Edgbarrow School: Governors' Policy
Pastoral Committee: P6 – Behaviour and Discipline Policy
Part 1

Name of policy   **P6: Behaviour and discipline policy**

Status of policy   This is a statutory policy

Consultation   This policy has been developed following consultation with Students via
                                 School Council, Teachers, Senior Leadership Team and Pastoral
                                 Governors**.**

Relationship with other policies   This policy should be read in conjunction with:

P7   **Anti-Bullying policy**
P8   **Drugs policy**
P12   **Home School Agreement**
C5   **SEN and Disability Policy**
P2   **Equality Policy**
P4   **Safeguarding and Child Protection Policy**
C2   **School Expeditions**
P13   **Attendance policy**
DFE Behaviour and Discipline in Schools 2016, updated 2020
Regulations for the use of ICT facilities
Edgbarrow School's Behaviour Code that is referred to throughout this policy is attached as DFE
Guidance Exclusion from maintained schools, academies and pupil referral units in England
September, 2012 and includes updated guidance from September 2017.
This policy complies with Section 89 of the Education and Inspections Act 2006
Appendix A: Edgbarrow School Behaviour Code
Appendix B: Student Behaviour Expectations
Appendix C: EDGpoints
Appendix D: Positive Learning Routines
Appendix E: P6 Student Behaviour and Discipline Policy The Use of Reasonable Force to Control
               or Restrain Pupils
Appendix F: Exclusion Types and Expectations
Appendix G: Updated Guidance from September 2017 Summary of Change
Appendix H: Incident Form
Appendix I: Sixth Form Behaviour Expectations
Appendix J: Student Online Learning Protocol
Appendix K: Staff Online Learning Protocol

Date policy was agreed   10th February 2021 – Updated August 2021

Date for full implementation   Immediate

Date for review   Annually – February 2022

Part 2

Policy

The purpose of this policy is to promote good behaviour, self discipline and respect among students. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs.

> Edgbarrow School believes in equal opportunities for everyone and expects all members of the school community to show respect to others. We promote an inclusive environment allowing equality of opportunity and ensuring that all individuals needs are met and supported.
> This policy is to be used in conjunction with the Equal Opportunities Policy

1. The Governing Body believes that the school should expect a high standard of behaviour from all students and therefore has developed a school community, supported by the Home School Agreement, where there is a:
    *   Safe and caring environment that ensures the happiness and well-being of all students and supports their development personally, socially and academically.
    *   Positive learning culture based upon mutual respect in which all students are valued equally.
    *   Provision of high quality teaching through a broad balanced curriculum that responds to the different learning needs of students and enables them to achieve their full academic potential.
    *   Wide range of activities that allows all students to experience success and to explore and develop their talents in lessons and through a wide range of extra curricular opportunities.
    *   Provision of opportunities for community involvement and life long learning
    *   Development of skills, attitudes and responsibilities for adult life at work, at home and within our society.

2. Edgbarrow School's Behaviour Code **(Appendix A)** are four simple instructions;
    To be *Ready, Respectful, Safe and Positive.* It links into the Edgbarrow School Student Behaviour Expectations. **(Appendix B).**

3. Edgbarrow School's Behaviour Code should be adhered to in order to develop mutual respect, to teach students to take responsibility for their own actions and if necessary to accept the consequences of their choices.

4. Edgbarrow School's Behaviour Code will be reviewed and promoted annually. The standard of behaviour expected at Edgbarrow will be communicated to all students. The power to discipline applies to all paid staff with responsibility for pupils

5. Edgbarrow School recognises the severity of peer-on-peer abuse, including sexual harassment and sexual violence. All staff working with children are advised to maintain an attitude of 'it could happen here'. Edgbarrow School will be aware of, and respond appropriately to all reports and concerns, including those outside the school or college, and/or online. Edgbarrow School promotes a zero-tolerance approach to sexual violence and sexual harassment - they are never acceptable and will not be tolerated. This will be communicated regularly to staff and students will be educated around the topic as appropriate.

6. All behaviour creates its own consequence whether positive or negative. The consequences of behaviour will be consistently applied across the school. School staff powers to discipline, include the power to discipline students when they are not at school or in the charge of a member of staff. This could be when a pupil is taking part in any school organised or school related activity or travelling to or from school, or wearing school uniform or in some other way identifiable as a pupil at the school: Or misbehaviour at any time, whether or not the outlined conditions apply that could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. (**Appendix B**)

7. Staff will use a variety of strategies to encourage positive behaviour. The school will make use of rewards and praise regularly to reinforce good behaviour. There is an agreed system for positive behaviour (Edgpoints reward system and Effort points see **Appendix C**
   Some students will need extra support to develop positive behaviour and this will be tailored to meet the needs of the individual and may involve interventions from internal school support systems and/or from outside agencies including CAMHS, YOS and Early Help.
   The school uses Positive Learning routines **(see Appendix D)** which promotes a purposeful learning culture and marginalises poor behaviour of students.

8. The Headteacher will be responsible for ensuring that this policy is implemented. All members of the school community are responsible for supporting the school ethos. All staff are responsible for the promotion of and day to day management of positive behaviour and will consistently follow the procedures. Students' responsibility is to follow Edgbarrow School's Behaviour Code. Parents and carers play a vital role in encouraging good behaviour and hard work in school. It is essential that home and school work together, as it will be detrimental to the pupil's progress if they do not. Every effort must be made to solve any difficulties if they should arise, on both parts via for example face to face meetings.

9. School staff have the power to use reasonable force to prevent students from committing an offence injuring themselves or damaging property and to maintain good order and discipline in the classroom. The school does not have a policy of no physical contact (paragraph 19 Guidance use of force 11/07) and sometimes it may be necessary to touch, move, hold or curtail an individual. See **Appendix E** which outlines the use of reasonable force that is acceptable. Any actions taken should always be in the pupil's best interests, reasonable and proportionate. Staff who have had cause to restrain a pupil are required to report the incident to the Headteacher as soon as is practical. Staff will be asked to complete a report of the incident in writing.

10. The general power to discipline enables the member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to or loss of any confiscated items. The school also has power to search without consent for prohibited items including:
    - 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 property.
    - Any other item banned by the school.
      Weapons and knives and extreme or child pornography will always be handed over to the Police. Where resistance is expected school staff may find it more appropriate to call the Police.

11. The school acknowledges that disciplinary action should be taken against students who are found to have made malicious accusations against school staff.

Note: Covid 19 Online Learning Expectations
(See Staff and Student Protocols for Online Learning. Appendix I)

Exclusion

12. The governing body believes that the school can use exclusion as part of effective behaviour management. This includes internal, internal fixed term, fixed term and permanent exclusion (**Appendix F**).

13. Only the Headteacher (see footnote[1]) of a school can exclude a pupil and this must be on disciplinary grounds.   A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently.

14. A decision to exclude a student will be taken only:
   • 	In response to a serious breach or persistent breaches of the school's behaviour policy
   • 	If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

15. In respect of all decisions to exclude, the Headteacher and the Governing Body will take account of the DFE - Exclusion from maintained schools, Academies and pupil referral units in England (September 2012, updated September 2020 (**Appendix G**).

16. A decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, including referrals to outside agencies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort. There will be, however, exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. Schools cannot extend a Fixed Term Exclusion, or convert it into a Permanent Exclusion. Instead if a longer Fixed Term Exclusion is required a new Fixed Term Exclusion or Permanent Exclusion has to begin immediately after the first one ends.

17. Fixed term exclusions will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will:
   • 	Ensure appropriate investigations have been carried out (**Appendix H**)
   • 	Consider all the evidence available to support the allegations taking into account the school's Student Behaviour policy

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[1] (In a maintained school head teacher includes an acting head teacher by virtue of section 579(1) of the Education act 1996. An acting head teacher is someone appointed to carry out the functions of the head teacher in the head teachers absence or pending the appointment of the head teacher. This will not necessarily be the deputy head teacher ;it will depend who is appointed to the role of acting head teacher)

- Allow the student to give their version of events
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- If necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.
- A student's disruptive behaviour can be an indication of unmet needs. As a school we will try to identify whether there are any causal factors and intervene early in order to reduce the need for subsequent exclusion, ensuring that any SEN needs are addressed through internal support and referrals to outside agencies where appropriate.
  We will also use strategies for reintegrating students that return to school following a fixed period exclusion.
- All fixed term exclusions will be accompanied by a letter which will include further details and subsequent actions.
- Keep a written record of the actions taken, including witness statements of the student concerned. All witness statements must be dated and signed where possible
- In reaching a decision, the Headteacher will always look at each case on its own merits.

18. If the Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion may be the outcome. When establishing the facts in relation to an exclusion the Headteacher must apply the civil standard of proof i.e. "on the balance of probabilities", accepting that something happened if it is more likely that it happened than it did not happen. It is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt". It may involve a wide range of evidence and may extend to evidence of the student's past behaviour if relevant to the seriousness of the present allegation. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. Reasons for issuing an exclusion may include:

- Verbal abuse
- Bullying (see anti-bullying policy)
- Indecent behaviour
- Damage to property
- Theft
- Violence or threatened violence
- Sexual harassment, abuse, assault, violence
- Arson
- Carrying an offensive weapon
- Supply and use of illegal drugs (see drugs policy)
- Unacceptable behaviour which has previously reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.
- Encouraging or inciting any of the above.
- Persistent and or extreme rudeness
- Defiance and refusal to cooperate
- Alcohol related

19. Edgbarrow School's Drugs policy clearly states that illegal and other unauthorised drugs have no place in school. When making a decision to exclude in relation to a drug related incident the Headteacher will have due regard to the Drugs policy and will consult with the Designated Senior Person.

20. The behaviour of students outside school can be considered grounds for exclusion. This will be a matter of judgement for the Head teacher in accordance with the school's behaviour policy. Students' behaviour outside school on school business – for example, on school trips, away school sports fixtures, or work experience placements is subject to the school's Student Behaviour policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Headteacher may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This will be matter of judgement for the Headteacher. Students' behaviour in the immediate vicinity of the school or on a journey to or from school for example can be grounds for exclusion.

21. Fixed term or permanent exclusion will not be used for:
    - minor incidents such as failure to do homework
    - poor academic performance
    - lateness or truancy
    - breaches of school uniform rules or rules of appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules.
    - Punishing students for the behaviour of their parents, for example when parents refuse or are unable to attend a meeting.
    - Protecting victims of bullying by sending them home.

22. The school will take reasonable steps to set and mark work for students during the first five days of exclusion and alternative provision will be arranged from the sixth day.

23. Excluded students should be able, and encouraged, to participate at all stages of the exclusion process taking into account their legal age and understanding.

24. All exclusions will be treated in the strictest of confidence.

Monitoring and Evaluation

25. The Headteacher will regularly monitor the consistent application of the procedures detailed in this policy and their impact. This monitoring will take place as part of the normal school self-review procedures. The Governing Body's Pastoral Committee will receive reports on:
    a. Fixed term and permanent exclusions (every term)
    b. SIMS analysis of behaviour (every term)
    c. Reported incidents of bullying (every term)

Edgbarrow School

READY

- To learn
- To wear your uniform properly
- With the correct equipment
- To complete your homework
- To be punctual to school and lessons

RESPECTFUL

- Treat everyone and our environment with respect

SAFE

- Look after each other in our community and don't do anything to hurt yourself or others

POSITIVE

- Keep going when things get tough...... persevere. Seek help when you need it

Appendix B:

Edgbarrow School Student Behaviour Expectations

Ready - bring correct equipment to classes

1. Lack of subject specific/ SEN equipment

Detention Break (Tutor/Subject Teacher)
Detention Lunch (Tutor/Subject Teacher)
Detention After school (Tutor/Subject Teacher)
Detention (Head of Year/Head of Department)
Detention (Head of Year)
- SLT Involvement

Ready & Positive - produce the best quality work you can and persevere, seek help if needed

2. Lack of work/poor quality work in lesson

Acknowledge encourage (Subject Teacher)
Acknowledge encourage (Subject Teacher)
Detention (Subject Teacher)
Detention (Head of Department)
Detention (Head of Department)
Detention (Head of Year)
- SLT Involvement

Respectful - work hard in all classes and support the teacher

3. Low level persistent disruption

Acknowledge encourage (Subject Teacher)
Acknowledge encourage (Subject Teacher)
Detention (Subject Teacher) and reroute student
Detention (Head of Department)
Detention (Head of Department)
Detention (Head of Year)
- SLT Involvement

Ready - complete all homework to the best of your ability

4. Lack of homework

Acknowledge, encourage (Subject Teacher)
Detention Break (Subject Teacher)
Detention Lunch (Subject Teacher)
Detention After School (Subject Teacher)
Detention (Head of Department)
Detention (Head of Department)
Detention (Head of Year)
- SLT Involvement

Ready – be punctual to school and lessons

5a. Lateness to lesson

Acknowledge and remind of consequences (Subject Teacher)
Detention Break (Subject Teacher)
Detention Lunch (Subject Teacher)
Detention After school (Subject Teacher)
Detention (Head of Department)
Detention (Head of Year)
- SLT Involvement

5b. Lateness to School
⇒ Issue late detention T1

Respectful – do what is asked of you in class without being rude and defiant

6. Rudeness /defiance to staff member

Acknowledge and remind of consequences (Subject Teacher)
Detention (Subject Teacher)
Detention (Head of Department)
Detention (Head of Department)
Detention (Head of Year)
- SLT Involvement
Inform HOD/HOY immediately if extreme rudeness to staff

Respectful & Safe – use ICT appropriately

7. Misuse of ICT

Acknowledge and remind of consequences (Subject Teacher)
Detention (Subject Teacher)
Detention (Head of Department)
Detention (Head of Department)
Detention (Head of Year)
- SLT Involvement

Inform HOD/HOY immediately if serious breach of school policy

Respectful & Safe – use mobile phones/devices appropriately

8. Misuse of mobile phone/device in class
⇒ Remove mobile phone/device from student and take to reception. Inform HOY immediately if serious breach of school policy.

Ready - wear your uniform properly

9. Poor uniform
⇒ Issue uniform detention T1

PLEASE USE YOUR PROFESSIONAL JUDGEMENT

PLEASE RECORD ALL INCIDENTS ON SIMS

Safe – bullying is wrong – be kind

10. Bullying

Check welfare of student.
Report to HOD/HOY/SLT asap.
Record information about incident and pass to HOD/HOY/SLT

Respectful – inappropriate language is not acceptable

11. Inappropriate language in response to another pupil/teacher
Remove from lesson and report to HOD.
Record information about incident and pass to HOD/HOY/SLT

Respectful & Ready – follow instructions and do what is asked of you in class

12. Extreme rudeness / defiance / refusal to follow instructions.
Remove from lesson and report to HOD/HOY/SLT
Record information about incident and pass to HOD/HOY/SLT

Safe – keep yourself and others safe, never hurt anyone or bring anything into school that could hurt someone

13. Violence
Verbal instruction to stop and separate (if appropriate)
Check welfare of student
Remove from class and keep out of lessons
Report to HOD – Alert HOY/SLT immediately by telephone.
Record information about incident and pass to HOD/HOY/SLT

Respectful - treat everyone with respect, be inclusive

14. Disrespecting others for race, religion, sexuality or disability
Check welfare of student
Report to HOD/HOY/SLT
Record information about incident and pass to HOD/HOY/SLT

Respectful - treat everyone and our environment with respect

15. Poor behaviour at break and lunchtime
Check welfare of student
Report to HOD/HOY/SLT immediately
Record information about incident and pass to HOD/HOY/SLT

Appendix C:Rewards
Students are rewarded in many ways including
Department Stars, Tutor Stars, Heads of Year Stars Edgpoints, Effort points,
Vouchers, Rafflesc contact home, certificates, displays Celebration of Success awards

KS3 Edgpoints

Effort points KS4
Staff will award Effort points to students when they complete the grade reports.
Students will be told their Effort Point total
Students are entered into End of Term Raffles determined by the number of Effort points they
have and can select their reward choices

POSITIVE LEARNING ROUTINES

Introduced September 2018 to all KS3 and KS4 tutor times and lessons.

This strategy was added to the behaviour policy to help address low level behaviour issues and to maximise the learning time in lessons. It sits alongside the schools behaviour expectations of the students:
Ready, Respectful, Safe, Positive

READY
. To learn
. To wear your uniform properly
. With the correct equipment
. To complete your homework
. To be punctual to school and lessons

Positive Learning Routine for Registration – Expectations of students

Line up outside for Registration

Registration starts at **8.50** am

Stand behind chairs in silence until asked to sit by tutor
Check your uniform is correct, coats removed, bags on floor

Remain silent for the Register

Ensure that you have all your equipment for the day

At the end of Registration wait for your tutor to dismiss you.

Positive Learning Routine for Lessons – Expectations of students

Students line up outside (where possible)

Wait for your teacher to ask you to sit down in your assigned seat
Coats removed, uniform correct, bags on floor, equipment out

Start promptly the **Silent** activity you teacher gives you

Remain **silent** for the register

At the end of the lesson wait for your teacher to dismiss you.

Equipment list

Pens	Pencils
Rubber	Ruler
Glue stick	Scissors
Reading book	Calculator
Homework	Diary

P6 STUDENT BEHAVIOUR AND DISCIPLINE POLICY
THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

There is no legal definition of the term "reasonable force". In line with the Government's non-statutory guidance to schools, "reasonable force" covers the broad range of actions that involve a degree of physical contact with a pupil or pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm to breaking up a fight or restraining to prevent violence or injury. "Reasonable in the circumstances" means using no more force than is needed. Force may be used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

As a general rule the force used in ANY situation should be the **MINIMUM** necessary to achieve the desired objective. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should always weigh carefully the possible consequences of intervening physically, balancing the risk of escalating the situation against the potential threat to the safety of other pupils/staff and the risk of allegations of assault being made against staff.

Staff may use such force as is reasonable in order to prevent a pupil from, or continuing, any of the following or similar incidents:
- Disrupting the classroom where they have refused to follow an instruction to do so
- Behaving in a way that disrupts a school event, activity, trip or visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Attacking a member of staff or another pupil, or to stop a fight
- Harming themselves through physical outbursts
- Committing a criminal offence
- Injuring themselves or others
- Causing very serious damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline

The use of force as a punishment is not allowed as it is always unlawful to use force as a punishment.

Staff must always take a calm, measured approach to any situation and never give the impression they have lost their temper and are acting out of anger, frustration or a desire to punish.

Types of Physical Contact

Under normal circumstances the following forms of contact are most likely to be used:
- stepping between two pupils
- touching, holding or leading a pupil by the arm or the middle of the back

Staff should always avoid touching or holding a pupil in a manner which may be considered inappropriate or which entails physical contact with vulnerable parts of the body such as the neck, head, hair or ears.

Avoidance Strategies

Where there is an immediate risk of injury or very serious damage to property staff may have to intervene straight away. However, when there is not such urgency strenuous attempts to defuse the situation prior to the use of physical intervention must be made. These include:
- Advise the pupil to stop and warn of the consequences of failing to comply
- Assess whether, and if so when, physical intervention is appropriate
- Use reasonable force only when other methods have failed

- Ensure the pupil is aware that the physical contact or restraint will stop when they comply with the instructions given

Where it is feasible to do so, staff should summon adult assistance before having recourse to the use of reasonable force. There may also be situations in which intervention should not take place without the assistance being available. In such situations other pupils potentially at risk should be removed if possible and help from colleagues should be summoned. In some situations it may be appropriate to summon the police. Attempts should be made orally to defuse the situation or stop it escalating, whilst waiting for assistance to arrive.

Reporting Incidents

Staff who have had cause to restrain a pupil are required to report the incident as soon as is practical to the Headteacher. Staff will be asked to complete a report of the incident in writing. Senior Leadership Team will arrange to notify the parents/carers of the child who has been restrained as soon as is practical after the incident.

Appendix F:

EXCLUSION TYPES & EXPECTATIONS

Holding – Students will be out of lessons during an investigation (GREEN).

Internal Exclusion – Students will be out of lessons and in exclusion during school hours. They will be required to bring a packed lunch (YELLOW).

Internal Fixed Term Exclusion – Students will be out of lessons and in exclusions 8.30am-4.00pm. They will be required to bring a packed lunch. A readmittance meeting will be arranged with parent/carers and senior staff (ORANGE).

Whilst in an exclusion, students will be asked to engage appropriately with the support offered in order for the issue to be resolved.

Fixed Term Exclusion – Students will not be allowed in school for a fixed term period. A readmittance meeting will be arranged with parents/carers and senior staff. A GDC will be held if the exclusion is 15 days or over (RED).

Permanent Exclusion – Students will be permanently excluded from the school.

Updated Exclusion Guidance from September 2017

The Department of Education (DfE) has published updated exclusions guidance, in force from 1st September 2017.

The DfE says: This statutory guidance has been updated in a small number of areas, in particular to provide greater confidence to headteachers on their use of exclusion and to provide greater clarity to independent review panels and governing boards on their consideration of exclusion decisions.

For any exclusions before this date, schools should use the 2012 guidance.

Clarifications:

The updated guidance includes clarification that:
- In maintained school, 'headteacher' includes an acting headteacher. This will not necessarily be the deputy headteacher.
- 'Civil standard of proof' means accepting that something happened if it is more likely that it happened than it did not happen.
- Reference to education, health and care (EHC) plans also apply to statements of special educational needs (SEN) where applicable.
- The governing board's duty to arrange education from the 6th day of a fixed-term exclusion is triggered by consecutive fixed-period exclusions totalling more than 5 days.
- Schools cannot extend a fixed-term exclusion, or convent it into a permanent one. Instead, if a longer exclusion is required, they must issue a new fixed-term or permanent exclusion to begin immediately after the first one ends.

Reviewing the Exclusion:
- Governors should be considering the reinstatement of the pupil, rather than the decision to exclude. The wording throughout the document has changed to reflect this.
- The Requirement to have at least 3 governors on any committee that considers exclusions only applies to maintained schools. An academy can delegate this function to a smaller committee if it trust's articles of association allow it.
- The governing board is not required to meet and cannot direct the reinstatement of the pupil for exclusions of more than 5 but fewer than 15 school days in the term, if the parents do not make representations.
- The chair's ability to review the exclusion by themselves if a pupil would miss an exam only applies to maintained schools. In an academy, the exclusion can be considered by a committee of fewer than 3 governors if its trust's articles of association allow it.
- Parents can bring representatives of friends to the meeting.

Independent Review Panels:
- The clerk to the independent review panel should not have served the governing board in the meeting at which the decision was made not to reinstate the pupil.

- Independent review panel members are expected to understand the legislation that is relevant to exclusions and the legal principles that apply.
- If an independent review panel directs or recommends that a governing board reconsiders whether a pupil should be reinstated, the governing board should do so conscientiously. The governing board may still reach the same conclusion as before, but it may face challenge in the court if it refuses to reinstate the pupil without strong justifications.

Changes and Additions:

Previously, it was the headteacher's duty to remove the name of a pupil who has been permanently excluded from the school admission register. This is now the duty of the governing board.

The guidance also now includes non-statutory guidance for headteachers and parents/carers in annexes B and C. The DFE says this should be read alongside the statutory guidance and is aimed at helping schools through the process and ensuring they have sufficient procedures in place.

The DfE has also added that:

- Where a school is going to delete a pupils name form the admissions register because of permanent exclusion, the school must make a return to the LA. It must be made as soon as the grounds of deletion is met and no later than the deletion of the name.
- Schools should co-operate with the LA's virtual school head for exclusion of looked after children.
- When the governing board is considering whether a pupil should be reinstated, it should consider any evidence that was presented in relation to the decision to exclude (in addition to considering whether the decision to exclude the pupil was lawful, reasonable and procedurally fair, and whether the headteacher followed their legal duties).

Notification of Exclusions:

- Notices of exclusions can be given electronically if parents have given written agreement for notices to be sent this way.
- Ideally notification of exclusions should be in person or by telephone in the first instance as this gives parents the opportunity to ask questions or raise concerns directly with the headteacher.

Independent Review Panels:

- The venue for an independent review panel must be accessible to all parties. The LA or academy trust must consider what reasonable adjustments should be made under the Equality Act 2010 to support the attendance and contribute of parties at the review.
- The LA has a responsibility to ensure that the clerk to an independent review panel follows the statutory guidance.
- The SEN expert must be someone with expertise and experience of SEN and be considered by the LA or academy trust as appropriate to perform the functions specified in the legislation.

- When providing details of the role of the SEN expert in an independent review panel, the governing board should explain that:
  - There is no cost to parents for this appointment
  - Parents must make it clear in any application for a review if they wish for the expert to be appointed.
- The panel's decision should not be influenced by any stated intention of the parents of pupil not to return to the school. If parents are not considering the reinstatement of the pupil, the panel should acknowledge this but it should not affect the conduct of the panel or its decision. The focus of the panel's decision is whether there are sufficient grounds for them to direct or recommend that the governing board reconsider its decision to uphold the exclusion. Potential outcomes can still include:
  - Recording the panel's findings on a pupil's educational record
  - An acknowledgement by the governing board that it would be appropriate for it to offer to reinstate the pupil.

Appendix H:

EDGBARROW SCHOOL – INCIDENT FORM   **PAGE 1**

NAME OF STUDENT ………………………………………..………………………………………………

FORM………………………………..

DATE: ………………………………………….. TIME…………………………….

STATEMENT FROM STUDENT	ADDITIONAL NOTES MADE BY STAFF WHEN THE STATEMENT IS DISCUSSED WITH THE STUDENT

STUDENT'S SIGNATURE ……………………………………………………

(NAME OF ADULT WHO HAS RECORDED STUDENT'S STATEMENT ……………………………………………)

STAFF SIGNATURE ……………………………………………..

DATE ………………………….. TIME ……………

I AGREE THAT THE ADDITIONAL NOTES MADE ARE ACCURATE
STUDENT'S SIGNATURE ……………………………

Appendix I:

Edgbarrow Sixth Form Support Procedure

Throughout the document the phrase 'our expectations' refers to the bullet-pointed items stated in the 'Edgbarrow School Sixth Form Agreement and Expectations' document.

	Status	Actions	Monitoring	Owner	Additional Guidance
	Student is meeting our expectations	Reward or praise the students who: • maintain their attendance at 95% or above. • have an excellent punctuality record. • meet / exceed expectations for attitude to learning. • meet or exceed their target grades.	Weekly Attendance meeting Monitoring of grade reports	Tutors HoY HoSF	
	Student has fallen below our expectations	• Tutor to meet with student to discuss the issue informally. Remind student of our expectations and show them this document. • If appropriate, Tutors make contact with the relevant subject leaders to ensure that departmental procedures have been followed (e.g. whether the teacher used any sanctions / contacted home). • Monitor student closely for two weeks. If the student is now meeting our expectations then praise and continue as normal.	Weekly Attendance meeting Monitoring of SIMS data / Tutor documents Staff feedback	Tutor	
	Student has fallen below our expectations	• If there has been insufficient or no improvement after a two-week period then meet with the student again, complete a Support Plan and issue a verbal warning.	Weekly Attendance meeting	Tutor	A warning should not be issued without the approval of the HoY. The HoY should check that the tutor has

	Status	Actions	Monitoring	Owner	Additional Guidance
		• Inform parents that a warning has been issued. • Keep the student on the action plan for a minimum of two weeks. • Support Plan is reviewed at the end of the two week period and is either closed as the targets have been met, or escalated to the HoY if the targets aren't completed. • If the Support Plan is closed the tutor should continue to monitor closely for a further two weeks.	Monitoring of SIMS data / Tutor documents Staff feedback		completed all the required action. A Support Plan could be extended for up to two weeks if the tutor feels that more progress could be made or that more time is required to set up the relevant interventions. However, this must be done in agreement with HoY. Parents are of welcome to come in and discuss this matter with us but they would not formally be invited to a meeting at this stage.
	Student is still below our expectations	• HoY to meet with the student, complete a Support Plan and issue a 2nd verbal warning. • Inform parents that a 2nd verbal warning has been issued. • The student will be on the Support Plan for two weeks. • Support Plan is reviewed at the end of the two week period and is either closed as the	Weekly Attendance meeting Monitoring of SIMS data / Tutor documents Staff feedback	HoY	A 2nd warning should not be issued without the approval of the HoSF. The HoSF should check that all previous stages have been completed. An action plan could be extended for up to two

	Status	Actions	Monitoring	Owner	Additional Guidance
		targets have been met or escalated to the HoSF if the targets aren't completed. If the Support Plan is closed the tutor should continue to monitor closely for a further two weeks. • If the Support Plan is closed the tutor should continue to monitor closely for a further two weeks.			weeks if the HoY feels that more progress could be made or that more time is required to set up the relevant interventions. However, this must be done in agreement with HoSF. Parents are welcome to come in and discuss this matter with us but they would not be formally invited to a meeting at this stage.
	Student is still below our expectations	• HoSF to meet with the student and issue a formal written warning. • Send a copy of the written warning to parents and invite them in for a meeting. • Support Plan is completed in consultation with the student and parents. • The student will be on the Support Plan for two weeks. • Support Plan is reviewed at the end of the two week period and is either closed as the targets have been met, or escalated to the SLT line manager if the targets aren't completed. If the Support Plan is closed	Weekly Attendance meeting Monitoring of SIMS data / Tutor documents Staff feedback	HoSF	A written warning should not be issued without the approval of the SLT Line Manager. The SLT Line Manager should check that all previous stages have been completed. A Support Plan could be extended if the HoSF feels that more progress could be made or that more time is required to

	Status	Actions	Monitoring	Owner	Additional Guidance
		the tutor should continue to monitor closely for a further two weeks.			set up the relevant interventions. However, this must be done in agreement with the SLT line manager.
	Student is still below our expectations	• SLT to meet with the student and issue a final written warning. • Send a copy of the written warning to parents and invite them in for a meeting. • Support Plan is completed in consultation with the student and parents. • The student will be on the action plan for two weeks. • Support Plan is reviewed at the end of the two week period and is either closed as the targets have been met or escalated to the Headteacher if the targets aren't completed. If the Support Plan is closed, the HoY should continue to monitor closely for a further two weeks before passing this on to the tutor who will monitor for a further two weeks.	Weekly Attendance meeting Monitoring of SIMS data / Tutor documents Staff feedback Action plan is reviewed at the end of the two week period and is either closed as the targets have been met or the student will be asked to leave the Sixth Form.	SLT Line Manager	A final warning should not be issued without the approval of the Headteacher. The Headteacher should check that all previous stages have been completed. An action plan could be extended if SLT feels that more progress could be made. However, this must be done in agreement with the Headteacher. A student cannot be asked to leave without the permission of the Headteacher. Should a student or parent not support our request to leave then the

	Status	Actions	Monitoring	Owner	Additional Guidance
					matter will be passed on to the Headteacher who will consider formal exclusion proceedings.

Appendix J

Online Learning Protocol – Students

Sorry that you cannot attend school as normal, we are very keen that you don't miss out. It is the expectation that during periods of closure for face to face learning that you will attend school online.

The school day will run following the timings of a normal school day and lessons will be delivered through Google classroom. Your teachers will re-issue the classroom codes via the SIMS app in case you have forgotten.

Registration:

8.50 – 9.10am Years 7 & 8

8.50 – 9.10am Years 9,10,11

You must be logged into your tutor group Google classroom at the beginning of registration.

Your tutor and Head of Year will have notices and activities for you to complete during that time and will also want to make sure that you have everything that you need for online learning.

Lesson timings all year groups:

Period 1	09.10 – 10.10
Period 2	10.10 – 11.10
Break	11.10 – 11.30
Period 3	11.30 – 12.30
Period 4	12.30 – 13.30
LUNCH	13.30 – 14.10
Period 5	14.10 – 15.10

Lessons

- You must log onto your Google classroom for the start of the lesson and wait for your teacher to arrive in the classroom.
- You need to wait at least 10 minutes as it may take your teacher time to get logged on
- **The meeting link will appear at the top of the classroom when the teacher opens the lesson. You may need to refresh the page to see the link.**
- Your teacher will take the register so make sure you are on time!
- Make sure your microphone works and you can see the meeting chat.
- You will get better sound quality if you use headphones.
- Your camera should be turned off unless your teacher specifically requests that you turn it on for part of the lesson. When your camera is on you must blur the background
- Where possible, your teacher will post the lesson material on Google Classroom prior to the lesson so that you have access to the resources for the lesson.
- **Starter Activity** – your lesson will start with an activity for you to do.
  Make sure you let your teacher know if you are having trouble seeing or hearing them on Google classroom during this time.
- **Register** – Parents will be informed each day if students have not attended a lesson, so it is important that you let us know if you are having difficulty logging onto Google classroom.
- **Engagement with lessons** – it is important that you take part fully in all lessons. Use the chat function, raise your hand function and the microphone to answer questions and participate in class discussions. Your teacher may use breakout rooms and you are expected to use these opportunities to complete group work.
- **Homework** – this will be set for you to complete on Google classroom
- **Core PE lessons** – these will not take place live as our PE staff help us with testing. You should undertake an hour of physical activity of your choice, such as a walk or an online activity session such as Joe Wicks. The PE department have put together a number of videos with activities such as yoga, core strength and HIIT which can be found here: https://www.youtube.com/channel/UCQWcfM6z-mWgz0aoygwz3Ig/videos

Basic Expectations:

School rules and behaviour expectations will apply in the same way online as they do in school.

- Only enter your own Google Classroom areas. Remember attendance and the lesson are recorded by the school.
- Your microphone and camera should be turned off unless the teacher gives a specific instruction.
- Use the chat function to get your teachers attention or ask questions you can also raise your virtual hand.
- Work should be uploaded to Google Classroom at the teachers request. This can be via a document or a photograph of your work.
- If you are using the chat function or speaking on microphone, normal school rules apply. Please use appropriate language and be respectful at all times.
  Poor behaviour towards others will not be tolerated should be reported to the teacher immediately.
- Focus on the lesson, do your best to sit away from distractions and actively participate in the lesson.
- If your teacher is unwell and unable to deliver a live lesson, work will still be set via Google Classroom.
- Lessons are not to be recorded or shared by students, this would infringe on the data privacy of staff and other students. It is not appropriate for other members of your family to participate in the lesson.
- We have high expectations regarding your online behaviour, if a student disrupts a lesson the teacher will remove you from the class and follow up with parents.
- If you are absent because you are unwell please inform the absence line as normal – and catch up on any work using the resources pasted in Google Classroom.
- If you are having technical difficulties please e-mail help@edgbarrowschool.co.uk

Your education is hugely important and we want to minimise any gaps. Make sure you fully participate in lessons and as far as possible, treat your day like a normal school day.

Appendix K

Online Learning Protocol – staff

It is the expectation that during periods of whole school closure that the school day will run following the timings of a normal school day and lessons will be delivered through Google classroom. Please remind students of Google Classroom codes via the SIMS homework function – this will ensure parents can support.

Since the need to stagger lunches and breaks is removed during isolation the timings will be as follows:
Registration:
8.50 – 9.10 Years 7 & 8
8.50 – 9.10 Years 9,10,11

Activities to complete during registration via Google classroom.
Ensure HOY is added to all tutor classrooms
- Register – every day
  Students will appear as an X on the register – this indicates that they are isolating.
  Staff to take register and leave X for all students.
  Any student that is absent record as a comment for an individual student 'Absent from registration'.
  To do this staff right click over the mark box and select 'Enter comment' and type 'Absent from registration'

Activities for the week as directed by HOY
- Assembly – ppt to show & HOY to speak to year group/recorded,
- Welfare checks on group as whole via discussion
- Discussion of current news item
- Literacy/Numeracy activity KS3
  Shared reading – discussion of book KS4
- Quiz - post on Google classroom for group

Lesson timings all year groups:

Period 1	09.10 – 10.10
Period 2	10.10 – 11.10
Break	11.10 – 11.30
Period 3	11.30 – 12.30
Period 4	12.30 – 13.30
LUNCH	13.30 – 14.10
Period 5	14.10 – 15.10

<u>Lesson Protocol</u>

- Post lesson material on Google Classroom prior to the lesson so students have access to the resources for the lesson. Remember to use Google Docs/Slides or PDF not Word/PowerPoint.
- Make sure that your microphone and camera work/or you are able to share your screen and that you can see the meeting chat. If you need IT support, please contact support@tricomputers.co.uk or phil.marshall@edgbarrowschool.co.uk
- **Starter Activity** – Ensure there is a Starter activity for students to complete whilst register is taken. This could be a question, online worksheet, DIRT time etc.
- **Register** – It is essential that this is completed on SIMS as normal.
  (Check you are not sharing your screen!)
  Students **not logged** into the Google classroom session record as N.
  This will allow us to contact parents of students not engaging with the online learning.
- **Deliver online lesson** – please ensure you are familiar with running a lesson from Google Meet.
  https://sites.google.com/edgbarrowschool.co.uk/edgcsitstaffcpd
- **Behaviour** - Students have been issued with guidelines, please use them. This includes removing students who are not participating appropriately, you will then need to follow up with the parents. Please note this on SIMS as you would for any other behaviour issue.
- **End of lesson** – this may end up to 5 minutes early if you have a subsequent lesson to allow you time to log on to your next google classroom and prepare for the lesson.

Ensure that homework is being set as per department marking and feedback policy via Google classroom.

If you have any questions about running online lessons, please contact phil.marshall@edgbarrowschool.co.uk or Alison.mullane@edgbarrowschool.co.uk

If you want to test a lesson, please invite us to join your classroom and we can check the meeting with you.

Additional IT support will be available each day to assist at the start of online lessons so please contact IT support, email phil.marshall@edgbarrowschool.co.uk, or call Phil on 836 with any issues during the day.