

Behaviour Policy

Behaviour for Learning

Everybody, Everyday

1. Purpose of Policy and Guiding Principles

- 1.1 The Governors and staff of The Calder Learning Trust are committed to providing a supportive, challenging learning environment for all our students. The behaviour policy is wholly supported and reinforced by all staff, the Headteacher and governors to ensure that our ethos of 'Everybody, Everyday' is upheld.
- 1.2 The Behaviour for Learning policy (BfL) seeks to promote an understanding of mutual respect for others and underpins our school ethos 'Everybody, Everyday' where all staff and students are aware of their responsibilities in accordance with the 'Non-Negotiables' as outlined in 3.1. Staff will model these responsibilities and use them in discussions with students.
- 1.3 High expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students is encouraged. This will ensure a learning environment that is conducive to all students of all abilities, backgrounds and needs achieving their academic potential and preparing them for their future adult life.
- 1.4 School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times.
- 1.5 The policy will be applied consistently and fairly to ensure all students are encouraged to take responsibility for their actions and positive behaviour choices are rewarded to promote positive relations and support life-long learning. The school's Rewards system is promoted through our Merit system and logged on ClassCharts.
- 1.6 The policy outlines behaviour expectations and details our procedures to manage poor behaviour and subsequent consequences and sanctions. This is promoted through our Behaviour points system and logged on ClassCharts.
- 1.7 When applying the policy staff will make reasonable adjustments for students with Special Educational Needs and Disabilities to ensure they are supported to achieve their potential.

2. Links with Legislation and other Policies

- 2.1 The BfL policy does not work independently and impacts on day-to-day life in school. There is reference to DfE documentation to ensure best, up to date practice is implemented. As such, the following should also be read in conjunction with this policy :
 - Exclusion from Maintained Schools, Academies and Pupil Referral Units in England- September 2017
 - Behaviour and Discipline in School's: advice for Headteachers and school staff - January 2016
 - Use of Reasonable Force in Schools - 2013
 - Sexual violence and harassment between children in schools and colleges: May 2018
 - Keeping Children Safe in Education - 2018
 - Screening, Searching and Confiscation: advice for schools 2018
 - DfE Drug Advice for schools 2012

2.2 Other Policy documents

- Exclusions Policy
- SEND Policy
- Teaching and Learning Policy (including Homework)
- Anti-Bullying Policy
- Safeguarding Policy
- Attendance Policy
- Medical Needs Policy
- Searching Students Policy
- Knives and Offensive Weapons
- Uniform Policy
- Alcohol, Smoking, Drugs and Substance Abuse Policy

2.3 The policy links with the Equality Act 2010 to ensure that reasonable adjustments are allowed for students who are SEND or who are considered to have a disability, as defined by the SEND Code of Practice.

2.4 The policy links to the Department for Education's statutory guidance and legislation including: Education and Inspections Act 2006.

2.5 The Calder Learning Trust reserves the right to apply the DfE guidance above, and any future changes to statutory regulations, in full.

3. Provisions

3.1 Non Negotiables - 'Everybody, Everyday'

Our school, our responsibilities. We expect that every student should, as a minimum :

1. Be punctual (to school, tutor time and lessons)
2. Have the correct equipment (pen, pencil and ruler)
3. Look smart (wear your uniform correctly)
4. Be an enthusiastic learner (Personal best, show PRIDE)
5. Meet deadlines (both homework and administrative)
6. Ask for help when they feel it is needed (academic and social)
7. Follow staff instructions and school rules (first time, every time)
8. Show respect (to fellow students and staff at all times)
9. Respect school property and the school environment
10. Get involved (make the most of the many enrichment opportunities on offer)

3.2 Behaviour for Learning Procedures:

The procedures are the essence of how the BfL policy is implemented on a daily basis. These procedures are detailed in **Appendix 1**. Furthermore teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and

Inspections Act 2006). The power also applies to all paid staff with responsibility for students. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. Teachers have a power to impose detention outside school hours.

- 3.3 Exclusions and alternatives to exclusions: **Appendix 3** shows the school's policy and practice when making decisions whether to exclude students from school
- 3.4 Screening, Searching & Confiscation: Please refer to the DfE guidance policy document. In addition to this guidance The Calder Learning Trust also bans items brought into the school with intent to sell or pass on to other students which, in the opinion of the Headteacher, will cause disruption or be detrimental to the school, students or staff and practice. As a result staffs are able to search students and, where appropriate confiscate, items. **Appendix 4** refers to the policy on confiscating items.
- 3.5 Use of reasonable force: Please refer to the DfE guidance 'Use of Reasonable Force in Schools : 2013'. All members of staff have a legal power to use reasonable force. This also applies to any adults that whom the Headteacher has temporarily put in charge of students, such as unpaid volunteers, cover staff or people accompanying students on an organized school visit. **See DfE Policy Guidance**
- 3.6 Behaviour beyond the school site and out of normal school hours : Any occurrences of poor behaviour outside of the school site, to and from school or outside of normal school hours, during an organized school trip or where there is a threat to the safety of another student, staff or member of the public will be taken seriously. Any such behaviour that brings the school into disrepute will not be tolerated. In these circumstances the school has the right to apply the Behaviour Policy and issue a consequence, Fixed Term Exclusion or Permanent Exclusion in line with normal procedure during the school day or on the school site. The decision will be at the discretion of the Headteacher.
- 3.7 Police: The Calder Learning Trust will involve and support the Police in all matters where criminal activity has taken place or is suspected of having taken place. The school will also inform and pass on information which may support the police in preventing any criminal activity.
- 3.8 Reasonable Adjustments:
 - The school and all staff will ensure that students are best supported with the resources and staffing available to recognise and meet individual needs. All staff will be provided with information, strategies and reasonable adjustments on Individual Education Plans (IEPs) so that the curriculum can be differentiated accordingly.
 - Reasonable adjustments will also include adjustments to the BfL Consequences system by amending 'triggers' or extending the timeline where sanctions or FTE's are given. Time Out cards may also be issued to students where appropriate and agreed.

4. Governing Body Behaviour Board / Appeals Panel

- 4.1 Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England 2017', a meeting of the Behaviour Committee of the Governing Board must be convened by the Headteacher's PA (acting as the Clerk to the panel) within 15 days of receiving the notice of exclusion for the Governing Board to consider re-instatement when:
 - The exclusion will take the student's total days of exclusion above 15 for a term.

- Recommendation of permanent exclusion is made by the Headteacher or Deputy Head as delegated in his/her absence for a one-off incident or persistent breaches of the school's behaviour policy **and** where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school
- The exclusion would result in the student missing a public exam or national curriculum test

(NB : The Board only has the right to overturn the Headteacher's decision to exclude if the number of days is greater than 5.)

- 4.2 The Behaviour Committee will comprise of three members of the Governing Board who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.
- 4.3 The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.
- 4.4 The meeting must be convened between the 6th and 15th school day after the date of the receipt of notice to consider the exclusion.
- 4.5 The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least five days in advance of the meeting.
- 4.6 The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.
- 4.7 The Headteacher, Deputy Head or Assistant Head will be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.
- 4.8 Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. Following a permanent exclusion, the letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

5. Independent Appeal Panel

- 5.1 Calder Learning Trust has in place an Independent Appeal Panel and a parents/carers' right to appeal to this Independent Panel will be outlined in the letter following a permanent exclusion being upheld by the Local Authority. Calder Learning Trust will, at their own expense, arrange for this independent review panel hearing to review the decision of the Governing Board not to reinstate a permanently excluded student.
- 5.2 Parents will be informed of their right to request a Special Educational Needs expert at the appeal hearing.
- 5.3 The legal time frame for an application to appeal to the independent panel is set out in the DfE guidance.
- 5.4 Where the Governing Board decides to uphold an exclusion they will draw the attention of parents/carers to relevant sources of free and impartial information on whether and how to seek a review of the decision. This will include statutory guidance and information on the First- Tier Tribunal who deal with claims of discrimination.

6. Recording, Monitoring and Evaluation

- 6.1 All instances of positive and negative behaviour and subsequent rewards/consequences will be recorded using the schools' ClassCharts system. An overview of this is shown in **Appendix 2.**
- 6.2 Heads of Year, Heads of Faculty and the Assistant Headteacher i/c Behaviour and Attendance will monitor behaviour occurrences, using ClassCharts analysis and other data, to implement appropriate support strategies and evaluate the impact of this Behaviour Policy and its procedures to further improve practice. Any changes to policy or practice will be agreed at Senior Leadership level with the Headteacher and with the Governing Body to ensure the ethos of the school is upheld.
- 6.3 Strategies to support, monitor and promote positive behaviour and the school ethos will include, but not limited to, Form Tutor/Head of Year/Senior Leadership Reports, Pastoral Support Plans, Mentoring, Key Workers and Intervention Panels.
- 6.4 The Governing Body will evaluate the impact of this policy by receiving written reports at the Student Welfare committee meetings. Information will include behaviour data (Rewards, Detentions, A2E occurrences, FTEs, instances on bullying and steps taken to support students)
- 6.5 The Governing Body of The Calder Learning Trust will regularly review and approve this and future policies.

Appendix 1

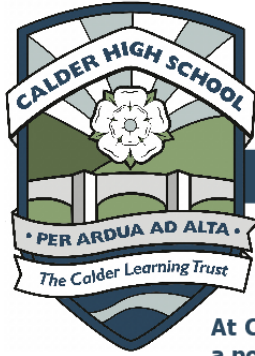
Behaviour Procedures and Systems

The Calder Learning Trust has in place a range of procedures to reinforce and reward good behaviour. We also have clear guidelines and consequences for those who do not comply with the school's behaviour expectations and policy.

Students will be rewarded using the 'Everybody, Everyday' Form Tutor award for having the basic requirements and expectations with regard to uniform, equipment and punctuality correct. This is worth 6 positive BfL points. Students can also be rewarded positive BfL points (up to 12 points) for exhibiting a range of positive behaviours.

When poor behaviour is identified the following procedures and consequences will be implemented.

Examples of the BfL procedures showing positive rewards and consequences are outlined on the following diagrams.



Calder Learning Trust

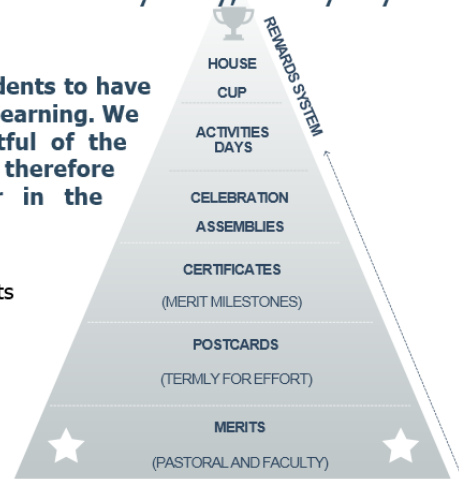
Our behaviour for learning system explained

Everybody, Everyday...



At Calder High School we encourage students to have a positive attitude and approach to their learning. We also encourage students to be respectful of the learning environment of others. We therefore recognise and reward this behaviour in the following ways:

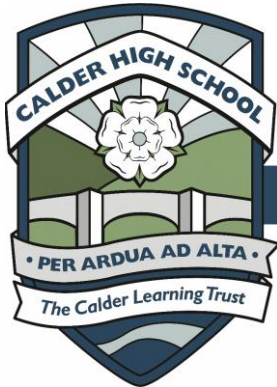
- Positive BFL points are logged on Class Charts
- Reward post cards will be sent home
- Celebration assemblies run each term
- Rewards trips
- Teachers make telephone calls home.
- Students will be rewarded everyday for getting the basic requirements and expectations right with regard to uniform, equipment and punctuality. This is known as the Everybody Everyday Form Tutor award and is worth 6 positive BFL points each and every school day.



The diagram below shows how students may be rewarded for different types of behaviour using the Class Charts system.

| | | | | | | |
|--|--|---|--|--|-----------------------------------|---|
| | | | | | | |
| Form Tutor Award - Everybody Everyday (6 points) | Positive attitude to learning in class (1 point) | Good Homework in Book (1 Point) | Helpful in Class or Around School (1 point) | Participation & Involvement in class (1 point) | Evidence of Resilience (2 points) | Excellent Progress Over Time (3 points) |
| | | | | | | |
| Outstanding Attainment (3 points) | Exceptional Effort (3 points) | Commitment to School Over Time (6 points) | Extra Curricular Commitment Over Time (6 points) | HOY - Excellence Award (3 Points) | HOY - Positive Praise (1 Point) | Special Open Evening commendat... (12 Points) |

Teachers can also issue rewards as above from 1 point up to 12 points. These rewards will be added to the 6 points a day that form tutors give each morning in registration



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Our Behaviour for Learning system explained

Everybody, Everyday...

At Calder High School we encourage students to have a positive attitude and approach to their learning. We also encourage students to be respectful of the learning environment of others. However, on the occasions when students do not meet our expectations staff will log negative BfL comments on ClassCharts as below:

Verbal Warning issued - At this point the student has the chance to correct their behaviour. Nothing will be logged at this stage.

C1 - This is given after a Verbal Warning - at this point student has already been given the opportunity to change their behaviour.
1 BfL Point

Examples include... **3 x C1 in a day = Remove Detention / 6 x C1 in a week = A2E**

- Inappropriate Around School Behaviour
- Inadequate class work
- Inappropriate Uniform & Makeup
- Use of Mobile Phone Without Permission
- Low Level Disruption in Class
- Failure to bring book to lesson/No PE Kit
- Eating / Chewing in Class
- Late to Lesson
- Eating in Corridor

C2 - 30 minute Faculty detention at lunch or 3pm - 3.30pm (in class behaviours) or a 30 minute Head of Year Detention 3pm - 3.30pm (around school behaviours) - **6 BfL points**

Examples include...

- Continued Low Level Disruption in Class after C1 issued
- Inadequate Progress in Class
- Misuse of Technology
- Disruption & Defiance
- Out Of Bounds
- Associating with students smoking on site
- Verbal / Physical aggression (lower level)
- Inappropriate behaviour around school of more serious nature

C2's: Failure to attend Faculty or HoY Detention escalates to Senior Leadership Team detention on a Friday 3pm-4pm
3 Lates in a week for school / lessons = HoY Detention

C3 - This is for more serious behaviours and can be given without previously issuing a C1 or C2

A Remove Detention will be issued for 60 minutes the next day (3pm - 4pm) **12 BfL points**

If a C2 sanction has also been issued the Remove detention will supercede the HoY/Faculty detention

Examples include...

- Persistent Defiance in class
- Abuse / Damage to Equipment
- Truancy from lesson
- Aggressive Behaviour
- Dangerous Reckless Behaviour
- Repeated defiance and failure to follow school rules / BfL sanctions
- Verbal Abuse to Staff Member
- Bullying

Failure to attend SLT detention will escalate to 2 x Remove detentions the following week

C4 - Issued when a student refuses to change their behaviour in class or is threatening to others. Students will be removed from the lesson and supervised in A2E. Incidents of a more serious nature may also result in A2E at another School or a Fixed Term Exclusion and in exceptional circumstances a Permanent Exclusion.

Examples include...

- Fighting / Threatening behaviour / Assault
- Possession of banned or illegal items
- Truancy from school / Bringing school into disrepute (A2E = 30 BfL Points)

Points to remember

- Students are expected to check ClassCharts each day.
- Students are not allowed toilet breaks in learning time unless they are allocated a toilet pass or the teacher has given permission and they have been given a 'teacher hall pass'.
- Any student found on the corridor without a 'teacher hall pass' will be asked to return to the classroom.
- Mobile Phones should be switched off during lesson times and are only to be used at break and lunch OUTSIDE the building in social areas. Phones will be confiscated and placed in Student Services if they are on or being used during lesson times, including changeover of lessons outside the building. Students will be given a C1 behaviour point. Repeat offences will result in a Head of Year detention and parents/carers will be expected to collect the phone from school if this is persistent. Should a student need to contact home at any time they should ask student services / staff to phone.
- Full Uniform should be worn at all times around school. No coats allowed inside the building. Non PE hoodies are forbidden in the school grounds. (see Uniform Policy)
- Students must not go in the 'Out of Bounds' areas at the sides of the school.

Any breach of the above will result in the appropriate sanction being issued.

Detentions

School staff are able to issue detentions during the school day or from 3pm onwards. Parents will be given at least 24 hours notice for detentions issued after school. This will be communicated via the ChassCharts system. Staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Parental consent is not required for detentions
- As with any disciplinary a member of staff must act reasonably given all the circumstances when imposing a detention
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet
- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable
- Whether suitable travel arrangements can be made by the parent for the student.
- HoY / Faculty detentions will be 30 minutes either at lunchtime or 3pm-3.30pm
- Remove and Senior Leadership detentions will be for 60 minutes from 3pm-4pm
- Failure to attend detentions will escalate the detention to SLT Detention
- Failure to attend SLT detention or Remove detention will result in 2 x Remove detentions the following week
- Persistent failure to attend detentions may result in A2E or a Fixed Term Exclusion

Reports

Positive and negative behaviour points accrued are monitored and evaluated by Heads of Year. To support students to address and improve their behaviour the school uses a report card system with both generic and agreed individual targets. There are 4 levels of report and students may be placed on any level of report throughout the year depending upon individual circumstances:

- 1 - Form Tutor Report / Punctuality Report
- 2 - Head of Year Report
- 3 - Senior Leadership Report
- 4 - Pastoral Support Programme Report

When using report cards, students are responsible for having their report and having it signed each lesson by their class teacher, at the end of the day by the relevant member of staff and by a parent/carer every day.

Failure to do so may result in further consequences. Students will remain on Report until targets have been consistently met and the lead member of staff deems it appropriate to remove them or there is no positive impact, at which point the student may move up a level of report. **This will typically be over a 3-4 week period.** If a student exhausts all levels of Report and their behaviour has not improved the school may seek to arrange a Managed Move to another school as an intervention through the Calderdale Schools' Behaviour and Admissions Collaborative.

Appendix 2

Class Charts rocedure

- Staff will record all C1's onto the system
- If a student is issued a C2 they should be put into a detention (either Teacher, Faculty or Head of Year) and a comment needs to be entered
- If a student is issued a C3 they should be entered into a remove detention (full comment needs to be put into the system)

What happens when you press the different behaviours in ClassCharts:

| | | | | | |
|----------------------------|----------------------|--|--|---|--|
| Class Charts Policy | Person | Class Room teacher | Students | Parents | SLT |
| | Reward | Rewards to be logged on ClassCharts | Will be able to see a total of their rewards and who gave them (updates immediately) | Will be able to see how many rewards their child has and from who | Can run analytics reports and view student rewards at any time |
| | C1 | C1 recorded against the students personal records | C1 will appear on their App | Will be able to view the C1 on parent app and who issued C1 | Can view in analytics report & view any specific student |
| | C2 | C2 recorded but also student will appear in the Faculty Detention (Head of Faculty HOF monitors) that they have been put in by the classroom teacher along with the comment entered by the teacher | C2 will appear on their App with comment and faculty detention including where it is and what it has been given for | Will be able to view behaviour type given | |
| | C3 | C3 will be recorded but also student will appear in the remove detention | C3 will appear on their App with comment and remove detention including where it is, time, date and what it has been given for | Will be able to view behaviour type given | |
| | SLT detention | Senior Leadership Team (SLT)detention : Will only be used mainly | C3 will appear on their App with comment and remove detention | Will be able to view behaviour type given | |

| | | | | | |
|--|----------------|--|--|---|---|
| | | by HOF /SLT/Head of Year (HOY) and extreme behaviour, full detailed comments will be attached to the students record and student will be entered into SLT detention | including where it is, time, date and what it has been given for | | any time |
| | On-call | When this button is pressed an e-mail and notification is sent to every core SLT member. Student is collected by SLT/HOY and brought to A2E for the remainder of the school day. | Will appear on their behaviour record with details of the event | Will be able to view behaviour type given | E-Mail will be sent, then SLT member needs to go onto ClassCharts to find out Location & comment on behaviour |

Appendix 3

Exclusions and alternatives to Exclusion

1) A2E / Isolation – Alternative to Exclusion (C4)

Mediation

If there is a conflict between two or more students, a member of staff will sit down with those involved and attempt to mediate the situation through discussion. This strategy may also be used if there is a conflict between a teacher and a student to seek a positive solution.

Restorative justice

This strategy is dependent on the cooperation of all parties involved in an incident or situation, and will usually be used where one person has done something to upset or harm another. It can be helpful for the offender to redress the harm that they have done and hopefully learn from their mistakes. It can also provide closure for those who have been harmed.

Alternate to Exclusion (A2E)

If a student needs to be removed from a lesson that is in progress, or a social situation, for disruptive behaviour or to calm down, it may be necessary to place that student elsewhere in the school. This may occur over break times and will be used in circumstances where it is not necessary to remove the student from the school site, but separation is needed. They will be placed in another class or somewhere where appropriate support and supervision can be provided.

Managed Move

It may be in the best interest of a student to be given the chance of a fresh start by moving to another school. This will only occur with consent from their parents, the LA, the headteacher, and the school's governing body. The new school will be asked by the headteacher to accept the student.

Parents will not be put under any pressure to agree to a managed move, especially in fear of a permanent exclusion, and the school will do everything it can to ensure that the transition is as smooth as possible.

Students can be referred into A2E by their Head of Year or a member of SLT for more serious or repeat instances of negative behaviour. A student can also be placed in A2E on a given day if they are removed from a lesson, Faculty area or around school via 'On-Call'.

(see Appendix 1 - BfL Consequences C4 level)

A2E is a planned intervention and parents are contacted by their child's Head of Year, the Inclusion Manager or notified via ClassCharts prior to the student attending.

A2E runs between 8.25am– 4pm; students will lose their social time and spend lunch inside the centre. Students have no social interaction with their peers and are expected to work in silence throughout their day. Curriculum work and / or behaviour support resource work will be supplied.

Whilst students are in attendance of A2E they are given the opportunity to discuss the incident and reflect on their actions within a restorative framework. The emphasis here being to repair damage and re-build relationships to enable effective teaching and learning and foster a positive school community ethos.

- Any use of A2E that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare.
- The Pastoral Team or SLT can decide how long a student should be kept in A2E.
- Students kept in A2E should be in there no longer than is necessary, given the circumstances, and that their time spent there is used as constructively as possible.
- Students are allowed time to eat and use the toilet.
- Poor behaviour in A2E will result in additional days or a transfer to another isolation room in another school as a further punishment. More serious breaches of A2E rules may result in a fixed term exclusion.

| | |
|---------------------|---|
| Registration | A2E starts at 8.25am. If a student arrives before this time they should report to main reception and wait until they are collected for A2E. Students do not attend form time |
| Period 1 | Curriculum work |
| Period 2 | Curriculum work |
| Break | Escorted to and from the toilet area |
| Period 3 | Curriculum work |
| Lunch | They will be supervised at all times and remain in the A2E Inclusion unit. If a student is in receipt of free school meals they will be provided with basic lunch of sandwich, biscuit/fruit. Students will spend their lunch in silence. |
| Period 4 | Curriculum work |
| Period 5 | Curriculum work |
| 4pm | A2E finishes for the day |

2) Lunchtime exclusion

The school may decide to exclude a student from the school premises during the break at lunchtime if their behaviour during this time is very disruptive or dangerous to other students. Arrangements will be made for parents or carers to collect the excluded student and supervise them if their age or vulnerability warrants it. The school will not invoke a lunchtime exclusion for any period longer than a week. If the problem persists, alternative strategies will be looked at to deal with managing the student's behaviour.

Students who are entitled to free school meals will still be given this provision over their period of lunchtime exclusion.

This is a type of fixed-term exclusion and will not be used as a long-term solution to a behaviour problem. A lunchtime exclusion counts as half a day when calculating total number of days of exclusion.

3) Fixed-term exclusion

A fixed-term exclusion may result from a serious breach of the school's behaviour policy. It may be a first offence or persistent disruptive behaviour that requires a tougher sanction than detention, but does not warrant permanent exclusion.

The length of a fixed-term exclusion will be set out by the school at the start of the exclusion period. If a student is excluded for more than 45 days in one school year, they will be permanently excluded.

A fixed-term exclusion can be changed into a permanent exclusion by the Headteacher if the circumstances warrant it. In this case, parents or carers will be notified in writing with an explanation of why the change has occurred. During fixed-term exclusions and permanent exclusions, daytime supervision of the child is the responsibility of their parent or guardian.

An excluded student has no automatic right to take a public examination or National Curriculum tests on the school's premises. The governing body can decide whether or not to allow the student to sit the tests, and this will depend on the seriousness of the reason for exclusion.

4) Permanent exclusion

Permanent exclusion is a school's ultimate sanction and will only be used as an absolute last resort or in response to a very serious incident. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful.

There are, however, some situations in which permanent exclusion on the first offence is the only option. These include but not limited to :

- serious, actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- arson

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The Headteacher can withdraw an exclusion that has not yet been reviewed by the governing body.

NB: Exclusions – All decisions to exclude are serious and only taken as a last resort where the breach of rules is serious. The decision will also be based on information gathered by staff and a final decision is made using the "Balance of Probability".

(Please refer to The Calder Learning Trust Exclusions Policy for more detailed information). Under certain circumstances The Calder Learning Trust may arrange provision for a Fixed Term Exclusion or an 'alternative to exclusion' at another school. In such situations the student will attend the other school's Inclusion/Isolation provision for an agreed number of days.

Appendix 4: Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from students:

The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out. Power to search without consent for “prohibited items “include :

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and smoking paraphernalia eg Vapour/Electric smoking devices
- Fireworks
- Pornographic images
- Any article or item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

The legislation sets out what must be done with prohibited items found as a result of a search.

- Weapons and knives, drugs and extreme or child pornography will always be handed over to the police; otherwise it is for the teacher to decide if and when to return a confiscated item.
- More detailed advice on confiscation and what must be done with prohibited items found as a result of a search can be found in the in ‘Screening, Searching and Confiscation Policy’