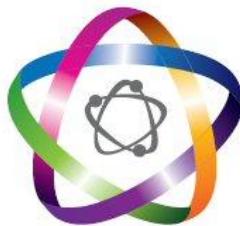


POLICY DOCUMENT No P05



DEBENHAM HIGH SCHOOL

A Church of England High Performing Specialist Academy



POSITIVE MANAGEMENT OF BEHAVIOUR POLICY

This policy is reviewed every two years by Full Governing Body

History of Document

Issue No	Author/Owner	Date Written	Approved by Governors on	Comments
Issue 1	Barry Smith & Pauline Crowley	7/May/99	11/May/99	1 st issue after Governors approval
Issue 2	Andrew Bloom & Pauline Crowley	Dec 02		Staff titles changed with other minor amendments
Issue 3	Andrew Bloom & Pauline Crowley	Mar 05	23/Mar/05	Revised to bring into line with Pyramid Policy
Issue 4	Louise Ramsay	May 09	24 Jun 09	Complete revision
Issue 4a	Louise Ramsay	Mar 10	23 Mar 10	Minor amendment
Issue 4b	Louise Ramsay	Feb 12		Minor update to bring in line with Pupil Log Book
Issue 5	Simon Martin	May 12	19 June 12	Reviewed to include Use of Force
Issue 6	Julia Upton	Nov 13	3 Dec 13	Amendment
Issue 7	Julia Upton	May 14	30 Apr 14	Minor Amendment
Issue 8	Simon Martin	April 2016	3 May 2016	Minor revision + new awards
Issue 9	Simon Martin	Nov 2018	3 Dec 2018	Minor revisions & incorporation of anti-bullying policy
Issue 10	Simon Martin	Dec 2020	8 Dec 2020	Very minor clarifications.
Issue 11	Louise Ramsay	Sept 2021	14 Dec 2021	Minor changes to reflect KCSiE 2021
Issue 12	Simon Martin	Sept 2022	4 Oct 2022	Minor change to reporting via CPOMs and amendments made following DfE 2022 Update

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1. Statement of Principles

Legislation requires that a statement of principles promoting good behaviour be provided by Governors. It has been developed and agreed by the Governing Body in line with the Statutory Guidance. These principles will underpin the school's Positive Management of Behaviour Policy, which will define the roles, responsibilities and practice in this area.

Establishment and implementation of the policy lies with the Headteacher of the school. The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone. The application of the policy will be fair, proportionate and reasonable.

Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.

The Positive Management of Behaviour Policy is written to fulfil the Governors' duty of care to pupils and employees and to promote teaching and learning and high standards of attainment. The policy defines measures to achieve these objectives. The Governors expect the Positive Management of Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

In developing strategies for the positive management of behaviour in school the policy makes use of both rewards and sanctions, establishing a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Rewards are used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. Sanctions are used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the school's values of mutual respect, the policy supports restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

The school's policy will need to balance both collective and individual needs. The application of rewards and sanctions should have regard to the individual situation and the individual pupil and the school is expected to exercise discretion and sensitivity in their use. However, different application of the school's policy should be used sparingly and rarely as to not diminish the purpose of the policy, whilst taking into account the needs and wellbeing of the wider school community.

The Positive Management of Behaviour Policy makes clear the rights and responsibilities of all the school community – pupils, staff, parents and carers and Governors. The policy's framework of rules, rewards and sanctions should be clear to all those involved. The policy should include a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It also includes provision for concern to be raised against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The policy includes procedures to measure its effective communication, its consistent application, and the community's perception of it.

2. Introduction

It is the school's belief that behaviour must be managed positively.

This is achieved by:

- Treating students with respect and encouraging mutual respect
- Getting to know students as individuals
- Rewarding good behaviour
- Providing interesting and stimulating classroom activities
- Developing positive relationships
- Giving students clear guidelines.

Rights and Responsibilities, Classroom Expectations and School Expectations (Appendix 1) are printed in the student Log Book and displayed on classroom walls.

When poor behaviour does occur:

- Each teacher or supervisor of students is responsible for following up incidents of poor behaviour.
- All staff must apply this Behaviour Policy consistently so that students know exactly where they stand.
- Sanctions must be fair.
- Incidents of poor behaviour and action taken must be recorded on CPOMS.
- Classroom Teachers, Heads of Faculty, Heads of Year and Senior Leadership Team (SLT) must feedback any action they take via the internal behaviour system CPOMS
- Students should be seen individually to take statements of any incident, this should be done in a timely manner and also in a place which is not accessible to other students at the time of taking the statement.

3. Debenham Pyramid Schools Common Principles of Behaviour

The following principles are applied in the High School and all Primary Schools in the Pyramid.

There are common rights to all people in schools:

- to be listened to;
- to be safe and secure in a happy and caring environment;
- to be challenged and to learn, having the confidence to ask for help and the knowledge that mistakes can be a valuable part of the process;
- to be respected and valued regardless of differences of race, disability, sexuality, gender, culture or religion;

These rights apply to all members of the school community; students, parents/carers, teaching and non-teaching staff.

We aim to:

- encourage positive behaviour rather than punish negative behaviour
- distinguish clearly between appropriate and inappropriate behaviour
- promote consistency of action and response to which all members of the school community are committed.

We promote consistency of action and use the '4 Ws':

What happened or what did you do?

Why was your behaviour inappropriate?

What is your explanation?

What can you do to put things right and how can I help you?

We promote consistency of response by using a staged approach. This framework gives examples of behaviour and responses at each stage. It is not intended that in all circumstances there will be a ladder of progression, or that it is an exhaustive list of behaviours.

	Behaviour	Response
Stage 1	Minor disruptions eg fiddling, annoying others	Teacher-led response in classroom
Stage 2	Continuing minor problems that do not respond to Stage 1 interventions	Parent/Carer informed; referral to Head of Faculty or Head of Year. Faculty or School Lunchtime Detention.
Stage 3	Further disruption of increasing seriousness, eg poor attitude, rude, unresponsive	Senior Teacher or Headteacher involvement Detention – Lunchtime or After School. Parents informed of the incident and sanction.
Stage 4	Serious misbehaviour, eg sexual harassment; intimidation, bullying, vandalism, racism, defiance of staff	Parent/carer informed. Explore possibility of setting up Behaviour Support Plan. Involvement of outside agencies in some cases. Further sanctions applied which may include internal isolation. DSL informed in any cases of child on child abuse.
Stage 5	Serious violation of school rules, eg verbal abuse or gesture towards staff, violence , substance abuse, serious	Suspension. Communication with Parents/ Carers; Student to have re-integration Meeting with Head or Deputy and parents/carers. Head of Year or SENCo to set up Pupil Support Framework. Involvement of outside agencies in some cases.

	sexual harassment or abusive behaviour no response to Stage 4 interventions	Opportunity, following the decision, to talk with a member of the Senior Leadership Team. Following a second suspension the PSFP will be set up with a senior member of staff. DSL informed in any cases of child on child abuse.
Stage 6	A third offence at Stage 5 after 2 suspensions	Permanent exclusion DSL informed in any cases of child on child abuse.

The response from stage 1-5 will use this framework as a guideline to inform a consistent, fair and proportionate response. At stages 5 and 6 at Debenham High School the response is always discussed by at least two members of SLT, one of whom will be the Headteacher or Deputy Headteacher. Cases involved child on child abuse will always be referred to the Designated Safeguarding Lead. Support will be offered to the victim and both sanction and support to the perpetrator.

4. Supporting and Encouraging Students

a. Commendation and the Debenham Awards

Commendations (Lower School) and The Debenham Award (Upper School) are recorded in Log Books and can be awarded for the following:

Academic Achievement

- 5 Credits in one subject - logged in a student's exercise book by the subject teacher.
- One outstanding piece of work in a subject – assigned by classroom teacher.
- Progress made in Interim Reports and Full School Reports – assigned by Form Tutor.

Behaviour and Attitude

- No negative or critical notes in Log Books throughout a Half Term – assigned by Form Tutor.
- Improved behaviour over a Half Term - assigned by Head of Year or Form Tutor.

Attendance and Punctuality

100% attendance throughout a Half Term – assigned by Form Tutor.

Contribution to the School Community

- Representing the school in any way, eg sports teams, music groups, chess - assigned by the organiser of the event.
- Participating in school assemblies – assigned by the Senior Leadership Team (SLT).
- Helping at Parent/Carer Evenings – assigned by SLT.
- Involvement in School Council or Peer Mentoring – assigned by the Librarian and Pastoral Assistant.
- Regular attendance at Extra-curricular Clubs – assigned by club leader.
- Involvement in House Activities – assigned by Form Tutor or School Sport Coordinator.

The Debenham Award

Students are presented with Debenham Award certificates at half-termly Year Assemblies. Gold certificates attract further rewards.

Years 7, 8 and 9 - students with 20 - 34 Commendations win a Bronze certificate, those with 35 – 49 Commendations win a Silver certificate and those with 50 or more win a Gold certificate.

Years 10 &11 - are awarded the Debenham Award for achievement in a wide range of subjects, this award also recognises participation in extracurricular activities and 100% attendance. Students can work to the Bronze, Silver, Gold and Platinum award.

b. Other ways to recognise and reward success/ good behaviour and work:

- Achievement assemblies for the Upper and Lower Schools.
- 100% Attendance raffles each Year in achievement assembly and names published on year boards.;
- Postcards of praise/letters of praise from the classroom teacher;
- Letters of praise from the Headteacher for outstanding school reports and interim reports;
- Certificates of success awarded by individual faculties/departments;
- School Certificates of success awarded for various school activities;
- Notice boards used to celebrate success, with photo displays. Year Notice Boards kept up to date by students within that year;
- Local press, TV and radio informed of successes and special events;
- The school's official Newsletter – ASPIRE is issued every half-term to inform parents, students, staff and the local community of individual and school successes, events and activities;
- The school Website includes examples of events and achievements to be celebrated;
- Activities, trips, watching productions and Activities Week at the end of the summer term. Students are occasionally withdrawn from such events if their behaviour has consistently been below the school's expectations.

c. Supporting the few who have problems

- Support is available from a professional school talk therapist employed by the school;
- School chaplains are available for 1-1 sessions and at quiet space twice a week
- Peer Mentoring is provided by trained students in Years 9, 10 and 11; this includes a Drop In for Year 7; Match Mentors for individuals; Form Mentors for Years 7
- External support is sought for specific emotional and behaviour needs. A range of resources is used, including the local Pupil Referral Unit (PRU), County Inclusive Student Support (CISS); Circle of Friends and Anger Management courses
- Time Out Record Cards may be given to students by the Assistant Headteacher for Pastoral Care or the Head of Year. The card permits a student to leave a lesson when he or she feels in need of support outside the classroom - see Appendix 3;
- Support Cards set targets for students to support their attempts to get organised or behave positively. They are set up by the Head of Year and monitored by the Head of Year and Form Tutor – see Appendix 4;
- Learning Behaviour Grade Report Cards monitor effort in lessons. They are set up by the Head of Year and monitored by the Form Tutor – see Appendix 5;
- Daily Report Cards set specific targets, aiming to correct behaviour and improve learning. They are administered by the Head of Year – see Appendix 6;
- Lunchtime Report Cards monitor behaviour at lunchtime. They are administered and monitored by the Head of Year – see Appendix 7;
- Parents are closely consulted and meet with relevant staff to identify concerns and possible strategies. Contact with parents is noted on CPOMS.
- The Suffolk Pupil Support Framework is used for any student who is causing serious concern and runs the risk of a long fixed-term exclusion or permanent exclusion. These are administered by members of the SLT and/or Head of Year for no more than 16 weeks.

d. Supporting all students

All students in year 11 are mentored by their Tutor team to support them as GCSE approaches. The students meet their mentor at regular intervals to discuss concerns and to develop strategies for improving. Selected students have more intensive mentoring where specific needs are recognised.

Alternative curriculum choices are sought for appropriate students in KS4, including college courses, work placements and bespoke courses, depending on the individual need and local offer at the time of consideration.

5. Dealing with Poor Behaviour**a. Standard classroom management of low level disruptive behaviour**

1st offence - In the first instance staff will reinforce expectations of behaviour, following this a range of strategies will be used which could include the following. The response will depend on the nature and repetition of the incident.

2nd offence - Student is moved to another part of the room or, if there is no alternative, outside the classroom for 5 minutes. Students should never be outside a room for more than 5 minutes “cooling off” time.

3rd offence – Student is kept in for 10 minutes at the next break or lunch. Staff member notes the incident in the Log Book and takes responsibility for the initial follow up. Other members of Faculty give support if necessary.

4th offence - Student sent to Faculty isolation or detention by Head of Faculty, depending on the arrangements within the Faculty. A letter is sent home by Head of Faculty or teacher (copy to Head of Year).

5th offence - Student is given a whole school detention by SLT at lunchtime or after school. This is arranged between the Head of Faculty, Head of Year and SLT. A standard letter is sent home.

6th offence - Student is referred to a member of the Senior Leadership team (SLT). Isolation or fixed-term exclusion may be given for persistent disruptive behaviour. Parents/Carers will be contacted or invited to meet the Head of Year or a member of SLT.

e. Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 25 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.

f. Dealing with non-classroom issues

It is the responsibility of all teaching and supervisory staff to tackle students who do not comply with the school's Common Principles of Behaviour (section 2) and Expectations (appendix 1).

These are some examples of the sanctions that may be used:

Concern	Staff Actions	Form Tutor response	Pastoral Response	SLT Response
No Log Book	Report to Form Tutor. Form Tutor issues temporary Log Book page. Form Tutor checks student has Log Book for the rest of the week.	Form Tutor passes names to Head of Year if offence repeated. Break-time detention set by Form Tutor.	HofY writes home where appropriate in persistent cases. Lunchtime detention. Refer to SLT.	Contact Parent/Carer. After-School detention given.
Mobile Phones	Phone is confiscated and handed in to front office. Detention given.	Note in log book	If phone is confiscated for a subsequent time, parents will be asked to come into school to collect the phone.	Contact Parent/Carer.
Low level, Inappropriate behaviour at break/lunch time	Report to duty lead or HoY	Form Tutor may form part of the restorative discussion.	Sanction applied, HoY contacts home where appropriate.	Contact Parent/Carer. Sanction applied
Uniform incorrectly worn	Always comment and wait for adjustment to be made to uniform.	Check Uniform. Uniform Report set by HoY if repeated offence.	2 crosses on Uniform Report = lunchtime detention. Parent/Carer informed via telephone or letter.	2 Lunchtime detentions = After-School detention. Parent/Carer contacted. Where students do not have correct uniform alternatives are sought. Isolation may be used if the issue is unresolved.
Incorrect Uniform e.g. incorrect shoes	Student given time to remedy the issue.	Alternative uniform made available where possible.	Student in isolation if issue not remedied and parents informed.	Parents contacted and asked to address the issue.
Smoking	Report to SLT			Suspension if the smoking is on the school site.
Possession of Alcohol Drugs	Report to SLT			Exclusion

Weapons				
Truancy during the school day.	Report to SLT			School Detention. Parent/Carer contacted
Defiance/ verbal abuse or gestures to a member of staff	Report to SLT			Parent/Carer always informed or invited in to discuss; sanctions could include exclusion.
Persistently ignore school rules	Report to SLT			Parent/Carer always informed by member of the SLT. A range of sanctions to be applied depending on the offence.
Sexual violence/ Harassment	Report to DSL			DSL works with HoY depending on the seriousness and persistence of the action to support both victim and perpetrator. Sanction to be applied in accordance with severity of the case. Parent/carer informed
Violence to other students	Staff deal with the issue and pass onto HoY		HoY applies appropriate sanction	Isolation or exclusion dependant on severity of violence

In extreme cases, if an after-school detention has been issued and there has been little improvement, the Head of Year and SLT will put the student into isolation in school for a day. Parents/Carers will always be informed. Continued disruptive behaviour and failure to keep school rules could lead to a suspension

The pastoral lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

g. Class and Homework

Failure to complete class and homework can create real problems for students. Teachers therefore aim to ensure that all class and homework:

- is clearly set
- is accessible to all students, appropriate and differentiated
- includes a variety of tasks, not just written ones
- homework has a clearly identified and realistic completion date
- homework is accurately and legibly recorded in the Log Book.

When homework is not completed the following strategies are employed:

Concern	Staff Action
Failure to complete class or homework and no valid reason given	Subject teacher writes note in Log Book or phones parent/carer. Noted on CPOMS Possible subject detention. Class or homework must be done by the next lesson in that subject.
Repeated/continued failure to complete class/home work will lead to one or more of the strategies listed.	Student sent to Head of Faculty who phones parent/carer or sends standard letter home. Class or homework must be done by next day and be submitted to Head of Faculty. Head of Faculty places student in School Lunchtime detention for the completion of work Head of Faculty places student in Friday evening after school detention for the completion of work.

6. Exclusions

a. Introduction

Exclusion is the last resort after a range of measures has been employed to improve a student's behaviour. In most cases a Suffolk Pupil Support Framework will have been negotiated to support that individual. The school will also have worked with parents and, where applicable, outside agencies.

b. Support

While trying to promote good behaviour, teachers will have used appropriate strategies as listed in section 4 as well as some of the following, where appropriate:

- Encouragement through the rewards system.
- "Time out" option from whole lessons
- Internal isolation
- Altered curriculum to defuse problems in particular lessons
- Alternative curriculum with work placement for KS4 students
- Review meetings including multi-agency meetings
- Alternative arrangements, for example on school bus, at registration time, in certain areas of the school at break and/or lunchtime
- Managed move to another school suggested to parent/carer and the Local Authority.

c. The Decision to Exclude

The decision to exclude a student will be taken by the Headteacher only in response to serious breaches of the school's Behaviour Policy or if allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school community.

As only the Headteacher can exclude, it may be necessary to send a student home before all the appropriate details are known and a final decision about exclusion is taken. The Headteacher ensures that the student has given her/his version of events and checks what provocation there was for the incident. The Headteacher may consult with others, though not with those on the Governors' Hearings and Pupil Discipline Committee. The standard of proof to be applied is the balance of probabilities: if it is more probable than not that the student did what she or he is alleged to have done, the Headteacher may exclude the student.

d. Permanent exclusions or fixed-term exclusions may be used for offences including: This is not intended to be an exhaustive list and there are likely to be some behaviours or incidents which are not listed which may lead to an exclusion.

- Bullying
- Fighting
- Refusal to obey instructions
- Obscene language or gesture to staff, students or visitors
- smoking
- Possession of drugs/alcohol or use of these within the school environment
- Sexual /racial/homophobic harassment
- Continual refusal to accept school's code of conduct
- Regular or serious abuse of school's ICT system
- Cheating in external exams.
- Demanding money with menaces
- Constant or serious refusal to follow school uniform policy
- Deliberate vandalism of school property

- Stealing
- Being in possession of an offensive weapon
- Damage/vandalism to school or other's personal property
- Arson
- Any other offence the Headteacher deems serious enough

Dependent on the circumstances, the decision to permanently exclude may be made for a first or one-off offence. This might include:

- Serious actual or threatened violence against another student or member of the school community
- Sexual abuse or assault
- Supplying an illegal drug
- An excessive abuse of the school's external examination system
- Arson
- Prejudice-related attack
- Serious bullying
- Any other offence the Headteacher deems serious enough.

e. Length of Fixed-term exclusions

The Headteacher can exclude any student for a maximum of 45 school days in any one school year. The limit applies to the student, not the institution. Work has to be set for the period of time that a student is excluded. Before the excluded student's return to school, or on the morning of her/his return, the Headteacher, Deputy Headteacher or Head of Year should meet with the student and her/his parent.

f. Number of Fixed-term Exclusions before Permanent Exclusion

Given the extent of the measures taken to support students, only two fixed-term exclusions are permitted.

A student who, after two previous exclusions, continues to show persistent disruptive behaviour, will be excluded permanently, or, where appropriate, will be put forward for a managed move organised by the Local Authority. A student who, after two previous suspensions, commits a third offence which would lead to a suspension, will be excluded permanently.

It is the Governors' belief that this policy, which has been in place since the early 1990s, has contributed to the low rate of permanent exclusions at Debenham High School. It has improved the motivation of students determined to avoid permanent exclusion and has contributed to the maintenance of good behaviour.

g. The Role of the Governing Body

A meeting of the Governors' Hearings and Pupil Discipline Committee will also normally be held immediately after a student's second suspension. This is to underline the seriousness of the offences and to ensure that the student and parent/carer know in the event of a further offence or continued disruptive behaviour that the next step could be permanent exclusion. A record of this meeting will be kept.

A meeting of the Governors' Hearings and Pupil Discipline Committee must be convened to review a permanent exclusion. Parents/carers must be invited to attend this meeting as set out in the attached flowchart at Appendix 9.

A decision to permanently exclude will often, but not always, be the final step in a process of dealing with disciplinary offences during which a wide range of other strategies have been tried without success (See sections 4 and 5).

The Governors' Hearings and Disciplinary Committee (HDC) performs the key role of determining whether an excluded pupil should be reinstated. This involves reviewing the decision of the Headteacher. The HDC must consider any representations made by the parent/carer. In reaching a decision on whether or not to reinstate a pupil, the HDC will consider whether the decision to exclude the pupil was lawful, reasonable and procedurally fair taking account of the Headteacher's legal duties. In addition to the representations of the parents/carers and the pupil the HDC will consider the Statement of Principles and the contents of this policy.

The HDC will also consider the outcome of any Independent Review Panel hearing if held.

7. Use of Reasonable Force

a. DfE Guidance

The school follows the Department for Education's non-statutory Guidance on the use of reasonable force (<http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>).

b. Key points and definitions

All members of school staff, including unpaid volunteers or parents accompanying students on a school organised visit, have a legal power to use force that is reasonable in the circumstances (ie using no more force than is needed). Lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Force can be used either to control or restrain. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. Reasonable adjustments are made for disabled children and those with special educational needs (SEN).

Staff can also use reasonable force to conduct a search for knives or weapons, alcohol, illegal drugs, stolen items or any other items believed to be a risk to the pupil or other pupils within the school. (See Section 7.4)

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

It is always unlawful to use force as a punishment

c. Situations where force might be used

- To remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- To prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- To restrain pupils at risk of harming themselves through physical outbursts.

d. The Right to Search

The school reserves the right to conduct a search for knives or weapons, alcohol, illegal drugs, stolen items, pornography or any other items believed to be a risk to the pupil or other pupils within the school. This search will be conducted in the presence of two adults one of whom will be the same sex as the pupil to ensure both staff and pupil rights remain uncompromised. If found, the items will be confiscated. Staff can, in the first instance ask a pupil if they can search in a bag, if permission is refused a member of SLT will be sought who, in the presence of another adult will conduct a search.

e. Reporting and Recording

Immediately following any serious incidents involving the use of force the member of staff concerned should tell the Headteacher or another member of the Senior Leadership Team and complete a Use of Force Incident Record form (appendix 9).

It is school policy to inform parents/carers of an incident involving their child, and give them an opportunity to discuss it. The Head or Deputy Head will decide whether that should be done straight away or at the end of the school day, and whether parents/carers will be told orally or in writing.

f. The Power to discipline beyond the school gate

The school will sanction bad behaviour and/or bullying that occurs off the school site on occasions when the pupil is:

- Taking part in any school - organised or school-related event
- Travelling to or from school
- Wearing school uniform

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Could adversely affect the reputation of the school.

In all of these instances, any illegal behaviour will be reported to the Police. Any behaviour that places a pupil or member of the public at risk will be referred according to the school's Safeguarding Policy. Where appropriate, the school will contact and liaise with other agencies to support the behaviour of the pupil.

Appendix 1 - Rights, Responsibilities and Expectations

Rights and Responsibilities

The school council and a group of senior staff devised this list of shared Rights and Responsibilities which applies to ALL members of the school community:

- To be able to teach and learn
- To be an active participant in education and training
- To be treated with respect and fairness
- To be able to realise one's potential
- To listen and be listened to
- To be able to express a point of view in a suitable way at an appropriate time
- To have equality of opportunity
- To be able to contribute to the community and receive support from it
- To be in a safe, clean and respected environment
- To ensure these values apply to all members of the school community.
- This is sometimes abbreviated to: 'Treat others as you would like to be treated'.

Classroom Expectations

It is the pupil's responsibility to:

- Arrive on time to your lesson
- Enter the room sensibly; quietly wait for the lesson to begin
- Have your equipment and Log Book out on your desk at the beginning of the lesson
- Have your Log Book with you at every lesson
- Bring the correct equipment to each lesson; pens, pencils, rulers, exercise books and folders
- Always put your hand up to speak or to answer a question
- Listen when the teacher or other pupils are speaking to the class.

School Expectations

Pupils are expected to:

- Stay on the school site at all times.
- You can only leave if you have written parental permission AND approval from a member of the Senior Leadership Team are signed out at the office as you leave and signed in when you return.
- Have your Log Book signed each week by your Parent/Carer and Form Tutor.
- Only eat in the following places:
 - In the Dining Hall, the Hall, in the Covered Way or any paved area outside
 - Wear the correct school uniform properly. In case of difficulty a pass must be obtained from the appropriate Year Head and carried for inspection by any teacher.
- Only one pair of stud earrings is allowed in the lower lobe of the ear, no other piercings are allowed.
- Any valuable items (eg mobile phones, cameras, iPods and any other mobile devices) are the responsibility of the students, the school accepts no responsibility for their loss.
- Mobile phones and camera phones must not be used on the school site. Any that are used at school will be confiscated.
- Leave aerosols at home; these are banned for health reasons.
- Never chew gum.
- It is forbidden to bring alcohol, cigarettes, tobacco, drugs, pornography or weaponry onto the school site.

Appendix 2**TIME OUT RECORD CARD — From _____ To _____**

When _____ shows this record card to a member of staff, even if he/she is unable to speak, he/she should be allowed to leave the classroom for a 'time out'. This will be to a room that has been previously designated for that purpose.

Date	Subject	Time out	Time in	Staff signature

When completed please return to _____ HoY/SLT

SUPPORT CARD

Pupil: _____

Form: _____

Week: _____

Targets:

When completed please return to: _____

DHS/PD/ 01	Form Tutor Signature	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Parent/ Carer Signature
Monday		1 2	1 2	1 2	1 2	1 2	1 2	
Tuesday		1 2	1 2	1 2	1 2	1 2	1 2	
Wednesday		1 2	1 2	1 2	1 2	1 2	1 2	
Thursday		1 2	1 2	1 2	1 2	1 2	1 2	
Friday		1 2	1 2	1 2	1 2	1 2	1 2	

Appendix 4

LEARNING BEHAVIOUR REPORT CARD

Pupil: _____

Form: _____

Week: _____

A Learning Behaviour grade will be recorded for each lesson by your teacher. Your form tutor will sign this during morning registration. Your parent/carer will sign the form each evening.

Where the report is not filled in for more than one lesson or the learning behaviour has one or more inconsistent or unsatisfactory, on any day (or a total of three in a week) or 3 or more meeting minimum expectations (or a total of 5) there will be a sanction applied.

To be returned after the last day to: _____

	Form Tutor	Period 1	Period 2	Period 3	Period 4	PM reg	Period 5	Period 6	Parent/Carer Signature
Monday		1	1	1	1		1	1	
		2	2	2	2		2	2	
		3	3	3	3		3	3	
		4	4	4	4		4	4	
		5	5	5	5		5	5	
Tuesday		1	1	1	1		1	1	
		2	2	2	2		2	2	
		3	3	3	3		3	3	
		4	4	4	4		4	4	
		5	5	5	5		5	5	
Wednesday		1	1	1	1		1	1	
		2	2	2	2		2	2	
		3	3	3	3		3	3	
		4	4	4	4		4	4	
		5	5	5	5		5	5	
Thursday		1	1	1	1		1	1	
		2	2	2	2		2	2	
		3	3	3	3		3	3	
		4	4	4	4		4	4	
		5	5	5	5		5	5	
Friday		1	1	1	1		1	1	
		2	2	2	2		2	2	
		3	3	3	3		3	3	
		4	4	4	4		4	4	
		5	5	5	5		5	5	

1. Outstanding

2. Good

3. Meeting Minimum Expectations

4. Inconsistent

5. Unsatisfactory

Appendix 5**DAILY REPORT CARD****Pupil:** _____**Form:** _____**Week:** _____**Short Term Targets:**

	Head of Year Signature	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Parent/Carer Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

To be returned after the last day to: _____

Appendix 6

LUNCHTIME REPORT CARD

Name.....Form.....Week.....

	1.10	1.20	1.30	1.40	1.50
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Get your card signed by _____ at 1.10, 1.20, 1.30, 1.40 and 1.50 each day.

Take the card to _____ at the end of lunchtime.

Failure to complete the report card each day will result in a detention.

Appendix 7

PARENT CONTACT REPORT

Pupil's Name:

Form:

Date of Contact:

Synopsis of discussion:

Action required:

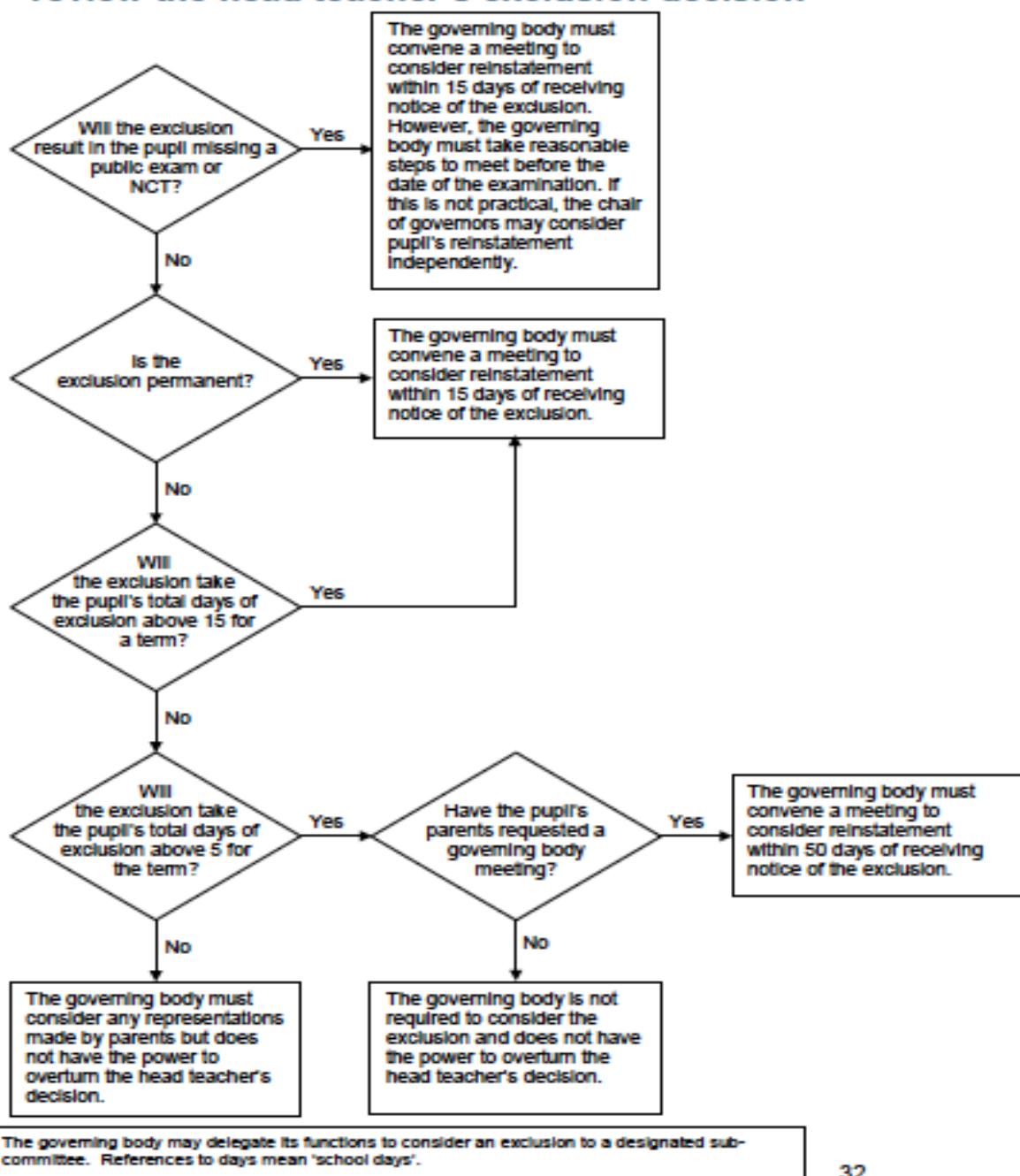
By whom:

Signed:

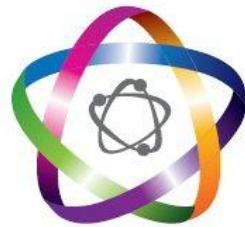
Please give to Head of Year.

Appendix 8 - (Annex A from the DfE guidance Exclusions for Maintained School, Academies and pupil referral units in England)

Annex A – A summary of the governing body's duties to review the head teacher's exclusion decision



Appendix 9



DEBENHAM HIGH SCHOOL
A Church of England High Performing Specialist Academy



ANTI-BULLYING POLICY

CONTENTS

- 1. The Purpose of the Anti-Bullying Policy**
- 2. Definition of Bullying**
- 3. Aims of the Anti-Bullying Policy**
- 4. Prevention of Bullying**
- 5. Reporting and Responding to Bullying Incidents**
- 6. Reviewing the Policy**

The Purpose of the Anti-Bullying Policy

- a. To prevent or reduce incidents of bullying.
- b. To provide a clearly defined framework for dealing with both the victims and perpetrators of bullying incidents.
- c. To ensure that pupils, parents and staff understand and trust this framework.

1. Definition of Bullying

- a. Pupils are being bullied when they are persistently treated badly by another individual or group of young people. This can be through various methods, including:
 - Physical Bullying – Being pushed over, assaulted, kicked, hit, poked, locked inside a room
 - Verbal Bullying – Being spoken to unpleasantly, being called names, rumours being spread about individuals, being sent written notes, being teased when an individual is not part of the joke; unpleasant nicknames
 - Relational – Being left out of group work, games and events; being isolated; being blocked or isolated online
 - Cyber-Bullying – Being sent messages and/or images over the Internet on social networking sites or texts on mobile phone; having photos taken and spread without permission; sites to send unpleasant messages being used eg Sahara
- b. However, if two pupils of equal power and strength have an occasional quarrel or fight it is not bullying. This type of inappropriate and unacceptable behaviour is dealt with in accordance with the Positive Management of Behaviour Policy. Likewise, if two pupils of equal strength and power fall out of friendship, while it may cause upset, it is not automatically to be seen as bullying. This type of incident will be dealt with through work with the Form Tutor and/or a member of the Pastoral Team.
- c. Prejudice-Related Incidents

The school follows Suffolk County Council guidelines in identifying prejudice-related incidents according to the definition of racist incidents suggested by recommendation 12 of the Macpherson report (Stephen Lawrence Inquiry) February 1999. Thus a prejudice-related incident is any incident which is perceived to be so by the target or by any other person.

An incident is judged to be prejudice-related if the incident is targeted at gender, ethnic background or religion, Special Educational Need and/or disability – whether relating to physical

or mental health, sexual orientation, home circumstances or any of the other protected characteristics from the 2010 Equality Act.

d. Child on Child Abuse

In line with the Whole School Policy for Child Protection and Safeguarding, the school is aware of the problem of child on child abuse. This may involve bullying, or be a one off instance of abuse or ongoing peer pressure. Typically this may include peer pressure over substance abuse; sexual exploitation or extortion. Lessons in PSHE explicitly look at this and there are procedures in place to deal with this.

2. Aims of the Anti-Bullying Policy

a. The school's Mission Statement is: *To provide a top quality education for pupils of all abilities in a caring, challenging, supportive and attractive environment in which all members of the community are valued and where Christian moral values are encouraged.*

The Anti-Bullying Policy aims to reinforce the school's key message that we should treat other people as we wish to be treated. The policy is thus part of the whole school's approach to making Debenham High School a safe place to be and to learn.

b. The whole school community aims to work together to prevent bullying. However, should bullying occur, it will be challenged for the following reasons identified by the DfE:

- Bullying makes people unhappy
- Pupils who are being bullied are unlikely to concentrate on their school work
- Some pupils avoid being bullied by not going to school
- Pupils who observe unchallenged bullying behaviour are likely to copy this in later life

Furthermore, this policy aims to show how bullies will be disciplined and counselled, and victims will be strengthened.

3. Prevention of Bullying

a. Through Whole School Measures

The whole school community is committed to preventing bullying, for example through:

- Assemblies, displays and digital signage celebrating anti-bullying measures
- The School Aims and Expectations which are on every classroom wall
- The Positive Management of Behaviour Policy, which aims to reward pupils and to raise self-esteem as well as sanctioning those who behave inappropriately, thereby reducing bullying.
- Vulnerable pupils being supported through the Safe Place to Be, Student Support and the Inclusion Room.

b. Through Peer-Led Intervention

The Peer Mentoring scheme is very active in preventing bullying. Pupils are trained in effective ways to observe and intervene if there are problems. Each Year 7 form has a weekly Tutorial session led by the Peer Mentors, in which team games are played to help the new pupils fit in. Identified pupils have Matched Mentors to discuss concerns with and to act as an advocate with teachers. Peer Mentors have a duty rota to be "Out and About" in school. Peer Mentors run a Drop In at lunchtime to support the most vulnerable.

c. Through the Curriculum

In all subjects there is the aim to raise pupils' self-esteem by their achieving highly and enjoying their studies.

Specific areas of the curriculum raise awareness of what bullying is, how to deal with bullying and its effects, including prejudice-related incidents, on individuals and groups of people. Subjects include Drama, English, PSHE and RE. ICT also contributes with a unit on e-safety and cyber-bullying.

Cross-curricular events are held to address key issues within the school, for example a Diversity Week to raise awareness and tolerance for different groups within the school and local area bi-annually.

d. Through Parental Awareness

Parents are informed about the school's procedures for dealing with bullying through the school induction programme or when a pupil enrolls at the school. There is information on dealing with bullying and how to prevent its escalation on the School Website - www.debenhamhigh.co.uk.

c. Reporting and Responding to Bullying Incidents

a. Reporting Incidents

Bullying incidents can be reported in numerous different ways. These are regularly explained to pupils by Form Tutors and in Year Assemblies.

Written reports of the incidents can be made on:

- Bullying Incident Sheets – these are available at the front of the school near the main office, in the Covered Way and in the library. There are also copies available in Tutor rooms. They can be posted at the School Office or in Incident Boxes located by the Front Office or in the Covered Way near the Year Boards
- Via email to lramsay@debenhamhigh.co.uk
- Via a letter to Form Tutor, Head of Year or Assistant Headteacher for Pastoral Care

A member of the Pastoral Team will pick them up and deal with the incident.

Verbal reports of the incidents can be given to:

- School or bus prefects
- Peer Mentors
- Form Tutor
- Head of Year
- Pastoral Assistant
- Member of SLT

Staff and/or pupils listening to such reports should write a Bullying Incident Sheet or CPOMS to pass on to the Form Tutor/Head of Year.

b. Dealing with the Perpetrator and Target of Bullying

All incidents of bullying will be dealt with promptly and consistently.

In all cases of bullying including prejudice-related cases, both the perpetrator and target will be interviewed. Details of the interview will be recorded by a member of the Pastoral Team. The staff investigating will decide on an appropriate course of action to prevent repeat incidents. Their decision will depend on the nature, frequency and severity of the bullying incident and will be in accordance with the School's Positive Management of Behaviour Policy. Parents/carers of both the perpetrator and target will be informed of the action to be taken.

If necessary, the Pastoral Team will seek further support from the Headteacher and the Governors of the school.

In the case of prejudice-related incidents, parents/carers will always be informed as part of the Suffolk County Council guidelines to "Dealing with Prejudice-Related Bullying Incidents" (2013). Records are kept of these incidents.

The behaviour of both the perpetrator and target of bullying will be monitored following the incident, in order to support both pupils. On most occasions, where appropriate, the Pastoral Team will arrange a meeting between the perpetrator and the victim to fully explore feelings and the way to move forward. This restorative approach aims to prevent further incidents.

4. Reviewing the policy

- a. The effectiveness of the policy will be regularly monitored through analysis of bullying data kept by the Pastoral Team, through Pupil and Parent surveys and questionnaires, and less formally in Staff and Pupil Perception Interviews.
- b. The detail of the policy is reviewed by, and amended, through working with a team of Peer Mentors. The Workshop took place on 6th November 2017.

The policy is reviewed every two years with the Positive Behaviour Policy. The next review will be in 2023.