm and Saturday: 9am to 12.30pm).

You may wish to contact Medway's Inclusion Team, Gun Wharf Dock Road Chatham Kent ME4 4TR 01634 332572 who can provide further advice.

Yours sincerely,

**Name**  
**Headteacher/Executive Headteacher**

## **Appendix 9b**

### **Letter template for suspension between 6 and 15 days inclusive:**

Date

Address

Student: Name

Dear Parental salutation and Surname

### **Name – Year/class - Fixed Period Suspension for x day(s)**

I am writing to inform you of my decision to suspend name for a fixed period of x day(s). This means that s/he will not be allowed in The Academy for this period. The suspension will take place on the **date**.

Name has been excluded for this period because s/he has breached our Behaviour and Anti-Bullying policy on the **date**, as detailed below:

- **Insert reason(s) aligned to the wording of the Behaviour policy and outlining brief detail of the breach/es.**

As you will be aware from our Behaviour and Anti-Bullying Policy, with which we would ask you to re-familiarise yourself in order to support improvement in Name 's behaviour, this is a breach serious enough to require suspension.

### **Support mechanisms Name has been given: (check if support offer needs tweaking aligned to internal mechanisms)**

<b>Internal support</b>	<b>✓</b>	<b>External support</b>	<b>✓</b>
<i>1:1 Support</i>		<i>Counselling</i>	
<i>Counselling/therapy</i>		<i>Managed Move offer</i>	
<i>Detentions</i>		<i>Key Worker</i>	
<i>Learning Contract</i>		<i>Early Help Assessment</i>	
<i>Parental Meetings</i>		<i>ELSA</i>	
<i>PSP/RA/School plan</i>		<i>Tools for Schools</i>	
<i>Student Passport</i>		<i>SSG</i>	
<i>Report (please state)</i>		<i>EP Assessment</i>	
<i>Internal isolation</i>		<i>NELFT</i>	
<i>Isolation at social times</i>		<i>Alternate Provision</i>	
<i>Time out card</i>		<i>Other project intervention</i>	

You have a duty to ensure that Name is not present in a public place in school hours during the first 5 days of this suspension unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from Medway Council if Name is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work Name during first 5 days school days of his/her suspension, which will be communicated to you by the first day of suspension. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of Name's suspension, **date** until the expiry of his/her suspension we will provide suitable full-time education. **If not known, say that arrangements will be notified by a further letter (no later than 48hrs before the start of the provision)** On **date** he/she should attend at **name and address of alternative provider** at **time** and report to **staff member's name**. **[insert transport arrangements from home to alternative provider if applicable]**.

You have the right to make representations about this decision to the Trust Board. If you wish to make

representations, please contact Ms S. Ulyatt, Clerk to the Trust, [sulyatt@rmgs.org.uk](mailto:sulyatt@rmgs.org.uk)

Whilst the Trust Board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on Name's school record.

You should also be aware that if you think the suspension relates to a disability name has, and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to the First Tier (SEND) Tribunal:

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>

Making a claim would not affect your right to make representations to the Trust Board. The time limit in which to make any claim for alleged disability discrimination is six months from the date of the alleged discrimination. Claims for any other type of alleged discrimination can be made in the County Court and must be made within six months of the date of the alleged discrimination.

**You will be required to attend a reintegration meeting with Name/s on Date at time.** The purpose of the reintegration meeting is to discuss how best your child's return to school can be managed. Within this meeting you and name will be required to re-visit the Home School Agreement. Failure to attend a reintegration meeting will be a factor considered by a magistrates' court if, on future application, they consider whether to impose a parenting order on you. In this meeting we will discuss your child's previous behaviour record to include any previous suspensions in order to address emerging or concerning patterns. ***Please note this is the number suspension that name has received whilst a student at name school.***

Name may be discussed with Trustees, and this could result in the issuing of a Trustee's final Warning in a separate meeting with regard to his/her future conduct at school name. We will write to you in due course with the details of this meeting, if required.

You also have the right to see a copy of name's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to do this and this may incur the cost of photocopying.

You can also find general information about suspension from school at the Department for Education website [here](#).

You may also wish to contact the [Coram Children's Legal Centre](#), a provider of free legal advice, assistance and representation in relation to children's rights in the UK, or you can telephone the Education Law free advice helpline on 0345 345 4345 (open Monday to Friday: 9am to 8pm and Saturday: 9am to 12.30pm).

You may wish to contact Medway's Inclusion Team, Gun Wharf Dock Road Chatham Kent ME4 4TR 01634 332572 who can provide further advice.

Yours sincerely,

**Name**  
**Headteacher/Executive Headteacher**



## **Appendix 9c**

### **Suspension for more than 15 days in one school term or 45 days in one academic year**

Date

Address

Student: Name

Dear Parental salutation and Surname

#### **Name – Year/class - Fixed Period Suspension for x day(s)**

I am writing to inform you of my decision to suspend name for a fixed period of x day(s). This means that s/he will not be allowed in The Academy for this period. The suspension will take place on the **date**.

Name has been excluded for this period because s/he has breached our Behaviour and Anti-Bullying policy on the **date**, as detailed below:

- **Insert reason(s) aligned to the wording of the Behaviour policy and outlining brief detail of the breach/es.**

As you will be aware from our Behaviour and Anti-Bullying Policy, with which we would ask you to re-familiarise yourself in order to support improvement in Name 's behaviour, this is a breach serious enough to require suspension.

**Support mechanisms Name has been given: (check if support offer needs tweaking aligned to internal mechanisms)**

<b>Internal support</b>	<b>✓</b>	<b>External support</b>	<b>✓</b>
<i>1:1 Support</i>		<i>Counselling</i>	
<i>Counselling/therapy</i>		<i>Managed Move offer</i>	
<i>Detentions</i>		<i>Key Worker</i>	
<i>Learning Contract</i>		<i>Early Help Assessment</i>	
<i>Parental Meetings</i>		<i>ELSA</i>	
<i>PSP/RA/School plan</i>		<i>Tools for Schools</i>	
<i>Student Passport</i>		<i>SOG</i>	
<i>Report (please state)</i>		<i>EP Assessment</i>	
<i>Internal isolation</i>		<i>NELFT</i>	
<i>Isolation at social times</i>		<i>Alternate Provision</i>	
<i>Time out card</i>		<i>Other project intervention</i>	

You have a duty to ensure that Name is not present in a public place in school hours during the first 5 days of this suspension unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from Medway Council if Name is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work Name during first 5 days school days of his/her suspension, which will be communicated to you by the first day of suspension. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of Name's suspension, **date** until the expiry of his/her suspension we will provide suitable full-time education. **If not known, say that arrangements will be notified by a further letter (no later than 48hrs before the start of the provision)** On **date** he/she should attend at **name and address of alternative provider** at **time** and report to **staff member's name**. **[insert transport arrangements from home to alternative provider if applicable]**.

As the length of the suspension amounts to more than 15 school days in total in one term/45 days in one academic year (delete as appropriate), the Trust Board Disciplinary Committee must meet to consider the suspension. At the review meeting you may make representations to the Committee if you wish. The latest date on which the Trust Board can meet is **date – no later than 15 school days from the date that the Trust Board are notified**. If you wish to make representations to the governing body or wish to be accompanied by a friend or representative please contact the Clerk to the Trust as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk of the time, date and location of the meeting. Please advise the Clerk if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform the Clerk if it would be helpful for you to have an interpreter present at the meeting. **Name**, where applicable, is encouraged to attend any proposed meeting.

You should also be aware that if you think the suspension relates to a disability name has, and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to the First Tier (SEND) Tribunal:

<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>

Making a claim would not affect your right to make representations to the Trust Board. The time limit in which to make any claim for alleged disability discrimination is six months from the date of the alleged discrimination. Claims for any other type of alleged discrimination can be made in the County Court and must be made within six months of the date of the alleged discrimination.

**You will be required to attend a reintegration meeting with Name/s on Date at time.** The purpose of the reintegration meeting is to discuss how best your child's return to school can be managed. Within this meeting you and name will be required to re-visit the Home School Agreement. Failure to attend a reintegration meeting will be a factor considered by a magistrates' court if, on future application, they consider whether to impose a parenting order on you. In this meeting we will discuss your child's previous behaviour record to include any previous suspensions in order to address emerging or concerning patterns. ***Please note this is the number suspension that name has received whilst a student at name school.***

Name may be discussed with Trustees, and this could result in the issuing of a Trustee's final Warning in a separate meeting with regard to his/her future conduct at school name. We will write to you in due course with the details of this meeting, if required.

You also have the right to see a copy of name's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to do this and this may incur the cost of photocopying.

You can also find general information about suspension from school at the Department for Education website [here](#).

You may also wish to contact the [Coram Children's Legal Centre](#), a provider of free legal advice, assistance and representation in relation to children's rights in the UK, or you can telephone the Education Law free advice helpline on 0345 345 4345 (open Monday to Friday: 9am to 8pm and Saturday: 9am to 12.30pm).

You may wish to contact Medway's Inclusion Team, Gun Wharf Dock Road Chatham Kent ME4 4TR 01634 332572 who can provide further advice.

Yours sincerely,

**Name**  
**Headteacher/Executive Headteacher**

**Appendix 9d**  
**Letter template for Permanent Exclusion**

Date:

Address

Student: Name and DOB and school year

**Notice of decision to Permanently Exclude**

I regret to inform you of my decision to permanently exclude **Name** with effect from **Date**. This means that Name will not be allowed in this school unless she is reinstated by the Governing Body by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude Name has not been taken lightly. Name has been permanently excluded for:

- **Insert reason aligned to behaviour and anti-bullying policy**

You have a duty to ensure that Name is not present in a public place in school hours during the first five school days of this exclusion, i.e. on **date range** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for Name's education to continue will be made. For the first five school days of the permanent exclusion we will set work for Name and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards, i.e. from **date**, the Local Authority, Medway, will provide suitable full-time education. These arrangements of day 6 provision, will be notified in writing by a Senior Admission and Access Officer from the Local Authority:-

As this is a permanent exclusion the Trust Board's Discipline Panel must meet to consider it. At the review meeting you may make representations to the Trust Board if you wish and ask them to reinstate your child in school. The Trust Board has the power to reinstate your child immediately or from a specified date, or, alternatively, has the power to uphold the exclusion in which case you may apply for their decision to be reviewed and you appeal against the decision, to an Independent Review Panel. The latest date by which the Trust Board Discipline Panel must meet is the **date**, which is calculated on school working days.

If you wish to make representations to the Trust Board and wish to be accompanied by a friend or representative please contact the **Clerk to Trustees** as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the Trust Board of the time, date and location of the meeting.

Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform the **Clerk** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal. The address to which claims should be sent is:

1st Floor, Darlington Magistrates Court, Parkgate, Darlington DL1 1RU, e-mail [send@justice.gov.uk](mailto:send@justice.gov.uk). Your claim must be lodged within 6 months of the date of the exclusion.

You may access further information on the following link. [www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals).

Making a claim would not affect your right to make representations to the Trust Board. The time limit in which to make any claim for alleged disability discrimination is six months from the date of the alleged discrimination. Claims for any other type of alleged discrimination can be made in the County Court and must be made within six months of the date of the alleged discrimination.

You have the right to see a copy of Name's school record. Due to confidentiality restrictions, you must request this in writing, and I will be happy to supply a copy if you request it. There may however be a charge for photocopying.

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted **on** 0300 330 5480 **or on** <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24<sup>th</sup> December to the 1<sup>st</sup> January

You may wish to contact Medway's Inclusion Team, Gun Wharf Dock Road Chatham Kent ME4 4TR 01634 332572 who can provide further advice.

Statutory guidance on Exclusion can be accessed on the following link [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

Yours sincerely,

**Name**  
**Headteacher/Executive Headteacher**

cc *Senior Admissions Officer – Medway Council*  
*Clerk to the Trust Board*