



# Behaviour and Exclusion Policy

**GB Committee Responsible:**

**Curriculum and Achievement**

**Reviewed by:**

**Lawrence Viala**

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**Approved by Committee:**

**29<sup>th</sup> April 2020**

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**3<sup>rd</sup> Feb 2021**

**9<sup>th</sup> Mar 2021**

**Next Review Date:**

**28<sup>th</sup> April 2021**



# BENTLEY WOOD HIGH SCHOOL

## BEHAVIOUR FOR LEARNING POLICY

### IMPORTANT:

At the time of this policy review, the UK and many other countries are in a state of 'lockdown' due to an international pandemic caused by the virus COVID-19. Government guidance currently suggests that a longer period of social distancing will continue following the end of the 'lockdown'. The extent and length of social distancing may affect our school community in different ways. The senior leadership team will continue to review the national and DfE guidance.

In March 2021 the DfE published changes to the school exclusion process during the coronavirus (COVID-19) outbreak. The school has followed these [regulations](#) for all exclusions that occur between 25 September 2020 and 24 September 2021. Please see Appendix 2 on Exclusions during Coronavirus at the end of this policy.

Appendix 1 contains Protocol for students during the COVID-19 outbreak.(Jan 2021 update)

Appendix 2 contains statutory guidance of temporary changes made to school exclusion process due to COVID-19.(Mar 2021 Update)

At Bentley Wood, we have the highest expectations that our students will behave with courtesy and consideration for others at all times, in school, to and from school and in the wider community. This policy complies with Section 89 of the Education and Inspections Act 2006.

Students' behaviour should be underpinned by the school's values of CARE:

- Communication
- Achievement
- Respect
- Empathy

When students are members of a school, they should feel free to study in a happy, relaxed and purposeful environment. They should be able to communicate openly to discuss and express their point of view. Students must respect the opinion of others and strive to foster the general happiness of all members of the school community. Students should try to achieve the very best they can. The expectation is that all students will aim high and show resilience. All members of the school community should embody the ethos of respect in their behaviour towards one another. Empathy underpins students' behaviour in how they listen, talk and appreciate others around them.

### Partnership

Students, parents, staff, Governors and visitors are welcomed into the school community. Our partnership with parents is highly important and we value the contribution they make in supporting the school by endorsing school values and procedures on attendance, punctuality, uniform, homework and behaviour. The Home School Agreement was drawn up after full consultation with parents, Governors and staff. Parents and students are encouraged to read and sign the document to indicate their understanding and willingness to follow the guidelines which clarify the expectations of all members of the school community. We invite parents to the school

to discuss their daughter's progress. Parents are encouraged to inform the school at any time of any concerns that may affect their daughter's welfare or learning.

## **Equal Opportunities**

All members of the school community should have an equal opportunity to fulfil their potential and play a positive and active role both in the school and the wider community. Students and staff should feel secure and valued within the school community equally and are encouraged to create a co-operative and harmonious environment based on the CARE ethos in which everyone can thrive (see Equality Information and Objectives Policy).

We acknowledge our legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting pupils with special educational needs. We recognise that some students may require a more sensitive and differentiated approach.

Bentley Wood High School is an inclusive School where quality-first teaching and differentiation underpins our work with students to overcome barriers to learning. Every member of the teaching, support staff and governors are responsible for educating all groups of students irrespective of their learning barrier. We are committed to working in partnership with parents together with health and social services. Every student has an entitlement to a broad and balanced curriculum and all students will be encouraged, valued and accepted whatever their learning barrier (see Inclusion and Innovation Policy).

## **Effort and Achievement**

Students are motivated by the interest taken by their parents in their work, monitoring homework and discussing with them their assessments and reports. They achieve the expectations of the school with the encouragement that they receive at home.

Bentley Wood staff should provide well planned lessons with clear aims that stimulate students' interest and develop their learning (see Teaching & Learning Policy). Subject teachers are able, by regular marking of work, to assess a student's progress, giving praise not only for success but for effort involved (see Assessment and Feedback and Homework Policy). Teachers and support staff have high expectations and are approachable to give extra help and guidance. The Head of Inclusion and Innovation provides advice about a student who may be experiencing difficulties in lessons and whose behaviour may impede their own learning and that of others.

Students should arrive punctually to a lesson with the correct books and equipment and be receptive to learning. They should participate fully in their lessons and know that their contribution is valued.

The subject tutor supports students by providing differentiated work. Good progress and effort are communicated to parents with termly assessments and an annual full report. A student who is hard working is rewarded with a commendation letter signed by her tutor, Head of Year and Headteacher and is recorded in the student's Record of Achievement. Students can benefit from working collaboratively.

Hardworking students are rewarded in recognition of their efforts and achievement. Bentley Wood staff use a wide range of rewards, including telephone calls home to parents, postcards and Head Teacher Certificates (see Rewards Policy).

## **Attendance and Punctuality**

We expect students to attend school every day and be punctual for the start of the school day and all their lessons. Progress of students is affected by absence and lateness. The latter may also disturb the learning of others.

#### **a) Attendance**

All schools are guided by the regulation from the DfE for recording absence.

Excellent attendance is acknowledged in school reports and Records of Achievement and 100% Attendance Certificates are awarded termly (see Attendance Policy and Procedure).

#### **b) Punctuality**

All members of the school community are expected to be punctual at school and for assemblies and lessons (see Attendance Punctuality and Targets Policy).

Punctuality is recorded in school reports and 100% punctuality is rewarded with a certificate at the end of the academic year.

### **Uniform**

Bentley Wood students have a uniform designed to be comfortable, practical and smart. Students should take a pride in their appearance leaving fashion trends for out of school hours. We ask parents to follow the uniform list and only purchase uniform from the approved uniform supplier.

Staff will remind students who are unsuitably dressed of the school's expectations. Lack of response on behalf of a student will lead to the Head of Year or a member of the Senior Leadership Group contacting parents. Co-operation by parents and students on our uniform code enables staff to concentrate their time and effort on teaching. Students not wearing the correct uniform will be required to change into items borrowed from school or they will be sent home to change (see Uniform Policy).

### **Environment**

Students at Bentley Wood have access to most of the school building and grounds during the time the school is open. Health & Safety restrictions are the only limitations to the full use of all classrooms at break times. Students are trusted to use the school as long as they respect and take care of school property. They should walk in the building in a sensible manner keeping to the left hand side of the corridor and the stairs and being alert to the safety of others at all times. They should be aware that as members of the school, we aim to keep the school and its contents in good order and they should not bring into school any items which could harm others, themselves or school property.

Students are able to use their form rooms at break and allocated rooms at lunch time and are asked to leave the rooms in good order ready for the next lesson. Abuse of this after a warning will lead to a form being deprived of the use of the form room for a period of time when the Form Tutor, Head of Year and attached Senior Leader have discussed the matter.

Bentley Wood is privileged to have beautiful grounds and students should respect these and take care not to leave litter. For the students' safety, we insist that students do not leave the grounds without permission during the school day, wander out of sight of school alone or leave the school late in the evening alone.

We ask parents to use the drop off point at the Clamp Hill entrance when bringing students to or collecting them from school and to take care for the safety of all when stopping in the main road. Parents should also consider the residents near the school and not drive into school unless there are exceptional circumstances.

## **Rewards**

We do believe that students should act with mutual respect and co-operate with their teachers. A friendly, considerate staff and student body enriches the whole school atmosphere and reflects the ethos of CARE. We reward with praise, contact with home for good work and effort, certificates for attendance and punctuality and certificates of acknowledgement for the extra help and support which students can contribute to the school and its success.

It is important that a young person's efforts are recognised and acknowledged so that they are encouraged to learn the value of positive behaviour (see Rewards Policy).

## **Bullying**

We acknowledge that bullying is a major concern for parents and students and that it may take many forms. Whatever the form it takes, the outcome is that a student or a group of students do not feel secure within the school community. The response of Bentley Wood is unequivocal - such behaviour will not be tolerated. We hope to promote a positive self-image which enables any student to report any incident of bullying and know that it will be dealt with sensitively and decisively. The subject is addressed in our PSHE programme (Personal, Social, Health and Citizenship Education) and through assemblies. In this way, we hope to provide students with the strategies to deal with any incidents and the confidence to employ them. Likewise, we encourage parents to inform the school if they are aware of any bullying concerning any student. Any incident of bullying is dealt with by the Head of Year, attached Senior Leader or Head Teacher (see Anti-bullying policy).

Our Anti-Bullying code is displayed in form rooms and printed in students' link books as a constant reminder of our policy.

Staff should be alert to any signs of bullying in the school. Action on any incident of bullying is taken by the Head of Year, attached Senior Leader or Head Teacher.

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A Restorative Justice System has been in operation since 2012 and has to date been very successful (Anti-bullying policy).

## **Improving Behaviour**

Where incidents of misbehaviour do occur, Form Tutors, Heads of Year, attached Senior Leader or Head Teacher devote time to discussing incidents with students to help them understand and acknowledge that their behaviour is unacceptable and to help them change. Incidents of poor behaviour are reported as green, amber or red incidents on the electronic SIMS Behaviour database and further action is taken as appropriate.

The school will employ a range of strategies to support a student who displays signs of poor behaviour, to help her improve. These may be one or a combination of several of the following:

- Withdrawal of free time in a break or lunchtime, 20 minutes after school (without notice to parents);
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- 30 or 60 minute detention after school (with 24 hours' notice to parents);
- Mentoring;
- Withdrawal from lessons to complete work under staff supervision;
- Messages to parents in link books and for more serious matters, letters informing parents of the action taken;
- Meetings with parents and their daughter to discuss the problems;
- Individual Behaviour Plans with clear achievable targets;
- School report for staff and parents to monitor a student's daily progress. Green monitored by the form tutor, amber monitored by the Head of Year and red monitored by a Senior Leader;
- Referral to the SENCO who may refer it to School Psychologist attached to Bentley Wood;
- Withdrawal from activity days/trips as a result of accumulated bad behaviour;
- A ban from representing the school in extra-curricular activities;
- Fixed term exclusion – see Exclusion section of this policy

For a student who fails to respond to school strategies, it is now a legal requirement, set by the DfE, to set up a Pastoral Support Plan for the student in an attempt to prevent the student from being permanently excluded. This will involve some of the following outside agencies and specialists - the Health Service (the school doctor or nurse), the Education Social Worker (particularly in the case of attendance and punctuality), the School Psychologist, the Youth Service, Social Services, Connexions or our Police Liaison Officer.

Students in Years 10 and 11 may be offered disapplication from parts of the National Curriculum in order for them to follow a school/work placement programme, which will give some clear training prospects or a part of full time college placement. Students may be offered the opportunity to have an external mentor who will work with them to improve their level of motivation and help them achieve their maximum potential.

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## CODE OF CONDUCT

The **Code of Conduct** plays a vital role in fulfilling the aim that students behave in a way which allows the school to run smoothly and provide a high quality education for them. This Code applies during the school day, including the journey to and from school (in or out of school uniform), including break times, lunchtimes, school journeys and visits and extra-curricular activities.

**Students should not act in a way which harms others, puts them at risk, or causes distress and this includes:**

- Any form of bullying or racist/sexist behaviour (verbal, physical or using technological communication);
- The use of physical or threatened violence (verbal, physical or using technological communication);
- Retaliating with violence to provocation;
- Behaviour which is rude, discourteous or fails to recognise the authority of staff and the school;
- Acting irresponsibly or dangerously;
- Being in possession of or using items which are dangerous or illegal;
- Misusing equipment provided for safety including deliberately setting off the fire alarm;
- Disrupting the education of others;
- Any form of vandalism/damage to school property (including the building, its contents and the belongings of staff and students);
- Misusing equipment;
- Theft

Breaking the **Code of Conduct** is a serious matter. It will usually lead to a **fixed term exclusion** from school i.e. for a set number of days. **Permanent exclusion** from school may result from a series of breaches (including those which disrupt the learning of others, adversely affect the upholding of discipline in the school, or damages its reputation, or when a student fails to recognise the authority of the school, or places themselves beyond its control). In exceptional circumstances, a permanent exclusion could result from a first or one-off offence, e.g:

- A serious violent act;
- Theft;
- Carrying of or use of any dangerous/illegal weapons and fireworks;
- Purchasing, being in possession of, taking, selling/distributing or participating in any act involving illegal drugs;
- Misuse of legal drugs or prescription medicines

This is not an exhaustive list.

### ITEMS NOT ALLOWED IN SCHOOL

Students are forbidden to smoke either in school, or in any public place on their way to or from school. They may not carry lighters, matches, cigarettes, any drugs or illegal substances, or any potentially dangerous items, including those that could be used as weapons.

## **DECISION TO EXCLUDE**

Only the Headteacher can exclude a student and this must be on disciplinary grounds. This authority is delegated to the Acting Headteacher in charge of the school when the Headteacher is absent.

Individual circumstances will be taken into account and the Headteacher may withdraw an exclusion that has not been considered by the Governing Body.

Any decision to exclude a student must be:

- Lawful
- Rational
- Reasonable
- Fair
- Proportionate

Where practical, the Headteacher should give students an opportunity to present their case before taking the decision to exclude. When establishing the facts in relation to a possible exclusion, the Headteacher will always apply the civil standard of proof i.e on the balance of probabilities; accepting that something happened if it is more likely that it happened than that it did not happen.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a student may have. Headteachers should also consider the use of a multi-agency assessment for students who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

The exclusion rates for certain groups of students are consistently higher than average. This includes: students with SEN; FSM; looked after children and students from certain ethnic groups. In addition to the approaches on early intervention, Headteachers should consider what extra support might be needed to identify and address the needs of students from these groups in order to reduce their risk of exclusion and to help build trust when engaging with these families.

The decision to exclude must not involve any kind of discrimination as defined by the Equality Act 2010 and should comply with the public sector equality duty.

The school must take account of their statutory duties in relation to special educational needs (SEN) and have regard to the SEN Code of Practice when administering the exclusion process. The school must consult the parents before making arrangements for an appropriate full-time placement. References to education, health and care (EHC) plans also apply to statements of special educational needs (SEN) where applicable.

Where a student has received multiple exclusions or is approaching the legal limit of 45 School days of fixed period exclusion in an academic year, Headteachers should consider whether exclusion is providing an effective sanction.

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## **ALTERNATIVES TO EXCLUSION**

Alternatives to exclusion will be considered where appropriate.

- Restorative Justice to enable the offender to redress the harm done. Restorative Justice meetings are chaired by trained staff, and end with an agreement between both parties.
- The Jubilee Academy is part of the Bentley Wood provision. There are three types of provision available:
  - The outreach work will provide interventions at Bentley Wood High School by Jubilee staff, such as mentoring and coping skills.
  - The second type is the respite provision where students will get intensive extra support as well as a reduced curriculum during a period between six to twelve weeks at the Jubilee Academy.
  - The final provision is a permanent move to Jubilee Academy where the student will eventually be sitting their GCSE exams.
- A student can be transferred to another school as part of a 'managed move' with full consultation and agreement of all the parties involved, including the parents. The Harrow Managed Move Panel meets every two weeks at Hatch End High School. The panel is chaired by the Head of Hatch End High School and consists of the Head of the Helix School, as well as Deputy Headteachers from other schools.

A member of the Bentley Wood Senior Leadership Group will complete the relevant managed move paperwork and present the case to the panel. The panel will consider the case and make a decision about which school the student can move to. This will be conveyed directly to our Headteacher very shortly after the panel. A transition worker for the Helix will then set up an initial meeting at the new school. This will be followed by a six week trial period. If the trial period is successful, the student will be on role with the new school.

## **STAFF RESPONSIBILITY**

Any member of staff who is made aware of any of the offences listed should report immediately to a Head of Year, Head of Department, Assistant Headteacher or Deputy Headteacher giving a brief account to the person investigating. If the Head of Year is investigating, the Deputy Headteacher should be informed and involved as appropriate. Only when all information has been obtained from as many witnesses as possible can a recommendation be made to the Headteacher.

Should a student be excluded, either for a fixed term or permanently, the following procedures will be followed.

## **THE EXCLUSION**

If exclusion is judged necessary, the length of exclusion will be decided with regard to the seriousness of the incident. A first offence of sufficient gravity may lead to permanent exclusion. However, as a general rule, a first exclusion would normally be

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for a number of days. A subsequent exclusion would be for a long period. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). Repeated exclusions would suggest that a student is not able to conform to the ethos of Bentley Wood and must give rise to the consideration of the exclusion becoming permanent.

## **PROCEDURE**

The Local Authority guidelines will then be followed by the Headteacher or Deputy to notify the parents, without delay, of the period of exclusion and the reason for it.

The following information will be provided in writing:

- The reasons for the exclusion;
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the Governing Body and how the student may be involved in this;
- How any representations should be made; and
- Where there is a legal requirement for the Governing Body to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Parents may be given an exclusion notice electronically, if they have provided written consent for notice to be sent this way. Notification should be provided in person or by telephone in the first instance to allow for any initial questions or concerns.

Work will be set for students excluded for three or more days. Details regarding this exclusion are sent to the Local Authority, Education Welfare Office, Year Head, Headteacher, Deputy Headteacher (for school and LA monitoring) and Chairman of Governors.

## **FIXED TERM EXCLUSION**

The student will only be accepted back into school when returned by the parent or guardian and following discussion to ensure the future good behaviour of the student. Only when all parties agree will the student return to class and confirmation of the agreement sent to the parent (copies to Year Heads for file).

Fixed-term exclusions cannot be extended or converted into a permanent exclusion. Instead, if a longer exclusion is required, a new fixed-term or permanent exclusion must be issued to begin immediately after the first one ends. This would be limited to exceptional circumstances, usually where new information or evidence has come to light.

Consecutive fixed-term exclusions are regarded as a cumulative period for the purposes of the duties of the Governing Body. Therefore, education must be arranged for any pupil of compulsory school age from the 6<sup>th</sup> day exclusion regardless of whether this is as a result of one fixed period or more.

A Governing Body Discipline Committee (GBDC) will be convened for:

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- Exclusions of more than five days in a term, if requested by the parents;
- Where it would bring the student's total number of school days of exclusion to more than 15 days in a term;
- It would result in a student missing a public examination

The GBDC is **not** required to meet and cannot direct the reinstatement of the pupil for exclusions of more than 5 but fewer than 15 school days in the term, **if the parents do not make representations.**

## 6TH DAY EXCLUSION PROTOCOL

The Local Governing Body's duty to arrange education from the 6th day of a fixed-term exclusion is triggered by consecutive fixed-term exclusions totalling more than 5 days.

- Both schools (Bentley Wood High School and Sacred Heart Language College) will only go beyond 5 days exclusion in exceptional circumstances.
- Any exclusion of more than 5 days will include a paragraph in the exclusion letter asking the student to report to reception at the partner school at 10.00am on the 6th day (date, address and contact details to be inserted).
- The alternative provision will run from 10.00am – 2.00pm with no lunch break and the student will be supervised by an Exclusion Supervisor (a member of staff from the excluding school).
- Sufficient work to be set by the excluding school and brought by the Exclusion Supervisor.
- The Exclusion Supervisor will take a file to the partner school with all necessary documentation: copy of exclusion letter, contact details for the student.
- The student will need to wear full school uniform.
- If there are any incidents, the student will be sent home and the member of staff will inform the excluding school, who in turn will contact Admissions for further advice.
- The Deputy Headteacher will be responsible for finding a room for the student to work and will line manage the Exclusion Supervisor whilst on site:
  - Bentley Wood - Lawrence Viala (Lead Deputy Headteacher)
  - Sacred Heart - Rose-Marie Sorohan
- If the Exclusion Supervisor is ill, and no replacement can be found at short notice, the student will be sent home.

SACRED HEART DETAILS: Rose-Marie Sorohan 0208 863 992 email:  
[RSorohan@tshlc.harrow.sch.uk](mailto:RSorohan@tshlc.harrow.sch.uk)

## PERMANENT EXCLUSION

A permanent exclusion will only be used as a last resort in response to a serious breach or persistent breaches of the school behaviour policy **and** where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school. A GBDC must be convened for all permanent exclusions.

## GOVERNING BODY DISCIPLINE COMMITTEE (GBDC)

The power to consider exclusions has been delegated to a discipline committee consisting of three Governors. Exclusions training will take place every two years and

the committee must have regard to the statutory guidance.

The GBDC has a duty to consider the reinstatement of an excluded pupil. When considering decisions taken by the Headteacher they should consider the lawfulness, reasonableness and procedural fairness of the decision in light of the Headteachers duties.

- The GBDC should be convened within fifteen school days of the exclusion at a convenient date and time. If it results in a student missing a public exam, reasonable steps should be taken to meet before the date of the examination. If this is not practical, the chair of governors may consider student' reinstatement independently.
- Written evidence, including (anonymised) witness statements and SEN statements should be available to all parties at least five school days in advance.
- Reasonable adjustments would be made to support the attendance and contribution of the parties.
- The GBDC will decide whether or not a fact is true on the balance of probabilities after hearing the evidence and the representations and can either:
  - Decline to reinstate the pupil, or
  - Direct the reinstatement of the pupil immediately, or on a particular date
- A fully reasoned decision of the GBDC must be communicated in writing to parents, Headteacher and LA within two school days of the meeting.
- Where the decision not to reinstate a permanently excluded student is disputed, parents can ask for this decision to be reviewed by an Independent Review Panel (IRP) within fifteen school days of notice being given (the exclusion decision to be reviewed at an IRP hearing is the decision of the GBDC rather than that of the Headteacher).
- The IRP must make one of three fundamental decisions as follows:
  - Uphold the GBDC decision;
  - Recommend a reconsideration of reinstatement;
  - Quash the decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)
- Following an IRP decision to direct or recommend reconsideration of an exclusion decision, the GBDC has a duty to reconsider reinstatement (there is no requirement to seek further representations from the other parties or invite them to a meeting when re-considering). The GBDC must reconvene within 10 school days of being given notice of the panel's decision.
- The requirement to consider the GBDC decision in light of JR principles still applies.
- The decision as to whether the IRP hearing should be held in private is for the LA /Academy Trust (not IRP).
- The IRP decision must not be influenced by any stated intention of the parents or pupil not to return to the school. IRPs are expected to understand the legislation and legal principles that apply in judging the lawfulness of the GBDC decision not to reinstate.
- Whether or not a school recognises that a student has special educational needs (SEN), all parents have the right to request the presence of a SEN expert at an IRP. The SEN expert must be someone with expertise and experience of SEN and be considered by the LA or academy trust as appropriate to perform the functions specified in the legislation. SEN expert advice can be provided in writing to the IRP or orally or both. If a SEN expert has been requested but is not present,

the panel is expected to make the parents aware of their right to request an adjournment.

- A pupil's name will be removed from the school admissions register if:
  - 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
  - The parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil's name from the register.

Please see link for the DfE statutory guidance on Exclusions effective from September 2017. It also contains non-statutory guidance for Headteachers and parents.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

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## **BEHAVIOUR CONTRACT FOLLOWING EXCLUSION**

### Our expectations:

- For you to comply with the Home School Agreement.
- For you to comply with the Behaviour for Learning Policy.

### Your responsibility:

- To follow all instructions.
- To behave responsibly in and out of lessons, in and beyond school.
- Attend every day and be punctual.
- To wear school uniform in school and to and from school.

I have read/listened to the Code of Conduct in the school Exclusions Policy and understand the sanctions if I break this contract.

Signed: \_\_\_\_\_

Countersigned: \_\_\_\_\_

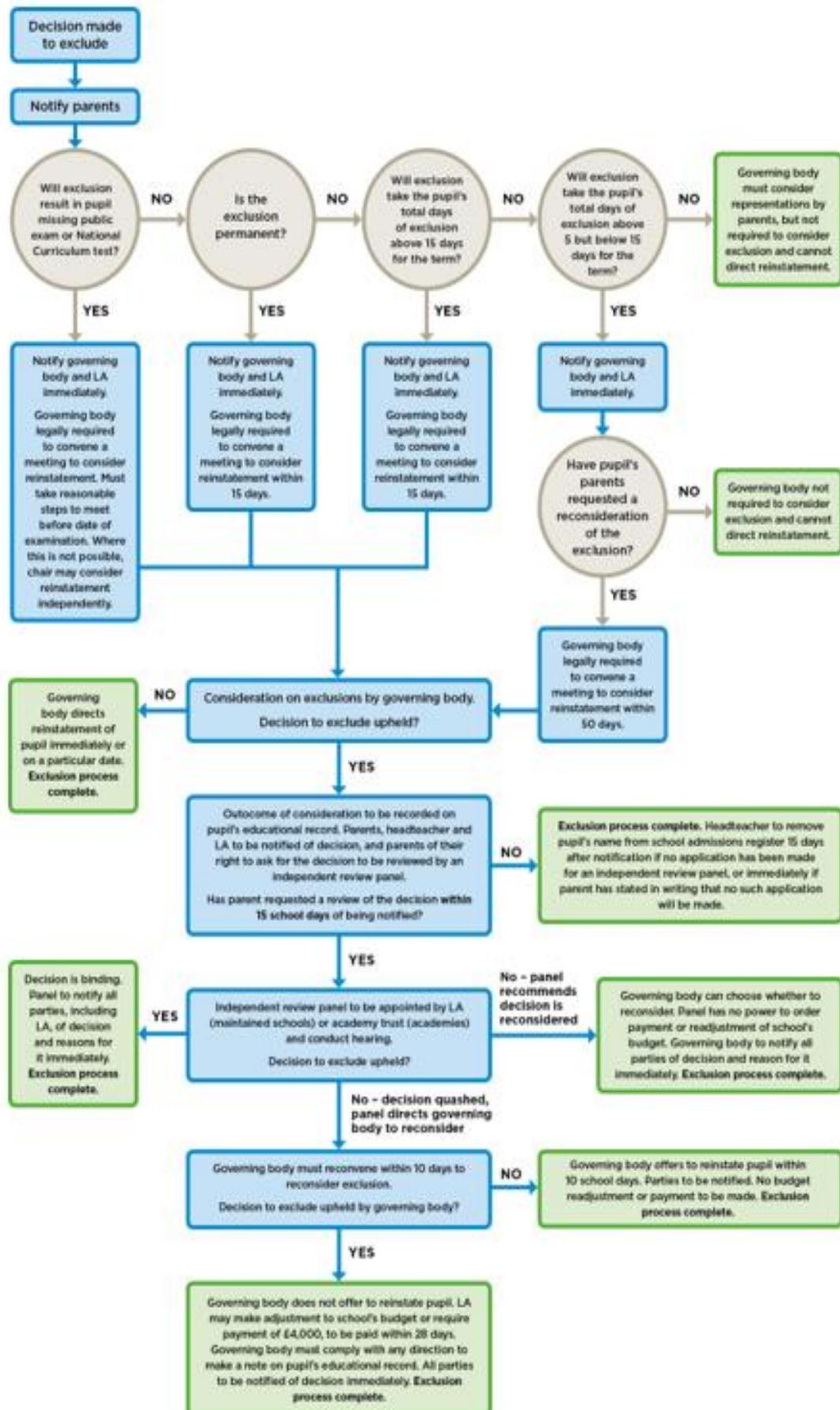
Parent: \_\_\_\_\_

Headteacher/Senior Leader: \_\_\_\_\_

Date: \_\_\_\_\_

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## Exclusions Flow Chart



## Appendix 1: Student Protocol

<b>Travel to school</b>	<ul style="list-style-type: none"> <li>• Face coverings are to be worn when using public transport</li> <li>• Students are encouraged to walk or cycle to school, bicycle racks are available for your use</li> <li>• If being dropped off you must use the Clamp Hill entrance, the Bridges Road entrance is only for those using public transport or walking/cycling to school</li> </ul>
<b>Arrival at school</b>	<ul style="list-style-type: none"> <li>• Do not come to school if you or any of your household are displaying symptoms of COVID-19 <ul style="list-style-type: none"> <li>➢ A new continuous cough</li> <li>➢ A high temperature</li> <li>➢ A loss or change to your sense of taste or smell</li> </ul>           Parents must phone the school office in the morning.         </li> <li>• You must use hand sanitiser when you arrive at school – sanitising stations are available at each year group zone as well as at each entrance to the school and in form rooms.</li> <li>• Y7/8/9 to go to their form rooms (<i>Breakfast Club is in year group zones in Woody's for those arriving before 8am</i>)</li> <li>• Y10 to their morning registration rooms (<i>Breakfast Club is in the Gym for those arriving before 8am</i>)</li> <li>• Y11 to the Hall</li> <li>• Y12/13 to form rooms</li> </ul>
<b>Movement around the school</b>	<ul style="list-style-type: none"> <li>• You are required to wear a face covering when anywhere in the school building, including classrooms</li> <li>• Keep left when using stairs and corridors</li> <li>• Keep to the movement around the school system, there are signs around the school to remind you</li> </ul>
<b>Medical</b>	<ul style="list-style-type: none"> <li>• Inform your teacher if you are feeling unwell</li> <li>• The school has a procedure in place for supporting students who are displaying symptoms of COVID-19</li> <li>• If a staff member or student tests positive, the school is well supported by Public Health and will follow their advice to ensure you are kept safe</li> </ul>
<b>Year Group Bubbles</b>	<ul style="list-style-type: none"> <li>• It is important to stay in your own Year Group bubble and not mix with students from other year groups</li> <li>• Staggered start/finish times and break/lunchtimes are in place to ensure that year group bubbles do not mix.</li> <li>• Stay in your Year Group Zone – see posters for reminders</li> </ul>
<b>Safe Distancing</b>	<ul style="list-style-type: none"> <li>• Maintain a safe distance (2 metres) from adults and students from other year groups at all times</li> </ul>
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• Do not share equipment with others, ensure you come to school prepared with everything you need</li> <li>• Follow the instructions from your teacher with regards to using equipment in classrooms, e.g. Art equipment and text books</li> </ul>
<b>Hygiene</b>	<ul style="list-style-type: none"> <li>• Wash hands/sanitise regularly throughout the day. This is especially important before and after removing face coverings, before and after eating, before and after using the toilet. You should have your own sanitiser but there is some available in every room around the school as well as at every entrance.</li> <li>• Follow the class teacher's instructions with regards to cleaning your work area before your lesson. All classrooms are thoroughly cleaned each evening and there are daily cleaners on site to clean toilets and high touch surfaces</li> <li>• Ensure you throw all waste into the bins and not onto the floor. This is always important but especially so with regards to face coverings, antibacterial wipes and tissues, these should be thrown into the special COVID bins found in each classroom</li> </ul>

- Use a tissue to catch a cough or sneeze and then be sure that it is thrown into a bin
- Sanitise your hands

## APPENDIX 2

### **This statutory guidance describes the temporary changes we have made to the school suspensions and expulsions process due to coronavirus (COVID-19).**

The [statutory guidance on suspensions and expulsions from maintained schools, academies and pupil referral units in England](#) describes the normal procedures that must follow a decision to suspend and expel on disciplinary grounds. They are unchanged except as noted in this guidance.

The term 'governing board' used throughout this guidance means:

- the governing body of a maintained school
- the management committee of a PRU
- an academy trust

#### **Important dates**

All expulsions occurring between 25 September 2020 and 24 September 2021 (inclusive of those dates) are subject to amended arrangements with regards to:

- the use of remote access technology (for example, videoconferencing or telephone conferencing software) for meetings of governing boards or independent review panels
- the deadline for applications for an independent review

Governing boards and independent review panels (IRPs) who have a duty to meet to discuss an expulsion that occurred between 25 September 2020 and 24 September 2021 may be eligible for time extensions in some circumstances.

Meetings relating to expulsions occurring between 25 September 2020 and 24 September 2021 must take place within the normal timescales described in the [suspensions and expulsions from maintained schools, academies and pupil referral units in England statutory guidance](#).

Governing boards and arranging authorities for IRPs should take all reasonable steps to meet the normal deadlines for suspensions and expulsions occurring after 24 September 2020.

They should:

- consider the [actions for schools during the coronavirus \(COVID-19\) outbreak](#)
- facilitate remote access meetings where it is not reasonably practicable to meet in person

If the deadlines are missed because of coronavirus (COVID-19), the meeting must be held as soon as it becomes reasonably practicable to meet either in person or via remote access (respecting the conditions for such a meeting).

An expulsion should be taken as having 'occurred' on the first day of the expulsion.

Any expulsions covered by these arrangements will continue to be subject to them until the procedures for scrutiny of the expulsion have been exhausted.

#### **Timescales for expulsions between 25 September 2020 and 24 September 2021**

Expulsions between 25 September 2020 and 24 September 2021 (inclusive) should follow the deadlines in

the [suspensions and expulsions from maintained schools, academies and pupil referral units in England statutory guidance](#), other than the deadline for the application of an independent review.

If it is not reasonably practicable to meet by the usual deadline either in person because of coronavirus (COVID-19), or by remote access because of the conditions for a remote access meeting, the meeting must not be delayed any longer than is reasonably necessary because of coronavirus (COVID-19).

### **Timescales for expulsions between 1 June 2020 and 24 September 2020**

Governing boards and IRPs who have a duty to meet to discuss an expulsion that occurred between 1 June 2020 and 24 September 2020 may be eligible for time extensions.

Meetings relating to expulsions occurring between 25 September 2020 and 24 September 2021 must take place within the normal timescales described in [suspensions and expulsions from maintained schools, academies and pupil referral units in England](#). If the deadlines are missed because of coronavirus (COVID-19), the meeting must be held as soon as it is reasonably practicable to meet in person or via remote access (respecting the conditions for such a meeting).

### **Timescales for meetings of independent review panels to consider expulsions**

The timescale for the meeting will be extended to 25 school days, or as long as reasonably necessary for a reason related to coronavirus (COVID-19) if:

- the expulsions occurred between 1 June 2020 and 24 September 2020
- it has not been reasonably practicable for a review panel to meet in person within the original time limit of 15 school days for reasons related to coronavirus (COVID-19)
- it has not been reasonably practicable to meet via remote access for a reason relating to the conditions for a remote access meeting

To minimise uncertainty for pupils and their families, the arranging authority should reassess at regular intervals whether it is reasonably practicable to meet. If it is, they should arrange this without delay.

### **Remote meetings**

For expulsions occurring between 25 September 2020 and 24 September 2021 (inclusive of those dates), meetings of governing boards or IRPs should be held via remote access if:

- it is not reasonably practicable for the meeting to take place in person, within the usual timescales, due to coronavirus (COVID-19)
- the governing board, or arranging authority for IRPs, is satisfied that:
  - all the participants agree to the use of remote access
  - all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used
  - all the participants will be able to put across their point of view or fulfil their function
  - the meeting can be held fairly and transparently via remote access

The governing board, or arranging authority for IRPs, is responsible for ensuring that these conditions are met before a meeting takes place. Those who have no intention of taking part in the meeting should not be treated as 'participants' for the purposes of the conditions.

When determining if it's practicable to meet in person, the governing board or arranging authority should assess:

- the facts of the case
  - the circumstances in which a meeting in person could be expected to take place
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- the needs of the intended participants, as far as this is possible
- the latest public health guidance, including the [actions for schools during the coronavirus \(COVID-19\) outbreak](#)

### **Arranging a remote access meeting**

The governing board or arranging authority should explain the technology they propose to use to make sure that the participants, particularly pupils and their families, know that they do not have to agree to a meeting to be held via remote access.

They should make families aware that if they do not consent to a remote access meeting then the meeting is likely to be delayed.

Where a parent or pupil has given their agreement for a meeting to be held via remote access, the other participants should accommodate that preference except in exceptional circumstances.

Governing boards, arranging authorities and panel members must:

- comply with relevant equalities legislation
- recognise that some participants may find it difficult to participate in a remote access meeting, for example if they have a disability or if English is not their first language

The governing board or arranging authority should take reasonable steps to facilitate a parent, child or young person's access to the technology required.

If a governor, trustee, panel member or other participant requires support to access or use remote access technology, the governing board or arranging authority should facilitate this to ensure the meeting can be held promptly.

### **Fairness and transparency**

The governing board or arranging authority must assess whether a meeting can be held fairly and transparently via remote access with reference to the facts of each case. It cannot be decided by following a general policy.

If a governing board or arranging authority is not satisfied that a meeting can be held fairly and transparently via remote access, they should consider using reasonable adjustments to overcome this. They should consult with parents and pupils to take account of their wishes.

In rare cases, a governing board or arranging authority may conclude that a remote meeting would not be fair and transparent, even if the participants have given their consent for a remote access meeting. In such cases, the governing board or arranging authority should explain to the parent and the pupil why they have taken this decision.

### **Running the meeting**

If a meeting is held via remote access, the chair must make every effort to check the participants understand the proceedings and can engage with them. This is to ensure the meeting is conducted fairly.

If, once the meeting starts, the meeting cannot proceed fairly, for example because a participant cannot access the meeting, the governing board or IRP should adjourn the meeting.

The use of remote access does not alter other procedural requirements that may apply to governing boards, arranging authorities or IRPs. For example:

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- if a parent requests the appointment of a special educational needs (SEN) expert to advise a review panel, the arranging authority must appoint one and cover the cost as normal
- parents may be joined by a friend or representative, as normal

Though governing boards and IRPs must consider written representations if they are made, the law does not allow for solely paper-based 'meetings', conducted in writing.

As long as the conditions for a remote access meeting are met, it is possible for some participants to be present in person and for others to join the meeting via remote access. All the participants must have access to technology which will allow them to hear and be heard by others throughout (and to see and be seen throughout, if a live video link is used).

To help meetings run smoothly and ensure they are accessible for participants:

- provide clear instructions about how to join the meeting virtually, and distribute the relevant papers in a timely manner ahead of the meeting
- indicate a named person who participants can contact with any questions they may have beforehand
- ensure the chair is prepared to explain the agenda at the start and to provide clear guidance on how the meeting will be run, for example:
  - how participants should indicate they wish to speak
  - how any 'chat' functions should be used
  - whether there will be any breaks in proceedings
  - how participants can access advocacy services during the meeting
- consider holding a pre-meeting with attendees to check that the available technology is suitable, and all participants understand how to access the meeting.

### **Applications for an independent review**

The deadline for applications for an independent review in relation to expulsions occurring between 25 September 2020 and 24 September 2021 will be 25 school days from the date on which notice of the governing board's decision is given in writing to parents, or directly to the pupil if they are 18 or above.

Schools must wait for the extended period of 25 school days to pass without an application having been made before deleting the name of an expelled pupil from their admissions register. This is in accordance with the Education (Pupil Registration) (England) Regulations 2006 as amended.

### **Meetings to consider expulsions and suspensions resulting in the pupil missing more than 15 school days in a term**

If a pupil is expelled or suspended which results in them having been suspended for 16 or more school days in a term, the governing board should meet to discuss reinstatement within 15 school days.

The limit will be extended to 25 school days, or as long as reasonably necessary, if:

- the expulsion or suspension occurred between 1 June 2020 and 24 September 2020
- it has not been reasonably practicable for the governing board to meet in person within 15 school days for reasons relating to coronavirus (COVID-19)
- it has not been reasonably practicable to meet via remote access for a reason relating to the conditions for a remote access meeting.

### **Meetings to consider suspensions resulting in the pupil missing between 6 and 15 school days in a term**

If a pupil is suspended which results in them having been suspended for at least 6 school days in a term but not more than 15 school days in that term, and the parent (or pupil, if aged 18 or above) chooses to make representations about the suspension, the governing board should meet to discuss reinstatement within 50 school days.

The limit will be extended to 60 days, or as long as reasonably necessary, if:

- the suspension occurred between 1 June 2020 and 24 September 2020
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- it has not been reasonably practicable for the governing board to meet in person within 50 school days for reasons relating to coronavirus (COVID-19)
  - it has not been reasonably practicable to meet via remote access for a reason relating to the conditions for a remote access meeting
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