



Liskeard School and Community College

BEHAVIOUR FOR LEARNING POLICY

NOVEMBER 2017

Notice to staff using a paper copy of this guidance –

The school website and Learn Liskeard hold the most recent procedural version of this guidance. Staff must ensure they are using the most recent guidance.

Related Policies:

Curriculum
Equality
Special Education Needs and Disability (SEND)
Antibullying
Learning Agreement
Home School Agreement
Drug Use and Misuse
Restraint and Positive Handling
Attendance
Screening, Searching and Confiscation
Safer Professional Working Practice

Reader Information and Asset Registration

Title	Behaviour for Learning Policy
Rights of Access	Public
Type of Formal Paper	Policy
Subject	Behaviour for Learning
Document Purpose and Description	Behaviour – Records and Sanctions
Author(s)/Editor(s)	Donna Bryant, Roger Quaintance
Ratification Date and Group	Governors, December 2012
Publication Date	September 2010
Review Date and Frequency of Review	July 2013, Annually
Job Title of Person Responsible for Review	Assistant Headteacher – Inclusion
Target Audience	Staff, Parents
Circulation List	Available to all stakeholders via website
Consultation Process	All stakeholders
Equality Impact Assessment	Yes – August 2010
References/Source	
Author Contact Details	rquaintance@liskeard.cornwall.sch.uk

Document Review History

Version No.	Type of Change	Date	Originator of Change	Description of Change
1	Major change due to BfL review	July 2010	RRQ/DRB	
2	Minor updates	July 2011	RRQ	i) sanctions procedures ii) equality and diversity
3	Minor updates	Sept 2012	SLT	Updated 3 Strike Behaviour System Updated Uniform poster Inclusion of exclusion checklist for staff
4	Minor updates	July 2013	RRQ/DRB	Reference to escalation issues and special educational need
5	Minor updates	Sept 2014	RRQ/SLT	i) summary of behaviour escalations ii) addition of banned items
6	Minor updates	Sept 2015	RRQ/SLT	Mobile phone rule edits on p7, 8 and 18
7	Minor updates	Sept/Oct 2016	RRQ/SLT	Minor update ref recording of 2 strikes on SIMS and the use of provision maps rather than behaviour plans to support pupils at risk of exclusion. Deletion of appendices no longer in use.
8	Minor update	Nov 2017	RRQ/SLT	FTE letter updates included

Contents

1. Ethos.....	4
2. Policy Aims	4
3. Principles.....	4
4. Roles and Responsibilities	5
5. Rewards	5
6. Sanctions	6
7. Training	6
8. Involvement of outside agencies.....	6
9. Review.....	6
10. Achieving Consistency: Expectations.....	7
11. Celebration of Achievement – Positive Consequences	9
12. Sanctions - Negative Consequences.....	10
13. Detentions.....	10
14. Sanction Duty.....	10
15. Escalation of Issues.....	11

APPENDICES

Appendix 1: Home School Partnership Agreement.....	14
Appendix 2: 3 Strike Behaviour System.....	16
Appendix 3: 3 Strike Behaviour System: Other Issues	18
Appendix 4: 3 Strike Behaviour System Escalation Issues.....	19
Appendix 5: Referral Form	20
Appendix 6: After School Detention Rules	21
Appendix 7: Sanctions Procedures	22
Appendix 8: Exclusion Letter example	24
Appendix 9: Reintegration Letter example.....	26
Appendix 10: Reintegration Meeting Proforma	27
Appendix 11: National standard list of reasons for exclusions	28
Appendix 12: Uniform Poster	30
Appendix 13: Individual Provision Map.....	31
Appendix 14: Homework Non-Completion Procedures.....	33
Appendix 15: Exclusion Checklist.....	34

Liskeard School Behaviour for Learning Policy

1. Ethos

- 1.1 The Behaviour and Attendance Policy at Liskeard School and Community College is a statement of good practice that covers all aspects of a school that promotes the development and maintenance of good behaviour, attendance and positive ethos. All members of the school community are expected to help maintain an atmosphere conducive to learning, **with courtesy and mutual respect as basic requirements**. A strong sense of **community** is fundamental to the success of Liskeard School and Community College and its young people.
- 1.2 This policy is regularly reviewed and updated annually. The policy is available via the school website. The policy is fundamental to the Home School Partnership Agreement (Appendix 1) which is issued to all parents and carers at the start of each academic year via the student planner.
- 1.3 This policy relates to and covers pupils whenever they are representing the school. This includes when they are in the community before and after school, at lunchtimes and during other times when pupils are representing the school (i.e. weekend activities or foreign visits). It also applies whenever a pupil wears the school's uniform or when a pupil's behaviour adversely affects the reputation of the school, or when their behaviour adversely affects another member of the school community.

2. Policy – Aims

- i To encourage a safe, caring and purposeful atmosphere in the school.
 - ii To develop children's self discipline, self esteem and a sense of responsibility towards themselves and the school community as a whole.
 - iii To promote a consistent approach to behaviour for learning by Pupils, Staff, Parents/Carers, Community Partners and Governors throughout the school.
 - iv To encourage values of honesty, respect and tolerance.
 - v To develop a sense of direction and feeling of common purpose and consistency amongst all those involved in the school.
 - vi To promote positive behaviour and full attendance.
- 2.1 Young people have a right to learn in a friendly, encouraging, secure and positive school environment and to have equal access to all the school's facilities. They also have a right to appropriate access to a teacher's time, to be heard and be able to express opinions. They need to know what is acceptable behaviour and the consequences of unacceptable behaviour.
 - 2.2 Staff also have similar rights. They deserve to work in a pleasant and safe environment and be able to achieve job satisfaction. They need support from students, pupils, colleagues, governors and professional advisors and to be treated with courtesy by all. They also have the right to discipline pupils who are disrupting their own and other children's work, following the guidelines laid down in this policy.

3. Principles

- 3.1 Good order and discipline are essential to the provision of high standards of education. Pupils cannot learn, and teachers cannot teach if standards of behaviour are not acceptable. Strong and effective management, working in partnership with teaching staff and support staff, is essential to the establishment and maintenance of acceptable standards of behaviour.
- 3.2 We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring and learning culture in the school by:
 - i promoting good behaviour and discipline based on mutual respect;
 - ii promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - iii ensuring fairness of treatment for all;
 - iv encouraging consistency of response to both positive and negative behaviour;
 - v promoting early identification and intervention;
 - vi providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - vii encouraging a positive relationship with parents and carers to develop a shared approach by involving them in the implementation of the school's policy and associated procedures;
 - viii providing ready access to external advice, support, specialist provision and funding to develop appropriate educational programmes to meet the needs of individual pupils;

ix expecting young people to be happy at school.

- 3.3 Pupils make choices about their own behaviour. Therefore it is not possible to control directly a pupil's behaviour. Rather, what effective practitioners do is to influence behaviour by consciously affecting the consequences which arise from the pupil's choice.
- 3.4 By using the language of choice we fix the locus of control, i.e. the personal responsibility, within the pupil. In other words, when they choose a particular behaviour they are also choosing a particular consequence which may be a reward or a sanction.
- 3.5 Sanctions do not in themselves change behaviour. They simply apply the limits to behaviour. Any system that seeks to rely largely, or wholly, upon sanctions will simply teach pupils how to become effective at avoiding sanctions.
- 3.6 Effective sanctions are those which inconvenience the pupil but also remain within their best interests to become more successful.
- 3.7 Positive consequences (rewards) are the key to the promotion of socially acceptable behaviour. Systems that emphasise praise for socially acceptable behaviour are consistently more successful in teaching pupils to make more positive choices.

4 Roles and Responsibilities

- 4.1 The Governing Body establishes, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keeps it under review. It ensures that it is communicated to pupils and parents, is non-discriminatory and expectations are clear. Governors support the Headteacher in maintaining high standards of behaviour.
- 4.2 The Headteacher is responsible for the implementation and day to day management of the policy and procedures.
- 4.3 Staff, including teachers, support staff and volunteers, are ALL responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. They also have responsibility, with the support of the Senior Leadership Team, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. Staff are entitled to work in a safe, orderly environment free from disruption.
- 4.4 All staff are responsible for ensuring that there is no differential application of the policy procedures on the grounds of race or ethnic origin, gender, disability, sexuality or special educational need. They ensure that the concerns of pupils are listened to and appropriately addressed.
- 4.5 Parents and carers take responsibility for the behaviour of their child both inside and outside the school (see Home School Agreement: Appendix 1). They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behavior and uniform (see Appendices 1 & 12). Parents are encouraged to raise with the school any issues arising from the operation of the policy.
- 4.6 Pupils are entitled to a safe and orderly learning environment to assist them in achieving their full potential. They are expected to take responsibility for their own behaviour and are made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They are also expected to assist with the investigation by staff of any of these incidents.
- 4.7 The school acts in accordance with Department for Education guidance in relation to: i) the use of reasonable force (see restraint and positive handling policy); ii) screening, searching and confiscation (see Screening, Searching and Confiscation Policy, with particular reference to section 1.2 and 4.1.1); iii) allegations made against a member of staff.

5. Rewards

- 5.1 A school ethos of praise and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Assemblies, the merit system, reward trips and other means are to be used to celebrate pupil success.

Procedures will be adopted to help pupils to develop a positive self-image incorporating positive self-talk and high self-efficacy (see page 9)

6. Sanctions

- 6.1 Sanctions are needed to respond to inappropriate behaviour.
- 6.2 A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.
- 6.3 The procedure will make a clear distinction between the sanctions applied for minor and major offences. Staff have a critical responsibility in ensuring the fair and equitable application of sanctions.
- 6.4 Through their behaviour, pupils choose to have sanctions applied to them. (see Page 10).

7. Training

- 7.1 The Governing Body and the member of the Senior Leadership Team (SLT) with responsibility for continued professional development (CPD) will endeavour to secure appropriate high quality training on all aspects of behaviour management to support the implementation of the policy for all staff.
- 7.2 Training in behaviour management must be available to all teaching and non-teaching staff (see also Behaviour for Learning support materials on Learn Liskeard.)

8. Involvement of outside agencies

- 8.1 The school actively engages with other schools in the South East Cornwall area, including the Caradon Alternative Provision Academy to support pupils. The school also fully engages in multi agency intervention via the Common Assessment Framework process (CAF).
- 8.2 The school works positively with the LA through its Behaviour Support department and with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. For further details see the Special Education Needs and Disability (SEND) Policy.

9. Review

- 9.1 The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour for learning policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. This will take place through a variety of forums.
- 9.2 The Governing Body, through the Curriculum and Learning Committee, will receive a regular statistical review of pupil management issues and information about difficulties concerning individual pupils.
- 9.3 The Governing Body will regularly review this policy and procedures through the monitoring of pupil data (merits; referrals; internal exclusions; exclusions; managed moves, etc.) by whole school and by specific groupings (gender; ethnicity; Children in Care; Register of Need; Gifted and Talented; Year group) to ensure its continuing appropriateness and effectiveness.
- 9.4 The outcome of the review will be communicated to all those involved, as appropriate.
- 9.5 The school has adopted this policy with due regard to Government guidance.

Liskeard School Behaviour for Learning Policy Procedures

10. Achieving Consistency: Expectations

10.1 There needs to be a common classroom agreement and set of expectations shared with students. Similarly, a set of shared expectations and a common approach to managing young people needs to be acknowledged and applied by all staff consistently.

10.2 If a collaborative approach is to work effectively across the school there needs to be a common set of expectations shared with students both in the classroom and in the wider school environment. These expectations are posted in a prominent position in every classroom. Behaviour For Learning and Learning Agreement posters are displayed in all classrooms and prominent areas and provide a summary of the school's routines, rewards and sanctions policies. (See Appendices 2 - 7)

10.3 Learning Expectations: Pupils

10.3.1 Pupils will be reminded of the agreement annually at the beginning of the school year in assemblies; and a summary poster of expectations will be on display in every classroom.

10.3.2 Everyone has the RIGHT to work successfully, safely and enjoyably without distraction. To enable this to happen we need to be clear about the rules and expectations.

a. Going to Lessons

- i. Walk calmly and quietly about school using the most straightforward or recommended route;
- ii. Always keep to the **left** when walking in crowded areas;
- iii. Move quickly to your next lesson;
- iv. Queue outside the room quietly in single file.

b. Start of Lessons

- i. Enter rooms sensibly and sit where you are told;
- ii. Take out the correct books, pens and equipment and your school planner;
- iii. Put bags away (not on desks) preferably under your table or seat;
- iv. Remain silent during the register (except when your name is called!).

c. During Lessons

- i. When your teacher talks to the whole class remain silent, listen and concentrate;
- ii. If the class is asked a question, do not call out. Wait until you are asked to answer;
- iii. You are expected to work sensibly with your work partners: do not distract or annoy them; Speak only with a 'partner voice', do not call across the room;
- iv. Homework must be recorded in your planner;
- v. Eating and chewing are not allowed;
- vi. Mobile phones are brought into school at the pupil's own risk. They must be turned off and out of sight during learning time and social times unless your teacher has asked you to use them for a classroom activity;
- vii. You must not leave a lesson without a green 'Exeat' card. You must ask the teacher for it;
- viii. When answering questions or talking about work be polite, speak clearly and keep the volume at an appropriate level.

d. End of Lessons

- i. The bell and the clock are not signals for you; they are for the information of your teacher; S/he will finish and give you time to pack away;
- ii. You should not begin to pack away or put on outdoor wear until your teacher tells you to do so;
- iii. When told, stand and push in your chair and tidy the tables; pick up any litter near you;
- iv. Only when your teacher finally tells you to go may you leave the room. Leave sensibly.

e. Finally, but most importantly:

- i. Teachers and other staff are in the position of parents/guardians while you are in school; This means in particular that there is no excuse for rudeness, disrespect or insolence towards any member of staff;

- ii. Any reasonable request from a teacher should be carried out at once and without argument;
- iii. Do not answer back. Talk problems through with your teacher later;
- iv. Similarly, all staff will treat young people with respect whether they are teaching them, praising them, or punishing them.

10.4 Expectations: Learning Agreement: Teachers

10.4.1 It is the classroom teacher's job to create and sustain a positive, supportive and secure learning environment. Well prepared stimulating lessons engage enquiring minds and generate good behaviour and earn respect.

10.4.2 In more detail this means that colleagues should:

- i. Arrive before the class and begin on time. 'Meet and greet';
- ii. Ensure pupils are lined up quietly until a classroom is available;
- iii. Be prepared for the lesson and ensure that lesson purpose is known by pupils;
- iv. Know the pupils as individuals – by name and by attainment. Call them by their first names;
- v. Abide by the school's expectation from the first lesson onwards;
- vi. Model the standards of courtesy expected from pupils;
- vii. Ensure that all pupils are able to participate fully in the lesson;
- viii. Emphasise the positive, including praise for good behaviour as well as good work;
- ix. Make sparing, fair and consistent use of reprimands and target the right pupil;
- x. Criticise the behaviour and not the person;
- xi. Use private rather than public reprimands where possible;
- xii. Avoid sarcasm and threats, which are not subsequently carried out;
- xiii. Use positive language;
- xiv. Avoid whole group punishments and humiliation;
- xv. Keep to time in the lesson and finish on time;
- xvi. Ensure an orderly exit;
- xvii. Reflect upon classroom management and learn from it.

10.4.3 It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves in the first instance.

10.4.4 Teachers in the classroom can apply a range of positive discipline strategies including:

- i. indicate the level of noise that is acceptable: e.g. partner voices;
- ii. tactically ignore (minor) unwanted behavior;
- iii. use non-verbal communication e.g. zip the lips for silence;
- iv. point out the learning expectations and remind them regularly;
- v. teach basic social interactive rules then remind and monitor;
- vi. demand reciprocal respect e.g. 'I'm not speaking to you like that';
- vii. avoid unnecessarily vigilant intervention e.g. talk to latecomers later;
- viii. give the pupil a face-saving alternative;
- ix. deal with individuals away from their peers to avoid unnecessary confrontation, also to deprive them of an audience (the oxygen of publicity!);
- x. make sure routines and procedures are properly established - planners & equipment on desks at start of the lesson; use of the board for 3 strike system;
- xi. influence pupils through positive role modeling;
- xii. explain what the student has done when disciplining;
- xiii. make sure the student knows you 'care' about what happens;
- xiv. appeal to the emerging adult;
- xv. set clear time boundaries and stick to them;
- xvi. follow up problems later (as long as the class realises this is happening) pointing out that uninterrupted teaching and learning are of paramount importance;
- xvii. clarify what you expect 'next time';
- xviii. be positive, have high expectations, be optimistic.

10.4.5 Mobile phones

Mobile phones are brought into school at the pupils' own risk. They should be turned off and out of sight at all times, unless a member of staff has asked for them to be used specifically as part of a classroom activity. Please note pupils can use either the Head of Year office or the Learning Support Department to make urgent calls.

11. Celebration of Achievement – Positive Consequences

- 11.1 Pupils have a right to receive fair and consistently applied rewards for good behaviour/attendance and hard work. We consider it important that praise and rewards should have a considerable emphasis within school and pupils will thus achieve recognition for a positive contribution to school life. Such a contribution includes sound academic work and effort, good behaviour/attendance, leadership, help and support and adherence to the school's expectations. All pupils should be valued regardless of the academic ability or behaviour. It is expected that good standards of behaviour will be encouraged through the consistent application of our expectations supported by a balanced combination of rewards and punishments within a constructive school ethos
- 11.2 The following is a list of possible reasons to reward students. It is likely that staff can come up with many more, but the key issue is how to reward students for desirable behaviours.
- i. good work – academic, sporting, cultural, artistic, and so on
 - ii. completing work to the best of a pupil's ability
 - iii. increased and/or sustained effort
 - iv. sustained reliability
 - v. spontaneous helpfulness including being considerate, courteous, co-operative, responsible
 - vi. giving up time voluntarily in service to the school
 - vii. good attendance and punctuality
 - viii. sustained improvement in attendance/punctuality
 - ix. behaviour which improves the reputation of the school such as community links, or encourages and strengthens international links
 - x. behaviour which helps the school to run smoothly
 - xi. taking responsibility for and care of our school environment and/or being involved in strengthening environmental awareness
 - xii. high standards of appearance and behaviour
 - xiii. leading or organising activities
 - xiv. participating in extra-curricular activities (fully, regularly, well).
- 11.3.1 These have been summarised for reporting purposes as:
- i. Community work
 - ii. Determination and effort to succeed
 - iii. Excellent piece of homework
 - iv. Excellent piece of work
 - v. Good citizen of the school
 - vi. House point
 - vii. Improved behaviour over a period of time
 - viii. Positive contribution
 - ix. Resilience
 - x. Super results in a test
- 11.4 Praise is always effective. Staff will know by experience how public this should be for each pupil. Praise can also be awarded to a class or tutor group for displaying desirable attributes. Praise can be: verbal congratulation, non-verbal or written. A simple note could be inserted in the School planner.
- 11.5 Displaying pupils' work in the classroom and elsewhere (both in school and in the community) is a very powerful method of rewarding endeavour and high achievement. Please use this opportunity to show off a selection of work. For certain types of work e.g. drama, dance and music, assembly time might be an appropriate venue for display.
- 11.6 **Merits**
- 11.6.1 Merits must be consistently awarded by all staff usually for one of the reasons previously listed. However, staff are encouraged to use their best judgement at all times and may well reward pupils for achievements not listed. Staff should enter a merit using SIMS.net when wishing to acknowledge achievement. Staff are encouraged to award 1 or 2 merits per lesson and should consider it to be an accepted part of the lesson.
- | | | |
|-----|-----|--|
| KS3 | *20 | Completed merits HoY awards a HoY bronze postcard |
| | *40 | Completed merits HoY awards a HoY silver postcard |
| | *60 | Completed merits the Headteacher awards a gold postcard and meets pupils personally to |

- congratulate them
- *100 Completed merits, Headteacher's and Governor recognition through annual presentation evenings; publicity through the school's Reflection magazine.
- KS4
- *10 Completed merits HoY awards a HoY bronze postcard
 - *20 Completed merits HoY awards a HoY silver postcard
 - *30 Completed merits the Headteacher awards a gold postcard and meets pupils personally to congratulate them
 - *50 Completed merits, Headteacher's and Governor recognition through annual presentation evenings; publicity through the school's Reflection magazine.

11.6.2 There is automatic entry into a termly draw for a variety of prizes which vary from year to year for every 10 completed merits. The more merits, the higher the chance of winning a prize

11.6.3 HOY will monitor awarding of Merits and use the data to inform and improve good practice.

- 11.7 Postcards/letters home from either tutor, HOY/HOF, SLT, is a significant reward. A letter home is normally used to convey disapproval of social or academic behaviour so a positive postcard is less predictable and therefore greatly valued.
- 11.8 Pupil successes are also celebrated in the Reflection the school magazine; on the website, in the local press and by letters home from the Headteacher and/or Governing Body
- 11.9 Annual year group celebration evenings take place to formalise the achievement process and raise the profile of celebration of success as a team together. This is a formal process where parents/carers and family members are invited to attend. They take place at the end of the summer term. Staff are asked to nominate pupils for this prestigious event and tutors are required to attend as part of their directed time, which further raises the profile of this event. Anyone completing 90 merits will automatically qualify for an invitation.

12. Sanctions: Negative Consequences

- 12.1 Sanctions are used to recalibrate pupil's unwanted behaviours. They are designed to change behaviours not simply to punish. Where pupils do not amend their behaviours, the sanctions will escalate but at all times the school will seek to put in necessary support to help the pupil make the desired change.
- 12.2 The school follows a 3 strike system which enables pupils to see clearly the response of the teacher to their behaviours and gives them ample opportunity to change. (See Appendices 2, 3 and 4) Staff need to use their emotional intelligence and professional judgement when issuing the first strike. Strike '2's and '3's are recorded on SIMS, allowing patterns of behavior to be identified.
- 12.3 Dealing quickly and appropriately with minor incidents often prevents them turning into more serious issues.
- 12.4 In the first instance it is imperative that the teacher takes ownership of challenging inappropriate behaviour via the implementation of classroom and pupil expectations and the rewards and sanctions systems. It is critical that staff adhere to the policy to achieve consistency across the school. Staff should follow the flow chart provided to them. (See Appendix 6)
- 12.5 Pupils who demonstrate persistent low level disruption will be monitored by the Heads of Year and appropriate action and support strategies will be implemented as necessary, often in liaison with the Learning Support Team.
- 12.6 Smoking: pupils caught smoking will be given an after school detention. Repeat offenders will be internally excluded. Students are also given advice on how to give up smoking. Use of e-cigarettes will be sanctioned in the same way as smoking.
- 12.7 Non completion of homework will be sanctioned accordingly (see Appendix 14 p34).
- 12.8 If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his/her pockets or bag. If the pupil refuses, sanctions will apply. In this instance the matter should be referred to the member of the senior leadership team with responsibility for the year group and procedures followed according to DfE advice. As identified in the Screening, Searching and Confiscation Policy, items banned are weapons, alcohol, tobacco, lighters, illegal drugs (including "legal highs") and stolen items.

13. Detentions:

- 13.1 Detentions can be used as sanctions to deal with misbehaviour and are given in line with the 3 strike system.
- 13.2 The school has a clear legal authority to detain pupils/students without parental consent. However, the school will give at least 24 hours' notice for any detention that will take place after school and how long the detention will last to ensure parents/carers are able to respond regarding any problems that the detention might cause.
- 13.3 Within this system due regard is given for special needs and religious requirements.
- 13.4 A record of any after school detention that is awarded must be recorded on SIMS.net because:
By law, schools are required to keep a written record of any detention and the reasons for imposing it, in case there is a legal challenge brought by the parents/carers

14. Sanction Duty:

- 14.1.1 Sanction duty is a form of "community service" which will be issued whenever a pupil damages school property or is caught littering.
- 14.1.2 Sanction duty is an agreed sanction between pupil, parent/carer and the school whereby the pupil will engage in an after school or weekend task designed to aid the smooth running of the school
- 14.1.3 Sanction duty could include:
Supporting the caretakers or cleaning staff
Supporting technician staff
Supporting individual departments in tasks
- 14.1.4 In carrying out these tasks it is essential that Health & Safety requirements are fulfilled.

15. Escalation Issues: (see flowchart Appendix 4)

- 15.1 Escalation issues are very serious misbehaviours and include the following:
- i. swearing at anyone abusively
 - ii. swearing in response to an instruction
 - iii. violent behaviour
 - iv. bullying
 - v. racial abuse
 - vi. refusal to follow instructions
- 15.2 The escalation issue will be investigated. The probable outcome will be, as a minimum, a day in the Internal Exclusion room (a day is defined as being 8.45 am until 4.15 pm) or, in some circumstances, immediate fixed term or even permanent exclusion.
- 15.3 Where a student has an identified Special Need careful consideration must be taken:
- to ensure that the escalation issue did not occur as a result of the child's needs not being met;
 - that if a sanction is to be given it is appropriate to the student's needs and/or disabilities and as such might be different to that given to a student without such needs, e.g. a series of detentions rather than IER or half a day of IER in Learning Support rather than the full day.
For students with ADHD the sanction should directly relate to the infringement. Misbehaviour in social times equals social time being removed; in lesson time withdrawal from lessons. The SENDCo must be involved in the decision making process for sanctions for any students with SEND and subsequently discussed with parents.
 - if the child fails to undertake the sanction successfully, prior to it being further escalated, as would be the case with most students, an opportunity for the sanction to be re-run (or if necessary adapted) must be considered. The focus should be on addressing the successful realignment of the behaviour and the recognition that every behavior carries consequences, rather than the actual sanction itself.
This consideration might lead to a longer lead-in time to the sanction being awarded to ensure all possibilities have been verified and addressed. However, early communication with the parent, even before a sanction is decided on, is essential.
- 15.4 Internal Exclusion (IE) carries the same weight as daily Fixed Term Exclusions. However, failure to comply in the Internal Exclusion Room may result in a 3 or 5 day Fixed Term Exclusion. If this is the case a pupil will complete the IE on return to school.

- 15.5 45 days of fixed term exclusion in any one year will result in permanent exclusion. However, the school reserves the right in extreme circumstances to move straight to permanent exclusion.
- 15.6 Following internal or fixed term exclusion pupils and their parents/carers will be expected to attend a reintegration meeting in which the conditions of returning to lessons will be laid down, including repair and rebuild with the offended parties as well as putting support in place to enable to pupil not to re-offend. (See reintegration meeting proforma Appendix 10 p27).
- 15.7 Repeat Offenders will be subject to a Pastoral Support Plan), which may include an exit strategy such as a Managed Move to enable the pupil to have a fresh start in another school. At Liskeard School and Community College, this will take the form of an Individual Provision Map (see Appendix 13, p31) and the student will be placed at School Based Support on the school's Record of Need (RON) if previously not on the RON. The plan will specify manageable short term targets to monitor and improve the behaviour and achievement of the student. At this stage it is essential to consider what, if any, in-school support can be engaged to help matters. For some students, it might be appropriate to have an amended curriculum plan, e.g. work experience or part time school as a part of a planned reintegration progression, etc. In some circumstances a risk management plan and/or external agency will be introduced or, if already in place, will be reviewed. If a team teach plan is required, the child will be shown the positive handling procedures prior to them being employed (see Restraint and Positive Handling Policy).
- 15.8 Any pupil with two internal exclusions cannot represent the school during that half term and will be allowed on school visits ONLY if integral to their curriculum. It may be necessary for a risk assessment to be undertaken depending on the nature of the pupil's behaviour record.
- 15.9 Pupils in Year 11 may be withdrawn from the privilege of attending the Leavers' Prom if their behaviour is persistently poor.
- 15.10 The procedure prior to an exclusion is as follows:
- i. The incident is investigated by a AHOY/HOY. It is vital that all parties involved in the incident are given the opportunity to make representations. It is best for written statements to be taken and put on record. Incident details should be recorded on SIMS and a student's behaviour record (available on SIMS) should be viewed and taken into consideration. Exclusion is a quasi-legal process and the onus is on the school to show the response is reasonable in the light of the evidence available.
 - ii. The decision to exclude can only be taken by the Headteacher/delegate. The member of staff investigating the incident will always refer on before a decision to exclude is made; it is good practice not to be judge and jury. If the Headteacher is on site, s/he must be one of the two decision makers. When the Headteacher is off site, the deputy/assistant Headteacher (or other person in charge) takes on this role.
 - iii. It is good practice for the school to contact a parent/carers by phone in the first instance. It is not permitted to send home a student without parental permission.
 - iv. A formal letter must follow as soon as possible (see exemplar in Appendix 8), normally the same day. In the letter, schools are bound to indicate: why the pupil has been excluded; state clearly the length of the exclusion; make clear the arrangements for re-admission; inform the parents of their right to appeal; explain that copies of the letter will go to the chair of Governors, the LA, EWO and the local police Youth Interventions Officer.
 - v. Ideally, two copies of any letter will be sent – one taken home by the pupil and a second sent by first class post.
 - vi. Copies of letters will be kept in students' records.
 - vii. If the exclusion is for more than 1 day the pupil should be given work to do at home. The HOY will use morning briefing to request work to be sent home and will arrange for marking the work and further setting should the need arise. Assistant Heads of Year will also be tasked to collect work for students.
 - viii. Re-admission to school after any exclusion is formal; parents will be asked to come into school with their child to discuss the situation. Please note this is not a legal requirement, and a pupil cannot be refused re-admission just because a parent declines to attend. In practice this is not normally an issue as most parents are keen to work with staff. It is recommended that the Assistant Headteacher (Inclusion) is present at all readmissions for Statemented pupils and Children In Care.
 - ix. Returning to school is a fresh start but the exclusion remains; it is not an indication that the student can work their way through the levels of sanctions again. Parents and students are informed that further incidents will result in another longer exclusion or permanent exclusion.
 - x. Pastoral Support Plans via an Individual Provision Map will be put in place (as above) for repeat offenders.
 - xi. The school refers to the National Standard List of reasons for exclusions (Appendix 11).

15.11 Six Day Plus Fixed Term Exclusions:

- 15.11.1 The school must provide full-time education (off-site or in a shared provision) from the sixth day of any fixed period exclusion of six days or longer.
- 15.11.2 The school has an agreement via the Caradon Behaviour for Learning Partnership to implement this provision.
- 15.11.3 Governors will need to be informed of all longer fixed term exclusions, i.e. more than 5 days, through the termly Curriculum and Learning Committee.
- 15.11.4 Any pupil with 15 or more days' exclusion, both internal and external, in any one academic year will be subject to a Governors' Disciplinary Hearing or any pupils of specific concern at the discretion of the Headteacher.

15.12 Managed Moves

- 15.12.1 Exclusion guidance recommends that a managed move may be appropriate if a school feels that it can no longer manage the behaviour of a particular pupil. The school may then ask another school to offer a place. But this should be done with the full knowledge and co-operation of everyone involved, including the parents and the LA and where it is in the best interests of the pupil.
- 15.12.2 This process is carefully managed via the Caradon Behaviour for Learning Partnership
- 15.12.3 Consideration must be given to the completion of the Common Assessment Framework Process (CAF) in respect of pupils accruing exclusion or being considered for a managed move to ensure that every effort is made to put coordinated support into place.

15.13 Permanent Exclusion

- 15.13.1 Exclusions are very disruptive to a pupil's education. However, no child should be allowed to disrupt others nor behave in such a way that the school community cannot tolerate the actions of the pupil. Despite all our best endeavours, it is clear that some young people will at times present challenging behaviour that is not acceptable. Exclusion as a solution may seem to be a counsel of despair but sometimes we do not have the resources for other solutions and will have done everything possible to help the student; in some cases the pupil will be permanently excluded.
- 15.13.2 A decision to exclude a child permanently is a most serious one. Usually, it is the final step in the process for dealing with disciplinary offences when a wide range of other strategies including external agencies have been tried without success, including the use of a Pastoral Support Plan (PSP). Any pupil facing permanent exclusion must have had a CAF Process in place. Permanent Exclusion is also an acknowledgement by the school that it has exhausted all available strategies for dealing with the child. It should normally, therefore, be used as a last resort.
- 15.13.3 There will however be exceptional circumstances where, in the Headteacher's judgement, it might be appropriate to exclude permanently for a first or one-off offence. These might include:
 - i. where there has been serious actual or threatened violence against another pupil or member of staff;
 - ii. sexual misconduct;
 - iii. supplying an illegal drug and/or repeated use of a drug on school premises.

Home School Agreement

Pupils, students, parents and staff are committed to working in partnership with each other.

A. Commitments made by the school - what staff promise to do

1. We will do our best to achieve the school's vision, goals and values.
2. We will make sure that each student is known as a person. Each student will be supported fully by a personal tutor, a head of year and by subject teachers.
3. We will keep good discipline. We will use rewards and sanctions consistently and clearly. We will praise students for doing well and for trying hard.
4. We will make sure the school looks attractive and is a stimulating and secure place for learning.
5. We will provide the right work for each student. It will fit the student's needs and abilities. It will build on past performance.
6. We will mark and assess work regularly. We will tell students how well they have done. We will tell them what to do to improve.
7. We will tell parents how things are going using:
the home/school planner - this will be signed by the tutor every week;
the Parents' Evening;
the Annual Student Report;
the Annual Profile from the governing body, and in other ways;
Interim Progress Reports;
the School web site.
8. We will welcome parents to school. We will reply to telephone calls within one school day. We will reply to letters within three school days. We will have someone to see you within two school days of being asked.
9. We will provide many extra-curricular activities and out of hours study support.
10. We will welcome suggestions from students, parents, governors and staff to improve the school.
11. We will work hard to safeguard all our pupils as detailed in the school's Child Protection and Safeguarding Policy.

B. Commitments made by the parents - what parents promise to do

1. I will support the education of my son or daughter.
2. I will help to make sure the student attends fully and keeps to time. I will write a note to explain any absence. I will write to ask for permission for the student to go on a family holiday - this must not be for longer than a total of 10 school days in any school year.
3. I will help the student to have the right books and materials in school every day.
4. I will help to make sure that homework is done - on time and to the right standard. I will look at and sign the home school planner each week.
5. I will let the school know about any problems or concerns. I will let the school know about any important

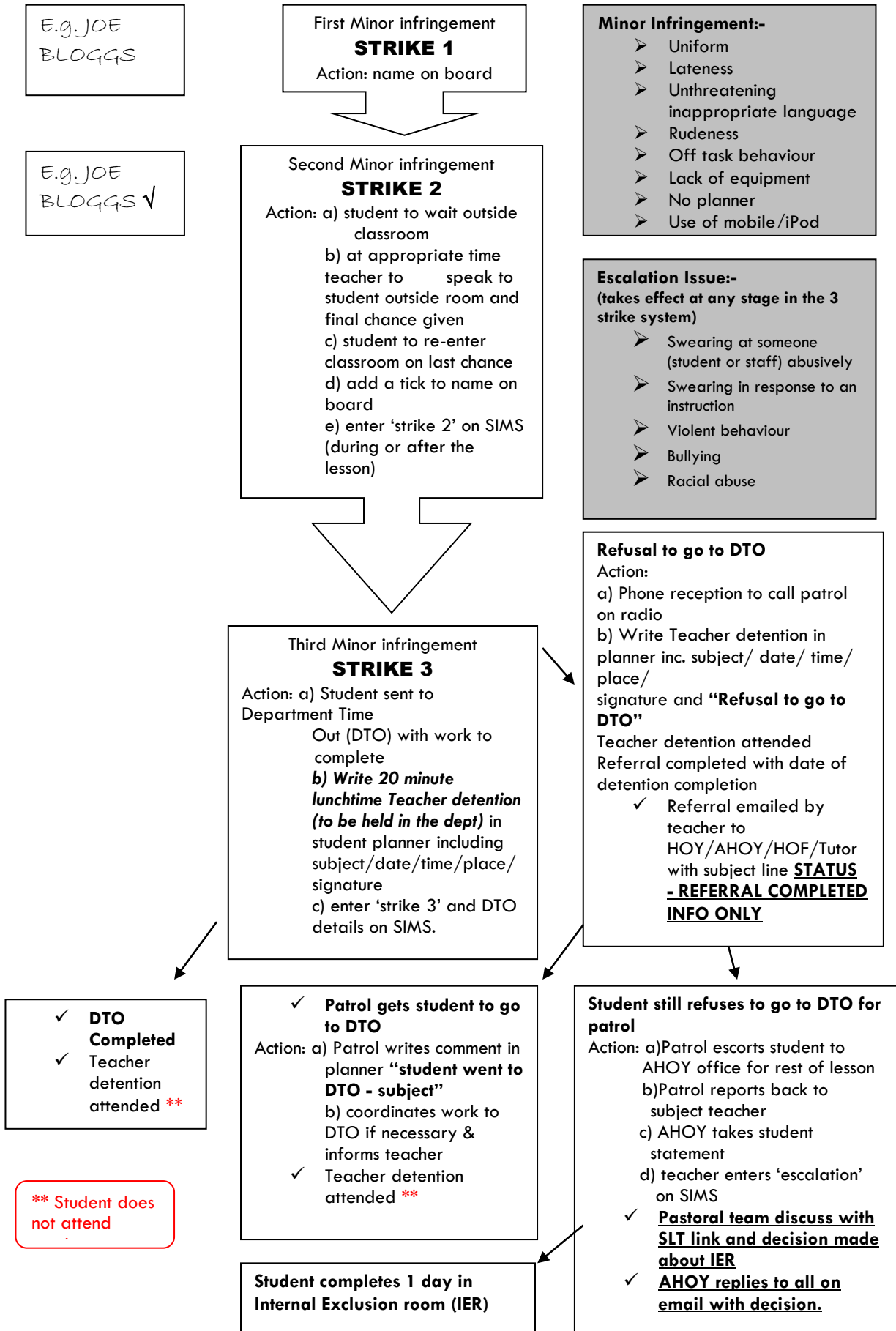
changes such as a new address, telephone number and email address. I will tell the school when things have gone well.

6. I will back up the school's Learning Agreement. I will support the rewards and sanctions.
7. I will do my best to make sure my child is wearing the correct school uniform and inform the school of any short term problems.
8. I will come to the Parents Evening each year.
9. I will make suggestions, when I can, of how school can be made better.
10. I will help to celebrate the achievements of my daughter or son.
11. I understand that the school has the power to exercise discipline beyond the school gates, on disciplinary matters that relate to the school, and fully support the Policy.

C. Commitments made by pupils and students

1. To do my best.
2. To follow the Learning Agreement.
3. To attend fully and keep to time.
4. To support the school's dress code.
5. To co-operate with other pupils, students and adults.
6. To respect the legitimate views and beliefs of others.
7. To use fully the systems for rewards and to help to celebrate the achievements of pupils and students.
8. To accept personal responsibilities.
9. To feel free to help to improve the school.
10. To approach school in a positive constructive way, expecting to learn and to succeed. To have fun and enjoy learning.

LISKEARD SCHOOL 2 STRIKE BEHAVIOUR SYSTEM



In the event that a student **does not attend the 20 minute lunchtime teacher detention** in the faculty when set please follow the procedure below

Action:
Teacher emails AHOY group email and copies email to relevant HOY.
Rachel Harris books student into After School Detention (ASD), informs student and logs on SIMS

Student completes Whole School ASD

- ✓ Rota teachers holding Whole School ASD notifies staff with attendees names
- ✓ HOY/AHOY updates SIMS record

Student does not complete Whole School ASD

- ✓ Duty AHOY holding Whole School ASD emails staff with non-attendees names as checked against the log on the N drive
- ✓ AHOY records on SIMS

Action:

- ✓ HOY/AHOY discusses issue with SLT link and decision made about Internal Exclusion (IER)

Student completes 1 day in Internal Exclusion room (IER)

FOR ANY MAJOR INFRINGEMENT SEE DETAILS ON ESCALATION ISSUES – see over

LISKEARD SCHOOL
3 STRIKE BEHAVIOUR SYSTEM
OTHER ISSUES

Uniform

1. All staff should confiscate items of clothing and jewellery that are not in line with the school policy and hand to the Assistant Head of Year in the Key Stage offices.
2. If not removable send the student to the AHOY so that they can arrange for either a change of clothing to be brought in to school or to be sent home to change (if possible). This will be done at AHOY's earliest opportunity.

Truancy

1. Lunchtime truancy may lead to supervised lunchtimes. This will be for the whole of the lunchtime (Supervised by 1 AHOY) It may also lead to a WHOLE SCHOOL ASD.
2. Students will be picked up by AHOY/Barbara Ball at the end of period 4
3. Truancy at other times will lead to WHOLE SCHOOL ASD or a day in the IER for repeated truancy.

Poor corridor behaviour

1. All staff should challenge poor behaviour in the corridor
2. Email to AHOY as soon as possible with details including students' name (if known) or witness details.
3. AHOY to issue sanction, if necessary WHOLE SCHOOL after school detention.

Litter and abuse of community surroundings

1. All staff should challenge litter dropping and other abuse of the surroundings.
2. Staff member to report name of student to AHOY by email
3. AHOY puts student name in litter book kept in caretakers office and tell student to report to Caretakers office in Old Block the next day at morning break-time
4. Caretaker will supervise students on litter duty for the whole of break-time and report 'no shows' to AHOY.
5. If the student does not attend the litter duty AHOY will issue the student with a WHOLE SCHOOL after school detention.

Mobiles/iPods

1. Mobile phones must be turned off and out of sight during lesson times and social times. They can only be used if they are part of a lesson activity which has been approved by the teacher.
2. Inappropriate use of mobile phones/iPods in lessons in school will lead to a sanction. The phone should be confiscated and given to the AHOY in the Key Stage office. This will be given back to the student at the end of the day. If this is a second or subsequent offence – the parent of the student will be contacted to collect the mobile phone from school. Staff must pass any details of issues with mobile phones on to AHOY by email as soon as possible.

REMEMBER.....

- * **CONSISTENCY IS THE KEY TO A SUCCESSFUL BEHAVIOUR PLAN**
- * **PRAISE IS ALSO VITAL TO SUCCESS**

**LISKEARD SCHOOL
3 STRIKE BEHAVIOUR SYSTEM
ESCALATION ISSUES**

Escalation issue:
(takes effect at any stage in the 3 strike system)

- Swearing at someone (pupil or staff) abusively
- Swearing in response to an instruction
- Violent behaviour
- Bullying
- Racial abuse

FOR ANY MAJOR INFRINGEMENT
SEE DETAILS ON ESCALATION
ISSUES – see below

ESCALATION ISSUE 1

Action:

- a) immediately call reception who will contact patrol
- b) patrol will escort student to AHOY
- c) AHOY will take statements from student
- d) teacher **MUST** complete SIMS entry, labelling entry 'escalation'
- e) email the relevant HOY/AHOY/HoF/Tutor at the earliest opportunity with subject line **STATUS - ESCALATION ISSUE - ACTION NEEDED**. Provide relevant details and names of any witnesses or others involved

Action:

- a) HOY/AHOY discusses issue with SLT link and a decision is made about Internal exclusion
- b) AHOY actions date for completion of IER
- c) HOY/AHOY completes SIMS entry and notifies all staff involved of the sanction and action taken

Failure to complete IER satisfactorily – 2nd chance

2nd failure to complete IER satisfactorily – fixed term exclusion

HOY/AHOY arranges reintegration meeting.

If multiple visits to IER
HOY/AHOY arranges organisation of pastoral Support Plan

LISKEARD SCHOOL 3 STRIKE BEHAVIOUR SYSTEM

REFERRAL FORM

STUDENT NAME	(insert student name here)	TUTOR GROUP (insert Tutor group here)	REFERRAL MADE BY: (insert your name here)				
DATE	(insert date here)	TIME/PERIOD (insert time here)	SUBJECT				
LEVEL ONE – 2 STRIKES & DTO (add three ticks)	TICK/ DETAIL (√)	ESCALATION ISSUE	TICK/DETAIL – include witness names (√)				
Uniform		Swearing at someone abusively					
Lateness		Swearing in response to an instruction					
Unthreatening inappropriate language		Violent behaviour					
Rudeness		Bullying					
Off task behaviour		Racial abuse					
Lack of equipment		EXTRA DETAIL : Please complete if you need to add more detailed explanations					
No planner							
Use of mobile/ iPod							
DEPARTMENT/ TEACHER Lunchtime detention		WHOLE SCHOOL After School detention		Internal Exclusion Room		On Sims:	
Date set	Date completed	Date set	Date completed	Date set	Date completed	Date: Signature:	
SEND Status K		S <input type="checkbox"/> □		A copy must be sent to SENDCo as well as HoY/AHoY			



LISKEARD SCHOOL AND COMMUNITY COLLEGE

AFTER SCHOOL DETENTION RULES

- 3 Follow the instructions of staff at all times.
- 4 Arrive promptly at 3.15 pm.
- 5 Register with the duty Assistant Head of Year.
- 6 You must not communicate with any other student in detention. You will remain silent.
- 7 If you require anything during detention you need to raise your hand and speak to a member of staff when instructed.
- 8 Get your own desk and chair out and place it where instructed at the start of the detention and put it away at the end of the detention.
- 9 During the detention you will complete the work that is set for you by the duty member of staff.
- 10 Toilet breaks will not be allowed in detention.
- 11 Failure to comply with these rules will either lead to a repeat detention or an 'Internal Exclusion' (IER).



'ACHIEVING MORE TOGETHER'



Appendix 7
Sanctions Procedures

Lateness (per half-term)	First occasion	Break time detention
	Second occasion	Break time detention
	Third occasion	After school detention AHOY contacts parent
	Fourth occasion	After school detention AHOY contacts parent Early morning report to AO & HOY
	Fifth occasion	As above Lose break & lunch times
Equipment (per half-term)	First occasion	Break time detention
	Second occasion	Break time detention
	Third occasion	After school detention AHOY contacts parent
	Fourth occasion	After school detention AHOY contacts parent
Homework (per half-term)	1 missed homework	Teacher issues subject lunchtime detention.
	2 missed homeworks	Teacher issues subject lunchtime detention. Teacher contacts home.
	3 missed homeworks	After school detention issued by HOF. HOF considers referral to HW Club. HOF to monitor.
Department Time Out (per half-term)	3 DTOs in 1 subject	After school detention issued by HOF followed by parental meeting with HOF & teacher. HOF to monitor.
	5 DTOs across multiple subjects	1 day internal exclusion. Re-admission with HOY/AHOY. HOY to monitor.
Missed detentions	Failure to attend subject detention	After school detention issued by HOF.
	Failure to attend after school detention	1 day internal exclusion. Re-admission with AHOY/HOY.
	Failure to attend compulsory HW Club	1 day internal exclusion. Re-admission with AHOY.
After School Detentions (per half-term)	5 ASDs	1 day internal exclusion. Lose break and lunch times for a week. Re-admission with HOY/AHOY. HOY to monitor.
	10 ASDs	3 day exclusion.
Internal Exclusions (over 1 term) Note: IEs refer to number of incidents rather than days in IER	1 internal exclusion	Re-admission with AHOY or HOY depending on circumstances (or HOF if IE given for escalation within lesson).
	2 internal exclusions	Re-admission with HOY and ASD issued. Any pupil with 2 internal exclusions cannot represent the school during that half term and will be allowed on school visits ONLY if integral to their curriculum. It may be necessary for a risk assessment to be undertaken depending on the nature of the pupil's behaviour record.
	3 internal exclusions	Re-admission with SLT and HOY/AHOY. ASD issued. Parents advised further incident will result in 3 day exclusion.
Fixed term exclusions	10 ASDs in a half-term More than 3 IEs in one term Single serious incident	3 day exclusion Readmission with SLT & HOY HOY Report
	More than 3 IEs in two successive terms	5 day exclusion Readmission with SLT & HOY

	2 nd serious incident 1 st very serious incident	BSP written SLT Report
	3 rd serious incident 2 nd very serious incident	5 day exclusion Readmission with SLT & HOY BSP written/reviewed SLT report Parents informed that further serious incident will lead to disciplinary hearing and potential managed move
	Persistent poor behaviour (as per the above) or extremely serious incident	Managed move/permanent exclusion

Appendix 8

Exclusion Letter (example)

«Parental_addressee»
«AddressBlock»

Date

Dear «Parental_Salutation»

«Name» DOB:«DOB»

Liskeard School and Community College – Fixed Term Exclusion 1-5 days

I am writing to inform you of my decision to exclude «Forename» for a fixed period of _ days. This means that she will not be allowed in school for this period. The exclusion begins on DATE and ends on DATE.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude «Forename» has not been taken lightly. «Forename» has been excluded for this fixed period because of:

- [reasons]

In making the decision to exclude «Forename» I have taken her previous behaviour record both positive and negative into consideration.

You and «Forename» are requested to attend a reintegration interview with a member of the Senior Leadership Team at school on DATE.

If that is not convenient, please contact the school to arrange a suitable alternative date and time. If you have any particular needs because of a disability or you require support if English is not your first language, please let us know in advance so that we may be ready to assist you on your arrival. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on DATE unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child 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 «Forename» to be completed on the school days specified in the first paragraph during the period of this exclusion. The work set will be available in the school reception. Please ensure that work set by the school is completed and returned to us promptly for marking. If «Forename» has access to the internet at home she can also complete work or revise from any of the following:

- By checking her school email account to access work which may be emailed directly from her teachers. To log in go to: <https://login.microsoftonline.com/> The log in is her school username@liskeard.cornwall.sch.uk The password is the same as «Forename» uses to log on to the school's computers.
- MyMaths (www.mymaths.co.uk, login: liskeard, password: decagon)
- Moodle (<http://learn.liskeard.cornwall.sch.uk>), «Forename» should login using her normal school username and password. Once on Moodle, «Forename» will be able to access a range of resources such as IT work and Spellzone.
- www.bbc.co.uk/schools/bitesize/

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the Clerk to the Governing Body, at the school (address above) as soon as possible. Whilst the governing body has no power to direct reinstatement, they

must consider any representations you make and may place a copy of their findings on your child's school record.

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 Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9BG.

You also have the right to see a copy of «Forename»'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of «Forename»'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact The Coram Children's Legal Centre. They aim to provide legal advice and information to parents on state education matters. They can be contacted on 0345 345 4345 or on <http://www.childrenslegalcentre.com/> . The advice line is open from 9am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

«Forename»'s exclusion expires on DATE and we expect «Forename» to be back in school on DATE.

Yours sincerely

Alex Lingard
Head Teacher

Cc: Head of Year, Attendance Officer, Education Welfare Officer,
Youth Interventions Officer [Devon & Cornwall Constabulary]

Appendix 9

Reintegration Letter (example)

[Date]

«Parental_addressee»

«AddressBlock»

Dear «Parental_Salutation»

Re: «Forename» «Surname», dob «DOB»

I am writing to confirm that «Forename» was successfully readmitted into school after his/her recent exclusion. At the meeting we agreed the following action points:

- *(insert action points agreed on the readmit proforma)*

Yours sincerely

(Name of SLT link)

FIXED TERM EXCLUSION REINTEGRATION MEETING PROFORMA

A member of the SLT must be present at the meeting

DATE

Pupil:	T/gp:
--------	-------

Total days fixed term exclusion this academic year:

Present:

Reason for Fixed Term Exclusion:

Points discussed: (To be completed by SLT link)

-

Support strategies already in place or to be actioned:

-

Targets/Action points agreed:

-

Future Actions if targets/action points are not adhered to or are successfully achieved:

-

To be placed at Stage __ of the school's behaviour levels

Pastoral Support Plan attached

Appendix 11

National standard list of reasons for exclusions

This list from the Department for Children Schools and Families (DCSF) Teachernet site provides descriptors of reasons for exclusions.

a) Physical assault against pupil

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

b) Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

c) Verbal abuse / threatening behaviour against pupil

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

d) Verbal abuse / threatening behaviour against adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

e) Bullying

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

f) Racist abuse

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

g) Sexual misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment

- Lewd behaviour
- Sexual bullying
- Sexual graffiti

h) Drug and alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

i) Damage

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti
- Deliberately setting off a fire extinguisher

j) Theft

Includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on a school outing
- Selling and dealing in stolen property

k) Persistent disruptive behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

l) Other

Includes incidents which are not covered by the categories above, but this category should be used sparingly



School Uniform

Wearing the school uniform creates a sense of pride, loyalty & equality

To succeed in life it is important to have the highest expectations in everything you do. You have a uniform to wear, so wear it well and wear it with pride.

Our Expectations:

- To wear the correct uniform smartly to & from school, at school and when you are on a trip
- Top buttons must be fastened
- Ties should be worn properly (the appropriate length with the logo visible)
- Shirts must be tucked in
- You must have a blazer with you at all times. If it is hot you can take it off

No trainers, no hoodies, no cardigans, no jewellery (except one gold/silver stud earring in each ear lobe), no excessive make-up, no nail varnish, no brightly coloured t-shirts showing, no unnatural hair colour, no skinny or clingy trousers/chinos/skirts.

Uniform Infringement

Wearing a non-uniform item e.g. cardigan, hoodie or jewellery

Inappropriate trousers/skirt

Inappropriate footwear

Not wearing the uniform smartly or properly

Wearing a brightly coloured t-shirt

If you don't have a top button on your shirt

Unnatural hair colour or extreme hairstyles

Excessive make-up or nail varnish

CONSEQUENCE

The item will be confiscated. It can be collected at the end of the half-term

You will be sent home to change and you will be isolated until your parents can be contacted

You will be given plimsolls to wear. You must then sort out your footwear for the next day

You will be asked to correct your uniform. If you persist in wearing the uniform incorrectly you will receive an after school detention or IER. If you have a 'normal' tie and don't wear it properly you will have to buy and wear a clip-on tie.

You will be sent to the nearest toilet to remove the t-shirt. The t-shirt will be confiscated.

You will be sent to the HOY office to sew on a button. If you continue to pull off the button you will receive an ASD and then an IER.

You will be sent home to sort out your hair and you will be isolated until your parents can be contacted.

You will be sent to the HOY office to remove it. If you persist in wearing excessive make-up or nail varnish you will receive an ASD.

IF YOU FAIL TO HAND OVER A NON-UNIFORM ITEM WHEN ASKED OR IF YOU PERSISTENTLY WEAR THE UNIFORM INCORRECTLY YOU WILL BE SANCTIONED (ASD or IER)

<p>Date: Present:</p>	<p>Current attainment Maths:</p> <p>Eng:</p> <p>Science:</p> <p>Other notable subjects:</p>	<p>Pupil:</p>				
<p>Review Date:</p>	<p>Attendance:</p> <p>Merits:</p> <p>Behaviour:</p> <p>FTE No:</p> <p>IERs No:</p> <p>Progress 8 Score:</p>	<p>School:</p> <p>Parent/Carers:</p> <p>External Agencies:</p>				

Appendix 14
HOMEWORK NON-COMPLETION PROCEDURES

Homework
Liskeard School sanctions for non-completion

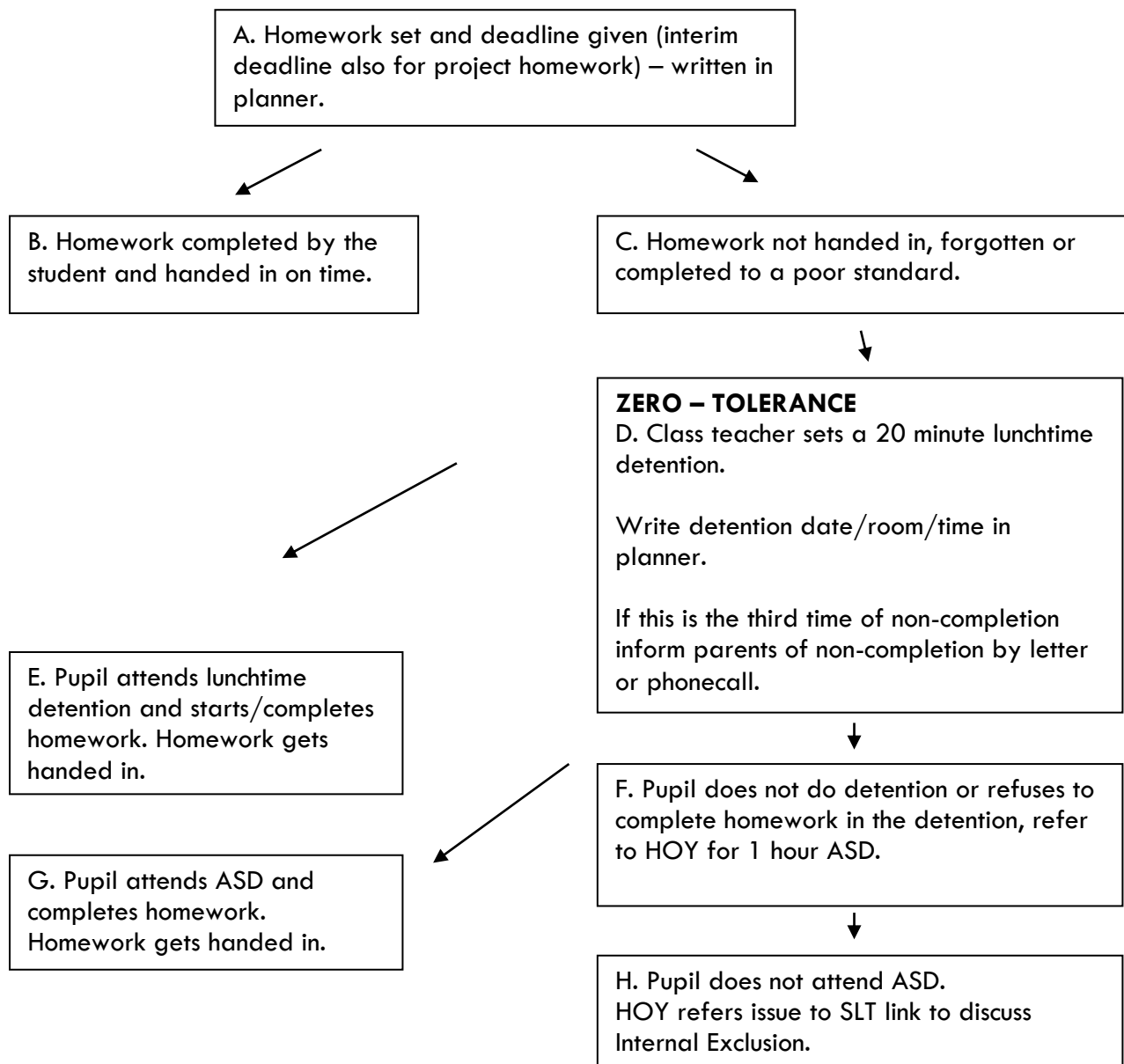
If a student does not do homework for your subject it is the teacher's responsibility to follow this up in the first instance. This should be done via setting a Teacher/Department 20 minute lunchtime detention.

The homework should be done/started in the 20 minute Teacher/Department Detention. If complete the work should be handed to the teacher, if not another deadline for completion should be set.

If the student does not attend the Teacher/Department detention the issue should be referred to the HOY for a 1 hour ASD.

If the homework is project homework there must be an interim deadline set and the teacher should check the progress of the work towards target at this point. (If appropriate, written feedback should be provided.) If the student does not produce work at the interim, please contact parents to make them aware of the issue and deadline. This should minimise the number of students not handing in project homework.

All homework set should be appropriately differentiated and accessible to all students.



Appendix 15

EXCLUSION CHECKLIST

This must be completed when asking ALL/RRQ/JAO to consider a possible Fixed Term Exclusion for an escalation issue.

Have statements been taken from:

- All relevant members of staff?
- Witnesses?

Have alleged perpetrators given statements?

If alleged perpetrators have been sent home for safety reasons, when will their statements be taken? If necessary, make arrangements for parents to bring them into a separate meeting the next day and leave the decision on sanction in abeyance until this has been done.

Are the witnesses reliable? Independent?

Have any anomalies in statements/perspectives been explored with the various parties?

What is the outcome of those explorations?

Have the student's needs been taken into account?

1. SEND – has SENDCo been informed?
2. Equality and Diversity

Have parents of relevant parties been contacted?

What is the previous behaviour record like – positives and negatives?
(Print off and present with statements)

What issues/support needs to be explored at reintegrations?

Who is best to lead the reintegration meeting?

- Child Protection – Assistant Headteacher Inclusion
- Child In Care
- Statemented

Letter sent

Work arranged

Behaviour log

Statements

}

Info pack

ready for reintegration

Remember

- Fairness to all
- Be calm and reflective when making decisions
- What is the best/most effective

The process and decision need to be clearly evidenced in case of complaint

If the incident could potentially lead to a permanent exclusion, the fixed term letter must state: *“in the first instance pending further enquiries.”*