

**MAIDEN ERLEGH TRUST**

**BEHAVIOUR POLICY**  
**(incorporating rewards, sanctions and attendance)**

**STATUTORY**

**Local arrangements for**

**Maiden Erlegh Chiltern Edge School**  
**(in annexes)**

INITIAL APPROVAL	September 2015
REVIEW FREQUENCY	Headteacher free to determine
REVIEWED	November 2015, June 2016, May 2017, May 2018



## **PART ONE: CONDUCT AND BEHAVIOUR FOR LEARNING**

### **Introduction**

Academies and Free Schools must have a written policy to promote good behaviour among students, and ensure that it is implemented.

### **Rationale**

The Trust high expectations in relation to behaviour and respect apply in each Academy, on school trips and at fixtures, and when representing the Academy and/or the Trust in the community, including on the internet.

Every member of each Academy and the Trust community, students, staff, governors, has the right:

- to be able to work, learn and teach to the best of their ability and without disruption;
- to feel valued;
- to experience success and fulfil his or her potential;
- to feel supported;
- to learn in a healthy, pleasant environment;
- to be treated with respect and good manners;
- to be treated fairly.

Every visitor has the right to be welcomed and treated politely and with respect.

Every member of the public who meet students outside school has the right to be treated politely and with respect.

### **Definitions**

Conduct: Students displaying poor conduct damage:

- the well-being of others;
- the learning environment of each Academy;
- the learning of others (persistently);
- The Trust's reputation.

Behaviour for Learning: Students who display good behaviour for learning:

- manage their own learning well;
- present and organise their work neatly;
- are well organised;
- support others in their work and learning;
- show they can work independently, in pairs and in groups;
- rise to challenges and are resilient.

### **Equality**

The Trust and each Academy will have regard to their duties under the Equality Act 2010 in relation to the use of rewards and sanctions for behaviour, as outlined in the policy.

In the implementation of this Behaviour Policy, neither the Academies nor the Trust will not discriminate against, or harass, any student on the grounds of any of the following protected characteristics:

- Sex;
- Race;
- Religion or belief;
- Sexual orientation;
- Gender reassignment
- Pregnancy and maternity;
- Disability;
- Age\*
- Marriage and civil partnership\*

\*eg: *indirectly*

In particular, the Academies and the Trust will have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between those who share a protected characteristic, or are related to someone who shares a protected characteristic and those who do not, by having regard to the need to:
  - remove or minimise disadvantages connected to a protected characteristic;
  - take steps to meet the different needs of those sharing a protected characteristic;
  - encourage those who share a protected characteristic to participate in school life and activities in which participation is disproportionately low;
- Foster good relations between those who share a protected characteristic and those who do not, by having regard to the need to:
  - tackle prejudice;
  - promote understanding.

### **Promoting Good Conduct and Behaviour for Learning**

In order to promote good behaviour we acknowledge that we must strike the right balance between:

- rewarding consistently good behaviour and improved behaviour;
- identifying early when behaviour and attitudes are deteriorating so that we can put in preventative measures to stop it escalating;
- sanctioning poor conduct and, where possible, providing opportunities to restore relationships and good behaviour for learning and make amends.

For examples of rewards see Annex 2.

### **Behaviour Support**

It is the Academy's aim to initiate support strategies to try and prevent poor behaviours becoming embedded, incidents escalating and to prevent the need for sanctions.

Where the issue is related to Behaviour for Learning in lessons (including linked to homework), individual teachers will employ a range of support techniques to avoid having to escalate from a Level 1 issue (see Annex 3) for example:

- Encouraging students to use different resources and people to help them with activities (for example, Brain, Book, Buddy, Boss);
- Moving the student to a different part of the classroom;
- Offering a brief period of "time-out" in another classroom.
- Offering a support appointment if they are finding work challenging and/or to catch up missed work;
- Implementing a brief period on a department positive report card;

Where the issue is related to conduct around the school (including linked to punctuality or uniform) individual teachers, tutors and/or middle leaders will employ a range of support techniques to avoid having to escalate from a Level 1 issue (see Annex 2) for example:

- Encouraging students to focus on clear behavioural improvement targets;
- Moving the student to a different part of the tutor group;
- Offering a brief period of "time-out" with another tutor;
- Support with organisation of Planner (to support home-school liaison);
- Implementing a brief period on a pastoral positive report card with the form tutor;

Where a student displays weak Behaviour for Learning and/or conduct and does not respond to support or to the reasonable requests of staff, then the primary form of support will be an appointment for a learning conversation after school.

Pastoral members of staff and Curriculum Leaders may also use:

- Report cards in order to reinforce positive conduct and/or behaviour for learning.
- Temporarily providing the correct uniform from the Inclusion Team. (if this is the issue)
- Use a Pastoral Support Plan for students whose behaviour is a serious concern and who

- may be at risk of either fixed-term or permanent exclusion from school.
- Morning or break support appointments with the Director of Learning or Assistant Headteacher;

The Inclusion Team may also arrange more bespoke supportive measures eg:

- Offering a support appointment to help with organisation or uniform;
- Provide mentoring or bespoke support sessions;
- Use a Pastoral Support Plan for students whose behaviour is a serious concern and who may be at risk of either fixed-term or permanent exclusion from school.
- Implement a period of time in isolation in school to allow students to reflect on their behaviour, keep up with work and make a fresh start when reintegrated into the wider school community.
- Organise a part-time and/or alternative timetable for an agreed period of time to support behaviour rehabilitation or catching up work and reducing anxiety which may be in part causing the poor behaviours (this may be in school or with another organisation, or a combination of both).
- Organise a Managed Move – see Part 3.

### **Sanctions for Poor Conduct and/or Persistently Poor Behaviour for Learning**

The law allows schools to impose sanctions upon students for disciplinary reasons only. Sanctions can be imposed for misbehaviour in school, and out of school to such an extent as is reasonable. The following conditions must be satisfied:

- The sanction must be imposed by a paid member of staff, or an unpaid member of staff authorised by the Headteacher;
- The decision to impose the sanction must be made on school premises or while the student is under the charge of the member of staff imposing the sanction;
- The imposition of the sanction must not breach any other legislation (for example, the Special Education Need Code of Conduct or the Equality Act 2010);
- The sanction must be reasonable and proportionate, taking into account the student's age, special educational needs, disability, or religious requirements

A range of more formal sanctions may be used, but typically appointments will be used in the first instance (see Annex 3).

Where the student fails to modify their conduct/behaviour for learning, the student will be referred to the relevant Middle Leader who may impose one or more of the following sanctions:

- a disciplinary detention, either before or after school;
- faculty withdrawal, usually for 1 lesson (or in rare cases, 2 to 3 lessons) where the student will work on their own in a different classroom.

Where the student, having been sanctioned in this way, either refuses to comply or fails to modify their conduct/behaviour for learning, the student will be referred to a member of the Senior Leadership Group

- who may impose one or more of the following sanctions:
  - a longer disciplinary detention;
  - multiple disciplinary detentions;
  - extended days;
  - withdrawal break, lunch, free period privileges in school;
  - a period of community service in school;
  - a temporary or permanent ban from representing the school on trips, visits or public activities;
  - a temporary or permanent ban from taking part in school social activities;
  - withdrawal of an allocated place on a school trip, visit or activity;
  - a disciplinary detention on a Continuing Professional Development day or during a training session;
  - confiscation of property (for which we reserve the right to search the student's belongings);
  - faculty withdrawal, usually for 1 lesson (or in rare cases, 2-3 lessons) where the student will work on their own in another classroom (this may be with another class);

- an Alternative Learning Programme in school, arranged by Assistant Headteachers and the Inclusion Team;
- an Alternative Learning Programme with an alternative and personalised timetable and/or support from outside agencies (arranged through the Inclusion Team);
- Internal isolation;
- a Fixed Term Transfer – a supervised isolation and/or personalised timetable in another educational establishment within the Trust or another local school;
- a Fixed-Term Exclusion;
- a Permanent exclusion.

The Academy's approach to poor behaviour will endeavour to be positive and constructive at all times, with any form of alternative learning being used as a last resort, or if a situation has arisen which demands strong and immediate action.

See Annex 3 for the different "stages" of response to poor conduct and/or behaviour for learning.

### **Students' Conduct Outside the School Gate**

Non-criminal bad behaviour and bullying which occurs off the school premises, and which is witnessed by a staff member or reported to the school, may also be considered as grounds for sanctions as outlined within this policy. In such cases, incidents will be reviewed and sanctions imposed in the same way as if the incident had happened in school (including up to exclusion).

Students may be disciplined for:

1. Misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

2. Misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Criminal acts will be reported to the police.

### **Corporal Punishment**

Corporal punishment (the use of physical violence or force to inflict pain as a punishment) is illegal in all circumstances and will never be used at the Academy or anywhere within the Trust.

### **Use of Reasonable Force or Restraint**

Reasonable force covers a range of actions which may be used by members of staff involving a degree of physical contact with students. The force used must be reasonable, proportionate and necessary in the circumstances in which it was used.

All members of staff (including volunteers and parents attending school trips) have the power to use reasonable force to prevent students from:

- committing a criminal offence;
- injuring themselves;
- injuring other people (including students and members of staff);
- damaging property;
- causing disruption in the classroom where they have refused an instruction to leave;
- causing disruption at a school event or on a school trip;
- leaving the classroom where doing so would risk their safety, disrupt the behaviour of others or put others at risk;

The above list contains examples, but is not exhaustive, and there may be other circumstances in

which the use of reasonable force is justified.

The Headteacher and authorised members of staff may also such force as is reasonable in then circumstances when conducting a search of a student without their consent for certain items (see Part Four).

In the case of a student with a statement of educational needs or a disability (as defined by the Equality Act 2010), all members of staff will bear in mind their duty to make a reasonable adjustment for those needs or disability before using reasonable force. This does not, however, mean that reasonable force will not be used on a student with a statement of special educational needs or a disability.

Parental consent is not required for members of staff to use reasonable force on students. Where reasonable force has been used, the Academy will notify the parents of that fact and the reasons why such force was reasonable in the circumstances. Parents who are unhappy with reasonable force being used on their children are able to submit a formal complaint to the Academy under its published Complaints Policy, however it will be the responsibility of the parents to prove that the force used was not reasonable, proportionate and necessary. It will not be for the member of staff to prove this and the member of staff will not necessarily be suspended when a complaint is received.

It is not illegal for members of staff to touch a student. In addition to being able to use reasonable force, in the course of normal day to day activities and in proper and necessary circumstances, for example when comforting, congratulating or praising a student, or demonstrating techniques in music or physical education, it may be appropriate for staff to touch a student.

The Academy will keep a log of serious incidents involving the use of reasonable force.

### **Breaches of the Law**

Where it is found that a student has acted in breach of the law we will pass on all relevant information to the police and/or the LADO.

### **Mobile Telephones**

Please see annex for local arrangements.

When used at a time or in a way which is restricted, the mobile telephone will be a “prohibited item” banned by the Academy rules, and subject to the normal rules on seizure, retention or destruction.

A student’s mobile ‘telephone may also be confiscated by the Academy as a disciplinary sanction for misconduct by the student. In such cases, the mobile telephone will be retained until it can be collected by the student and/or parent after a period of time agreed by Academy, this may be up to the end of the current term.

Any use of a mobile telephone must comply with the Academy’s Acceptable Use Agreement for ICT. Any unauthorised use of a mobile telephone will be considered to be in breach of the Acceptable Use Agreement for ICT. Any mobile telephones that are seen or heard during school hours will be removed from the student and kept for seven days or until a parent is able to collect it from the school.

### **School Uniform**

Students are expected to wear the school uniform and abide by the Trust’s expectations of appearance and self-presentation.

These are made clear on the website and in the Planner and we expect parents to support our expectations. Where there are valid reasons for a student not being able to comply for a short period of time, parents are expected to confirm the reasons for this in writing and to rectify the situation in the shortest period of time possible.

Consequences and sanctions for uniform infringements are found on Page 15 of the Planner.

### **Incidents which occur outside school**

Where the Academy is made aware of students behaving inappropriately or in a way which is unsafe outside school, the parents of the students will be informed and advice will be given as to how they can support their child. If that misbehaviour or its consequences affect members of the Academy community, or discipline within the Academy, sanctions will be imposed and support offered as appropriate.

For the avoidance of doubt, incidents which occur away from the Academy's premises may, in appropriate cases, result in either a fixed-term or permanent exclusion.

The Academy will report any behaviour which may amount to a criminal offence to the police, and support any subsequent police investigation or prosecution by, for example, providing incident forms.

### **Roles and Responsibilities of Members of Staff**

This Behaviour Policy is based on consistent, assertive and positive school-wide discipline, namely good habits enforced in one subject area being maintained and reinforced in all other areas. Every member of staff is therefore expected to have a behaviour plan in line with this Behaviour Policy which is clearly explained to students in all of their classes.

In addition, staff at Maiden Erlegh Trust schools are expected to adopt our basic principles of behaviour management:

- We endeavour to praise more than we chastise (6:1)
- We punish behaviours and support young people
- We do not punish the majority for the errors of a few
- We do not shout or sanction in anger
- The person imposing any support and prevention strategies or sanctions must inform the student and their parents in a timely way and explain the reasons for them.

When students join the Academy, they and their parents receive a copy of the Code of Conduct and the

Home-School Agreement and, at the start of each academic year, all students are reminded of the behaviour expected of them in classrooms, around school, when representing the Academy and when using Information Technology. Copies of the Academy's Code of Conduct, Home School Partnership Agreement and IT Acceptable Use Agreement are also found in the homework diaries and on the website.

Specific guidelines in relation to specialist areas and rooms in the Academy will also be discussed with students by the members of staff who teach in those areas of The Trust.

### **Training**

Guidelines for the management of behaviour are covered with all members of staff at induction and are refreshed during the year. Annex 2 gives a clear outlines of initial responses by staff to incidents in class or around the school and how to use the On Call system. All staff are expected to abide by the actions outlined in Annex 2.

Trainee teachers and NQTs received bespoke sessions on behaviour management and we provide professional coaches and mentors for colleagues who are in need of support in this area.

Whole school training sessions cover a range of professional development sessions linked to behaviour management eg: on Behaviour for Learning, working with SEND students, de-escalation techniques.

We also provide training on advanced specialist strategies such as restraint techniques, working with SEND students for pastoral and inclusion staff.

### **Monitoring**

School level rewards, support strategies and sanctions will be recorded centrally in SIMS

Management

Information Systems. Similarly all attendance records will be collated in SIMS Management Information Systems.

This log will be monitored by members of pastoral staff to check for patterns and trends (for example with respect to gender and ethnic origin). As a result of this monitoring, interventions will be put in place to support individuals and groups as necessary.

As part of the school's half termly review of Personal Development, Behaviour and Wellbeing, data linked to behaviour incidents and responses to those incidents is evaluated. These evaluations are shared with the Local Advisory Board and the School Improvement Plan amended as necessary.

## **PART TWO: DETENTION**

The Academy has the power to impose a detention (including outside school sessions) upon any student under the age of eighteen years as a disciplinary penalty.

### **Permitted Day**

The detention can be on a “permitted day”, which is any school day, any Saturday or Sunday (excluding the Saturday and Sunday immediately before or after a half term break) or any teacher CPD/inset day.

This means that detentions may take place after school or at the weekends.

### **Notice**

Parents are not legally entitled to notice in writing of a detention imposed upon their child before it can take place, although the Academy will usually notify the parents of any detention via the student’s Planner and/or by telephone or by email, for any detention imposed outside normal school sessions, except in relation to detentions which take place immediately after school.

### **Parental Consent**

Parental consent to a detention is not required. If parents want to raise an objection to a detention, they may do so under the Academy’s published Complaints Policy. In those circumstances, consideration will be given to postponing the detention until after the complaint has been considered, however this is not guaranteed.

### **Travelling Arrangements**

In addition to the normal rules regarding the imposition of sanctions, the Academy will take into account whether suitable travelling arrangements can reasonably be made by the parents where the student is very young, does not live within walking distance of the Academy and is reliant on school transport or public transport which is only available at specific times. Whether making alternative travel arrangements is inconvenient to the parents is not a factor which the Academy will take into account.

### **Lunch Time Detentions**

If the Academy imposes a detention at lunch time, the Academy will ensure that the student is be given a reasonable amount of time to eat, drink and use the toilet facilities.

### **Failure to Attend for Detention**

If the student fails to attend a detention without a reasonable excuse, the student will normally receive a more severe sanction.

### **Monitoring**

The Academy will keep a record of every detention imposed and the reasons for imposing it.

## PART THREE: EXCLUSION AND ALTERNATIVES TO EXCLUSION

### Sanction which do not constitute exclusion

**Lesson Isolation** In certain circumstances, the Academy may use lesson isolation (where the student is removed from a particular lesson for one or more lessons and placed elsewhere in the Academy, either on his or her own or with other students) as a sanction for serious or persistent poor behaviour in that subject.

**Internal Isolation / Alternative Learning placed Provision (ALP) poor** In certain circumstances, the Academy may use Alternative Learning (where the student is removed from his or her formal lessons and elsewhere in the Academy, as a sanction for serious or persistent behaviour).

In such cases, the student will not be locked in the room and will be allowed to eat lunch and use the toilet facilities with staff supervision.

**Fixed Term Transfers** In other circumstances, the Trust may use a Fixed Term Transfer (where a student is placed in supervised isolation and/or on a personalised timetable in another educational establishment within the Trust). This is a sanction for very serious or persistent school behaviour, usually as an alternative to fixed-term exclusion from school.

The Trust will endeavour to take into account whether suitable travelling arrangements can reasonably be made by the parents. Whether making alternative travel arrangements is inconvenient to the parents is not a factor which the Trust will take into account.

**Direction to an education establishment** We may direct a student off-site for education to improve his or her behaviour. This would be for an agreed time\* and reviewed regularly throughout the placement.

**Managed Move** Typically a six week trial\* at a new school with a view to it becoming a permanent placement. This is a structured and supported process allowing the student to make a fresh start, usually to avoid permanent exclusion. It is done with the student's and the parents' consent and reviewed regularly throughout the placement

*\*Time frames may differ and/or be extended by agreement with all parties if it is felt to be in the best interests of the child.*

### Exclusions

Only the Headteacher has the power to impose a fixed-term or permanent exclusion.

Any decision to send a student off-site (even at lunchtimes) is an exclusion and will be dealt with formally in accordance with The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012 ("the Regulations") and the Department for Education's statutory guidance on exclusions ("the Guidance").

Our priority is to try and prevent students being excluded and exclusion from school (fixed term or permanent) is an absolute last resort. Exclusion may be imposed for:

- Bringing into school a prohibited item
- Bringing the Academy or the Trust into disrepute
- Bullying or harassment (of any member of the school community)
- Damage to property belonging to another student, member of staff or visitor to the Academy or the Trust
- Defiance of staff which puts the safety of staff and/or students in jeopardy
- Discrimination or harassment on the grounds of being a member of a protected group under the Equality Act

- Drug and alcohol related incidents (including legal highs, tobacco and vaping)
- Failure to comply with the expectations of an internal isolation or a Fixed Term Transfer
- Grooming for any purpose including sexual exploitation and radicalisation;
- Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of
- others
- Physical assault upon another student, member of staff or visitor to the Academy or the Trust
- Possession/use of a dangerous weapon (or implement which could be construed as intended to be a dangerous weapon)
- Posting abusive, misleading or illegal comments, images or other content in emails or on social networking sites or blogs.
- Sexual misconduct
- Theft of property belonging to another student, member of staff or visitor to the Academy or the Trust
- Threatening or intimidating behaviour of any kind
- Verbal abuse of another student, member of staff or visitor to the Academy or the Trust
- Violent disorder

This list is not exhaustive, and there may be other instances of misbehaviour or patterns of persistent lower level behaviour which are considered to be sufficiently serious in nature to warrant an exclusion. In addition, we consider the harm caused to the education and welfare of others of the student staying in school.

### **Permanent Exclusion**

A permanent exclusion will be imposed where there has been a serious breach, or persistent breaches, of this Behaviour Policy, and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the Academy.

### **The Decision to Exclude**

Before taking the decision to exclude, the Headteacher will:

1. Conduct an investigation into the events leading up to the exclusion or delegate the investigation to another appropriate colleague.
2. The investigation will include:
  - Taking signed incident forms from other students and members of staff;
  - Collecting any other relevant evidence possible (for example, photographs or CCTV footage);
  - Taking reasonable steps to obtain a statement from the student at risk of exclusion.
3. The headteacher will assess the evidence and information obtained during the course of the investigation, and establish the facts (on a balance of probabilities).
4. He/she will ascertain whether there are any underlying causes for the misconduct (for example, if the student has recently suffered a bereavement or has been subjected to bullying).
5. He/she will ascertain whether the student has a statement of educational needs or disability or protected characteristics (as defined by the Equality Act 2010) and whether a reasonable adjustment should be made.
6. He/she will decide whether an exclusion is merited and, if so, the length of a fixed-term exclusion or whether the exclusion should be permanent.
7. He/she will decide whether an exclusion is lawful, rational, reasonable, fair and proportionate.

### **Procedure**

When the Headteacher has made a decision to exclude, the following procedure will be followed:

1. The parents will be informed verbally, usually by telephone or by email, if that is not possible, of the period of the exclusion and the reasons for the exclusion.

2. The parents will receive a formal notification letter confirming the period of the exclusion, the reasons for the exclusion, and all other statutory information required by the Regulations and Guidance. Every effort will be made to give a copy of this to the parent or student at the time the exclusion is issued.
3. Work will be sent home for the student to complete during the first five days of the exclusion. Where the exclusion is for a fixed period of more than five days, the relevant academy will arrange for alternative educational provision from the sixth consecutive day of the exclusion. For permanent exclusions, the local authority will arrange for alternative educational provision from the sixth day of the exclusion.
4. For an exclusion which results in the total number of days excluded in that term **not exceeding 5 days**, the parents will be invited in the notification letter to make representations about the exclusion which, if received, will be considered by the Local Advisory Board and, in appropriate cases, a copy of their comments will be placed on the student's record. The Local Advisory Board will not, however, have the power to direct reinstatement, and the student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a Governor).
5. For an exclusion which results in the total number of days excluded in that term **exceeding 5 days but not exceeding 15 days**, the parents will be invited in the notification letter to make representations about the exclusion which, if received, will result in the Local Advisory Board Disciplinary Committee arranging a meeting within **50 school days to review** the Headteacher's decision and decide whether to uphold the exclusion or direct reinstatement, immediately or on a specified date. If the decision to exclude is upheld, the student will not be readmitted without a reintegration meeting with a senior member of staff (and possibly a Governor).
6. For an exclusion which results in the total number of days excluded in that term **exceeding 15 days**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the Local Advisory Board Disciplinary Committee will arrange a meeting within **15 school days** to review the Headteacher's decision and decide whether to uphold the exclusion or direct reinstatement, immediately or on a specified date. If the decision to exclude is upheld, the student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a Governor).
7. For a **permanent exclusion**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the Local Advisory Board Disciplinary Committee will arrange a meeting within **15 school days** to review the Headteacher's decision and decide whether to uphold the exclusion or direct reinstatement, immediately or on a specified date.
8. For an exclusion which results in **the loss of opportunity to take a national curriculum test or public examination**, the parents will be invited in the notification letter to make representations about the exclusion and, whether or not representations are received, the Local Advisory Board Disciplinary Committee will **take reasonably practicable steps to arrange a meeting before the test or examination is due to take place, and in any event within 15 school days** to review the Headteacher's decision and decide whether to uphold the exclusion or direct reinstatement, immediately or on a specified date. If the decision to exclude is upheld, the student will not be readmitted without a re-integration meeting with a senior member of staff (and possibly a Governor).

### **The Student's Involvement in Making Representations**

Where representations are made by parents, the excluded student may also be involved by writing down anything that the student wants to say about the exclusion and attaching this to the parents' representations, which should be addressed to the Clerk to the Governors and either taken in to The Trust office, or sent by email to [headsqa@maidenerleghchilternedge.co.uk](mailto:headsqa@maidenerleghchilternedge.co.uk) as soon as possible, and at least two days before the meeting, where relevant.

### **Local Advisory Board Disciplinary Committee Meeting**

Where a Local Advisory Board Disciplinary Committee meeting is to take place, the parents are able to attend the meeting, and be accompanied by a representative (at their own expense) or a friend. The student may also attend, if the parents so wish. The parents, student, representative or

friend may made representations to the Governors at the meeting. The parents may also request that a representative of the local authority (and a representative of the local authority in the area in which the student lives, if this is a different area to the academy) is invited to attend the meeting, as an observer only.

Where the Local Advisory Board Disciplinary Committee direct that the student is to be reinstated, the student will be reinstated by the Headteacher immediately or, if so directed, on the specified date, and the exclusion will be recorded as withdrawn on the student's record.

Where the decision to exclude is upheld by the Local Advisory Board Disciplinary Committee, the parents will be sent a notification letter informing them of this fact and the reasons for the decision, together with statutory information required under the Regulations and Guidance. In the case of permanent exclusions, this information will include full details of how the parents may ask for a review of the decision by an independent review panel.

## **PART FOUR: THE POWER TO SEARCH**

### **The Power to Search**

The Academy can search any student or their possessions for any item with the student's consent. If a member of staff asks a student to empty their pockets or bag, and they do so, this will be deemed to be consent to being searched.

It is a condition of being allocated a locker or desk that the student provides consent to them being searched at any time, including when they are not present, and students will be asked to sign a consent form at the time that the locker or desk is allocated.

The Headteacher and members of staff authorised by the Headteacher have the right to search a student or their possession, without consent, where they have reasonable grounds for suspecting that the student may be in possession of a "prohibited item". If a member of staff suspects that a student is in possession of a "prohibited item" and the student refuses to empty their pockets or bag, the Academy can impose an appropriate sanction for this refusal.

The "prohibited items" are:

- knives and weapons;
- laser pens or similar;
- alcohol;
- illegal drugs;
- legal highs;
- stolen items;
- tobacco and cigarette papers;
- e-cigarette or vaping items;
- lighters or matches;
- fireworks;
- pornographic, abusive or racially inflammatory images or texts;
- literature or images considered to be purporting extremist views;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item which may be being used, or have been used to coerce, groom, bribe or intimidate others;
- any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

The Academy and or the Trust reserves the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive.

### **Authorised Members of Staff**

Searches will only be conducted by members of staff authorised by the Headteacher. The Headteacher

has authorised the following members of staff to conduct searches:

- All members of the Senior Leadership Group
- All members of the Inclusion Team
- The Special Educational Needs Co-ordinator
- Directors of Learning (DOL)

### **Searches**

In almost all cases, the member of staff conducting the search will be the same sex as the student, and the search will be conducted in the presence of another member of staff acting as a witness, who will also be the same sex as the student.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the student or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the same sex as the student and without a witness present.

All members of staff conducting a search of a student will have due regard to the student's expectations of privacy during the search. The student will not be required to remove any clothing other than outer clothing, namely clothing that is not worn next to the skin or immediately over clothing that is being worn as underwear. Outer clothing also includes hats, footwear, gloves and scarves.

### **Reasonable Force during a Search**

The Headteacher and members of staff authorised by the Headteacher may use such force as is reasonable in searching a student or their possessions for a "prohibited item" (see items banned The Trust rules).

Parental consent is **not** required for reasonable force to be used during a search. Where reasonable force has been used, the Academy will notify the parents of that fact and the reasons why such force was reasonable in the circumstances. Parents who are unhappy with reasonable force being used on their children are able to submit a formal complaint to the Academy under its published Complaints Policy, however it will be the responsibility of the parents to prove that the force used was not reasonable, it will not be for the member of staff to prove that it was reasonable, and the member of staff will not necessarily be suspended when a complaint is received.

### **Confiscation of Items Found**

The Academy can seize, retain or destroy any "prohibited item" found following a search.

The Academy can also seize any item found in any circumstances which is considered to be harmful or detrimental to The Trust, or any item which is evidence in relation to a criminal offence.

In addition, the Academy can confiscate, retain or dispose of any item belonging to a student as a disciplinary sanction for misconduct by the student, where reasonable to do so.

### Alcohol

Where alcohol is found, the Academy will seize and dispose of it. Alcohol will not be returned to the student, the student's parents or any other person.

### Drugs

Where controlled drugs are found, in almost all circumstances the Academy will seize these and hand them over to the police as evidence as soon as possible, and support any subsequent investigation or prosecution. Where there is a good reason for doing so, The Trust may dispose of the controlled drugs instead of handing them over to the police.

### Tobacco, E-Cigarettes (and liquids) and Cigarette Papers

Where tobacco and cigarette papers are found, the Academy will seize these and dispose of them. They will not be returned to the student, the student's parents or any other person.

### Other Substances

Where other substances are found which are not believed to be controlled drugs but are believed to be harmful or detrimental to good order and discipline (for example "legal highs" or e-cigarettes), the Academy will dispose of them. They will not be returned to the student, the student's parents or any other person.

### Stolen Items

Where items which are believed to be stolen are found, the Academy will seize these and hand them over to the police as evidence as soon as possible, and support any subsequent investigation or prosecution.

Where there is a good reason for doing so (for example, where the item is of low value), the Academy may return the stolen items to their rightful owner instead of handing them over to the police.

### Fireworks

Where fireworks are found, the Academy will seize these and dispose of them. They will not be returned to the student, the student's parents or any other person.

#### Pornographic Videos or Images

Where pornographic videos or images are found, the Academy will seize these and dispose of them. They will not be returned to the student, the student's parents or any other person. Where the pornography is extreme or involves children, the Academy will hand the video or images over to the police, and support any subsequent investigation or prosecution.

Where a mobile telephone or electronic device is seized, the Headteacher or authorised member of staff may search the device if they believe they reasonably suspect that there is data or a file on the device which has been, or could be, used to cause harm, to disrupt teaching, or to break the Academy rules, and delete the data or file if it is not to be handed over to the police, before retaining or disposing of the device, or returning it to the student who owns it.

#### Other Items

In most cases, the item will be retained by the Academy and the student will be given the opportunity to retrieve the item will at the end of the day. Where this is not the case, the student's parents will be informed.

The Academy will notify the student's parents where a "prohibited item" has been found.

#### **Liability for Confiscated Items**

Members of staff who have seized a "prohibited item" have a defence to any proceedings brought against The Trust or themselves in relation to the loss of, or damage to, any item which they have confiscated in accordance with the procedure outlined in this Behaviour Policy.

Accordingly, The Trust will not accept any liability for the loss of, or damage to, any items which have been confiscated in accordance with the procedure outlined in this Behaviour Policy.

## **PART FIVE: ATTENDANCE**

### **Expectations Regarding Attendance**

Regular attendance and good punctuality are crucial factors for students to achieve their full potential at school. Students attend school for 190 days each year. The Trust expects 100% attendance and, on average, attendance is consistently above 95%.

Parents have a legal obligation to ensure that their children attend school regularly but also a role in encouraging their children to see the value of education.

School registers are taken each morning and afternoon. Students arriving late but within 30 minutes of registration will be marked as Late. Unexplained lateness will be deemed as Unauthorised Absence.

### **Attendance Register**

The Trust is required by law to maintain an attendance register. The attendance register must be taken at the start of the morning session of each school day and once during the afternoon session.

If a student of compulsory school age is absent, the register must show whether the absence is authorised or unauthorised. Each student must be recorded as:

- Present;
- Attendance an approved educational activity;
- Absent; or
- Unable to attend due to exceptional circumstances.

The absence of a student to take part in a supervised educational activity outside the Academy but authorised by the Academy is recorded as an “approved educational activity” and is regarded as “present”.

The Academy will follow up any absences to ascertain the reason for the absence, establish whether the absence is approved or not, and identify the correct attendance code for the register.

In addition morning and afternoon registrations, we take an electronic register during each lesson. Where a student is absent for a lesson, and there is no recorded reason for that absence, the teacher will alert On Call who will verify the student has not signed out or gone to another area of the school (eg: Pupil Services). If the student cannot be found on site after a reasonable search, then parents are contacted. Where a child has identified vulnerabilities and/or special educational needs, then On Call may determine to call parents immediately. Similarly the school may take the decision to contact the police directly if there is a risk of significant harm to the student.

### **Illness**

Parents are expected to notify the Academy before 9am on each day that their child will be absent due to illness. Where a student does not register for a morning session and there is no explanation for their absence, the Attendance Officer will contact the parents to inform them of this. The first day calling procedures are contained in Annex 6.

If an email or telephone message has been received, the parents are not required to send a further acknowledgement in writing, however the Academy reserves the right to ask for confirmation in writing at any time. Decisions as to whether an absence is authorised or unauthorised will be made by the Academy.

Emails may be sent to the Attendance Officer directly or via the school office as long as they are received from an email address which has previously been registered with the Academy on its data base.

### **Medical or Dental Appointments**

Medical or dental appointments should, in all cases, be made after the Academy day has ended,

except in an emergency.

### **Requests for Leave of Absence during Term Time**

From 1 September 2013, the regulations governing the granting of leaves of absence to students in term time changed. Leaves of absence can now only be granted in “exceptional circumstances”. For the avoidance of doubt, going on holiday during term time does not constitute exceptional circumstances, and a leave of absence during term time will not be granted to parents for this reason unless there is some other “exceptional reason” for doing so (for example, the holiday is to visit a terminally ill relative who lives in another country). The Academy may, in some circumstances, grant a leave of absence to attend a funeral or wedding of a close relative, namely a parent, sibling and, in cases where there was regular contact, grandparents.

Parents should submit requests for a leave of absence to the Academy office **at least 15 days** before the first date of the proposed absence. Such requests must be in writing and outlined **in detail** the reason for the request for leave of absence, the number of days that the student would be absent, and any consequences should the leave of absence not be granted.

**Parents should not assume that a request for leave of absence will be granted**, and no arrangements (for example, travel tickets or accommodation) should be booked before the request has been considered and authorised. The Academy will not accept any responsibility for any losses incurred in consequence of the refusal of a request.

Absence of a student will never be authorised retrospectively, and any such absence will be recorded as unauthorised.

If a request for leave of absence is refused and the student is subsequently absent on any of the days that the request related to, the Academy will notify the local authority, which is likely to result in the issue of a penalty notice to each parent for each day of the absence for each child. This is also the case if a request is authorised, but the student is absent for longer than agreed.

### **Absence for Religious Observance**

A request for leave of absence to take part in a day exclusively set aside for religious observance by the religious body to which the parents belong will be agreed by the Academy. A request for such absence should be made in writing at least 15 days in advance. Typically the Trust will grant a leave of absence of one day per annum for religious observance. The Trust may seek advice from the religious body before agreeing the request.

### **Long-Term Absence**

Where students are absent from school for any length of time (including long visits overseas) the Academy may remove a student from the admission register after six weeks of absence. Notice of this intended action will be given to the parents in writing to the student’s normal home address. The Education Welfare Officer will be consulted in all such cases.

### **Students going off roll and preventing Children Missing in Education**

All children, regardless of their circumstances, are entitled to an appropriate full time education. Maiden Erlegh Trust works with local authorities to ensure that children do not go missing from education and/or fall into the NEET category.

The Academy’s Attendance Officer monitors attendance on a day to day basis and refers to the Head of Year names of individual students who may require additional support. The Assistant Headteacher and the Attendance Officer monitor attendance patterns across the Academy and trends for particular groups.

Where members of staff are concerned that an absence or pattern of absence raises a safeguarding concern (including possible links to forced marriage or female genital mutilation), they will consult with the

Academy's Child Protection officer (see Annex 8).

### **Attendance student support strategies**

Students whose attendance is not considered satisfactory will need positive reinforcement on their return to school, and the Inclusion Team will seek to provide support by working with students and their parents to encourage a more positive attitude towards attendance.

The Inclusion Team have positive roles in assisting those who are potential school refusers. Non-attendance will usually be addressed by the Attendance Officer in the first instance but will be escalated to the Director of Learning and/or the Educational Welfare Officer if there is no improvement. The Safeguarding Lead, the SENCO or the Inclusion Team may also be included.

Students who miss school through accident, injury or ill health often worry about the work being missed and about travelling around the busy school site on their return. The Inclusion Team can co-ordinate work to be carried out at home and offer support to the student on their return. These members of staff will also be in close contact with the Education Welfare Officer and other outside medical and support agencies, as necessary.

Where students' attendance is at risk of falling below 93%, the actions outlined in Annex 7 are followed.

### **Support for Parents**

Parents will be kept fully informed about their child's behaviour, attendance and punctuality. The Academy will seek to work in partnership with parents in order to improve attendance through, for example, parent contact meetings, pastoral support plans, etc. Wherever possible, members of staff will cooperate with parents' requests for detentions to avoid clashing with pre-arranged appointments.

The Academy will encourage parents to make use of outside agencies (e.g. Education Welfare Officer, Behaviour Support Team, Child and Adolescent Mental Health Services (CAMHs), etc.) and parenting classes, where appropriate, and will assist with arrangements for the use of these agencies. In these cases a formal referral requesting support will need to be made by the Academy in consultation with parents, and submitted with parental consent.

### **Punctuality**

Students are expected to arrive punctually to school and to lessons. Lateness will be recorded in registers by both tutors and teaching staff.

Where a student is late to a session, staff may ask them to put in writing the reasons for the lateness. This will be dealt with by the tutor or teacher in the first instance with a Level 1 response.

Where a student displays persistent lateness, the Director of Learning will contact the parents. Support and a Level 2 response will be actioned. Possible consequences include:

- The withdrawal break, lunch, free period privileges in school;
- A period of community service in school;
- A temporary or permanent ban from representing the school on trips, visits or public activities;
- A temporary or permanent ban from taking part in school social activities;
- The withdrawal of an allocated place on a school trip, visit or activity.

### **Monitoring**

Monitoring of attendance is carried out by the attendance officer in liaison with the Directors of Learning and Inclusion Team. Students are referred to the Education Welfare Officer when their attendance has dropped below 85%, or where their attendance is cause for concern (for example extended absence). The attendance officer will liaise between parents and The Trust and make every effort to get students back into school. The Attendance Officer will, if necessary, refer parents to the local authority for prosecution.

Every half term, an analysis of behaviour and attendance logs forms part of each Academy's self-

evaluation.

This analysis will then be shared with and discussed by the relevant Senior Leadership Group and Local Advisory Board.

The Executive Headteacher and Local Advisor Board Chairs will discuss trust-wide attendance and punctuality issues with the Board of Trustees.

## ANNEX 1: CODE OF CONDUCT IN CLASS

### Classroom Management – Expectations

#### **Before the start of a lesson .....**

- Arrive to your lesson punctually.
- Approach the classroom in a calm manner and line up quietly.
- Ensure that your uniform is correct and smartly worn as you enter the classroom.
- Ensure an orderly entrance to the classroom – ready to learn.

#### **At the start of a lesson ..... within 2mins**

- Remember that seating plans are in place to support your learning.
- Take out equipment, **planners** and books.
- Quietly involve yourself in the starter activity *or* read the lesson questions.
- Ensure that you are quiet and attentive during the calling of the register. Answer your name politely.
- Whenever the teacher starts to talk put your pen down and face the front.
- You **do not** talk over the teacher, '*one speaker at one time*'.

#### **During the lesson .....**

- Raise your hand when answering/asking questions – unless the teacher is using names to ask questions and this is not appropriate.
- **Attempt the task – and then use your planner to show if you understand a task – use the Green, Amber, Red Pages**
- Remain seated unless you have been given permission to move.
- Remember the rule – '*one speaker at one time*'
- Listen respectfully to each other
- Speak politely to your teacher, staff and peers
- Always follow all instructions without question – if you're worried about something being unfair follow it up later with the teacher or with another member of staff

#### **At the end of a lesson .....**

- Put your pen down and face the front.
- Complete the plenary – take your turn answering any questions
- Neatly and quietly pack away equipment.
- Wait sensibly to be dismissed.
- **Remember the 3P's – Pen down, Plenary, Pack away.**

#### **Issuing Homework.....**

Homework can be set any time during the lesson, however, follow the guidelines below:

- Homework is set on [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk), teacher must discuss homework in the lesson and ensure all pupils understand it

## ANNEX 2: CONDUCT LEVELS AND SCHOOL INITIAL RESPONSES

### CONDUCT LEVELS AND SCHOOL RESPONSES LEVEL 1 – SINGLE/FIRST OCCURRENCE

#### In Classrooms/Duty Areas

Not following the lesson routines / Off task Talking/Shouting out / Disrupting others / Eating/chewing/ drinking / Classwork or Homework incomplete, sub-standard or not done / Lateness to lessons	1. One warning, Restorative conversation with teacher away from peers
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### LEVEL 2 – PERSISTENT OCCURENCE (2/3 TIMES IN ONE LESSON/BREAK OR PATTERN OF BEHAVIOUR OVER 2/3 LESSONS/BREAKS)

#### In Classrooms/Duty Areas

Repeat of behaviour above / Swearing not directed at anyone / Misuse of equipment / Damage to own/others work / Classwork or Homework issues / Lateness to lessons	<ol style="list-style-type: none"> <li>1. Detention and restorative conversation with Teacher</li> <li>2. Parents contacted by teacher</li> <li>3. CL informed of issues and to support</li> <li>4. Logged on SIMS</li> </ol>
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### LEVEL 3

#### In Classrooms/Duty Areas

<ul style="list-style-type: none"> <li>Defiance of staff</li> <li>Rudeness to staff</li> <li>Vandalism to property</li> <li>Use of offensive language – swearing</li> <li>Bullying (of any pupil, including if linked to a protected group)* – including verbal abuse, taunting, teasing, name calling, physical and e-bullying</li> <li>Fighting</li> <li>Theft</li> <li>Smoking or being in possession of tobacco</li> </ul>	<ol style="list-style-type: none"> <li>1. Teacher requests support from CL</li> <li>2. Pupil placed with CL or Buddy department for an agreed period</li> <li>3. Detention issued and incident logged</li> <li>4. Restorative conversation conducted with teacher or others involved</li> <li>5. Issue investigated by ABWO – detention issued</li> <li>6. Parents informed</li> </ol>
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\*Low-level and where pupils are receptive to restorative approaches.

### LEVEL 4 – SINGLE/FIRST OFFENCE OF LIST BELOW OR PERSISTENT LEVEL 3 OFFENCES

#### In Classrooms/Duty Areas

<ul style="list-style-type: none"> <li>Bringing the school into disrepute</li> <li>Bullying or harassment</li> <li>Damage to property belonging to another pupil, member of staff or visitor to the school</li> <li>Defiance of staff which puts the safety of staff and/or pupils in jeopardy</li> <li>Discrimination or harassment on the grounds of sex, race, religion or belief, disability, sexual orientation or gender reassignment</li> <li>Drug and alcohol related incidents</li> <li>Persistent and/or significant disruptive behaviour incompatible with the safe and efficient education of others</li> <li>Physical assault upon another pupil, member of staff or visitor to the school</li> <li>Possession/use of a dangerous weapon</li> <li>Sexual misconduct</li> <li>Bringing into school a prohibited item</li> <li>Theft of property belonging to another pupil, member of staff or visitor to the school</li> <li>Threatening behaviour</li> <li>Posting abusive, misleading or illegal comments, images or other content in emails or on social networking sites or blogs. Verbal abuse of another pupil, member of staff or visitor to the School</li> <li>Grooming for any purpose including sexual exploitation and radicalisation;</li> <li>Failure to comply with the expectations of an internal isolation or a Fixed Term Transfer</li> <li>Violent disorder</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff alerted to issue</li> <li>2. Priority to ensure pupil and staff safety</li> <li>3. Staff Immediate Action Forms passed to ABWO, DOL or Senior Leaders by end of day. Logged on SIMS</li> <li>4. Investigation by ABWO – pupil incident forms taken</li> <li>5. Results of investigation reviewed and discussed with Senior Leaders – further investigation might be needed</li> <li>6. Inform parents of issue, potentially appropriate outside agencies</li> <li>7. Sanction decided (from Detention to Permanent Exclusion)</li> <li>8. Inform Parents</li> <li>9. Restorative conversations as necessary</li> <li>10. Feedback to staff involved</li> </ol>
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## OTHER SANCTIONS

### Mobile Telephones

Students in Years 7 to 11 may bring mobile telephones into school, however their use is restricted to before and after school. (they must have them turned off and put away between 8.30am and 3.30pm).

If a mobile telephone is seen or heard by a member of staff, the student must hand the mobile over for confiscation. This will be returned to the parent / guardian or pupil after 7 days

### Chewing Gum

All incidents should be reported to the Director of Learning and the student will be asked to report to the Director of Learning after school.

### Uniform/Appearance

Students will be given one warning/reminder to rectify their breach of the Academy's uniform policy. After that, any breach of the uniform and appearance policy will be reported to Pupil Services.

Students will be given the opportunity to rectify the situation eg:

- Putting on the correct uniform
- Taking off unapproved items
- Removal of make-up and/or extra jewellery

Where students are unable or unwilling to correct their uniform or appearance, they will work out of lessons until corrected.

Examples of other sanctions for isolated or rare cases:

- Wearing plasters to cover up unauthorised piercings.
- Being sent home briefly to put on the correct uniform

If a student is defiant or rude towards a member of staff, they will be sanctioned for this in line with our

Behaviour Policy (Levels 3 or Level 4). Persistent and wilful uniform/appearance breaches, or failure to attend detentions will be treated as Level 3 defiance and sanctioned accordingly.

Students who do not present themselves appropriately will not be permitted to represent the school eg: on trips or fixtures and may forfeit any monies paid for such activities.

### Attendance and punctuality

Persistent Absence: See Annex 5

Truancy: Truancy will be punished with one hour's detention imposed by the Subject Teacher and students will be expected to make up all work missed, through appointments with teaching staff.

Parents will be contacted to ascertain the reasons for the truancy to ensure that more robust monitoring and support is not necessary.

Where a student cannot be located parents and/or the police are alerted.

Lateness to school: Students who are late to school will serve detentions with the Inclusion Tea: 2 or more detentions will trigger a detention

Lateness to lessons: Students who are late to lessons will serve appointments and/or detentions with teachers in the first instance. Parents of persistent offenders will be contacted and student will serve longer detentions with Curriculum Leaders or Senior Staff.

### **Roles and Responsibilities regarding rewards, support and sanctions for behaviour**

All staff must understand their role in the administering of rewards, support and prevention strategies and sanctions as outlined in this policy. They must apply them consistently and fairly, understanding that we seek to praise and reward whenever possible and our main objective is to educate young people to become self-managing, skilful learners and positive members our community.

The school has a system of On Call to support staff where a student does not respond to a member of staff's interventions. In the majority of situations, the On Call staff will attempt to resolve the situation so that the student may return to the lesson/activity.

Such incidents should be followed-up by the classroom teacher in liaison with the Curriculum Leader in the first instance (for example, with an appointment).

All On Call incidents are recorded in SIMS Management Information Systems and parents will be notified either in writing or by telephone call of any action that school decides to take in response to such matters.

Members of staff who witness serious incidents of misconduct (eg: Level 4) in or outside lessons should call the On Call number. Due to the serious nature of these incidents, the students involved should be immediately isolated while the incident is being investigated, and work should be provided for them to carry out in the interim.

In all cases it is important that:

- these cases are referred as soon as possible to Senior Leadership Group;
- statements are collected from all witnesses (students or members of staff) as soon as possible;
- the students who saw the incident are left in no doubt as to the seriousness of the misconduct;
- the parents of the students involved are informed as soon as there is a basic clarity in relation to what happened.

### **Roles and responsibilities regarding attendance**

School tutors and teachers must register students to morning and afternoon sessions and to each lesson.

A list of unexplained absences will be created every day by the Attendance Officer, and these will be followed up with the parent by either the Attendance Officer or the Director of Learning.

Teachers and other members of staff will take an electronic register at the start of every lesson (ideally within the first 10 minutes). Any unexplained absences (for example where a student was present earlier in the day) will be reported immediately to "On Call".

The Director of Learning has a crucial role in following up and monitoring absence. If there is any concern following an absence and a note has not been received, the Attendance Officer will contact the parents direct immediately.

### ANNEX 3: REWARDS & LEADERSHIP RESPONSIBILITIES

Teachers regularly make phone calls, choose 'pupil of the week', display work and send out reward postcards to reinforce positive behaviour.

What you might get achievement points for:

- Commitment
- Progress
- Achievement
- Contributions to wider aspects of school life
- Successes and achievements at individual and team levels within and outside school.

<b>Number of Achievement Points</b>	<b>What will happen?</b>	<b>What sort of Reward could this be? (these are just examples)</b>
10 points	Your tutor will congratulate you in form time	Verbal
25, 50, 75 points	You choose a reward item from ABWO (collected and distributed by tutor) and certificate is written by your tutor and given out in Key Stage assembly	Stationary Item – pencil, pen Queue Jumper – bus queue or Canteen queue
100 points	You choose a Level 2 reward. Totals made at the end of each short term and a certificate is issued in assembly by DoL	Voucher for discounted item in canteen Stationary Item – ruler, rubber
200 points	You choose a Level 3 reward. Totals made at the end of a short term – issued in assembly certificate in assembly by DoL	Football Small game Stationary – calculator, maths set
300, 400, 500 points	You choose a Level 4 reward. Additionally call home by Form Tutor and a certificate in assembly	Badge for each hundred Table Service in the canteen
Pupil in tutor group with most achievement points per short term	You will be entered for the Celebration Assembly prize draw.	Prize Draw
Form in each year with the most total achievement points per short term	Your form will receive a reward at the end of short term	Chocolate Pizza Use of school area as a group – computer room, sports facilities
Form in each year with the best attendance per short term	Your form will receive a reward at the end of short term	Chocolate Pizza Use of school area as a group – computer room, sports facilities

## Rewards Flow Chart for Teachers:

<p>Teachers log Achievement Points on the Schools SIMs Database          Each Week in Tutor Time - open the report 'Achievement and Behaviour Point Count' setting the parameters for the past week.          Add these numbers into the form group spreadsheet</p>	
Reward Points	Behaviour Points
<p>Each week:          Congratulate pupils who have achieved reward points.</p> <p>10 points in total earned in a week – celebrate in tutor time</p> <p>25, 50, 75 total points – pupil chooses a reward item from the Level 1 rewards from ABWO (collected and distributed by tutor) and certificate written by tutor in Key Stage assembly</p>	<p>Each week:          5 or more behaviour points in a week – individual tutor discussion if not improved for next week then on report</p> <p>10-15 behaviour points in a week – tutor report and inform ABWO / DoL.</p>
<p>100 total points – pupil chooses a Level 2 reward. Totals made at the end of short term – certificate issued in assembly by DoL</p>	<p>15 or more behaviour points in a week – automatic ABWO report and meeting with parents requested</p>
<p>200 total points – pupil chooses Level 3 reward. Totals made at the end of a short term – issued in assembly certificate in assembly by DoL</p>	<p>Consecutive weeks of more than 5 behaviour points in a 3 week period – raise with DoL and ABWO for further investigation</p>
<p>300, 400, 500 total point choose from Level 4 rewards. Additionally call home by Form Tutor</p>	
<p>Each short term:</p> <ul style="list-style-type: none"> <li>- Pupil with most attainment points in form per short term – prize draw</li> <li>- Form with most total attainment points gets a reward at the end of short term</li> <li>- Everyone with 100% attendance for a short term automatically get 10 attainment points (input by ABWO)</li> <li>- Everyone with no lates for a short term gets 10 attainment points (input by ABWO)</li> </ul>	

## ANNEX 4: FIRST DAY CALLING

Flow Chart for Morning Attendance Protocol

Aim is to ensure all pupils are in school

8.40-8.45	First bell rings at 8.40 – ABWO to encourage pupils into registration
8.45-9.00	AM Registration – 8.45-9.00 pupils registered by tutor (after the 8.45 bell any pupils arriving will receive a L with minutes late recorded by tutor)
Lateness	<p>P1 at 9.00 and registers close any pupils arriving after 9am has to register in Pupils Services and will be marked late.</p> <p>At 9.00am the Pupil Services Administrator (PSA) sends a School Comms home informing parents of anyone not marked present in AM reg.</p> <p>During day PSA calls home for each pupil late.</p> <p>After third late in the week pupil to call home to explain lateness to parent with PSA</p>
9.00-9.30	<p>Between 9.00-9.30 PSA and Admin Team to input all absences called in (comments added to SIMS as record). It is important to ascertain if the absence relates to a school related issue (friendship issues, bullying etc). 9.30 PSA uses Pupil Receptionist to check lessons to see if pupils have arrived.</p> <p>ABWO print absence lists and start targeting Persistent Absentees with calls</p>
9.30	<p>At 9.30 registers for AM reg and P1 all complete and corrected</p> <p>PSA then to liaise with ABWO about who is still absence</p> <p>Decision made if pupils need collection – both ABWO to collect in pairs</p>

<b>WHERE A PARENT THINKS THEIR CHILD IS IN SCHOOL (IE: POTENTIAL TRUANTING OR RISK)</b>	<b>WHERE THERE IS NO RESPONSE BY PARENT</b>
<p>ABWO checks lesson history</p> <ol style="list-style-type: none"> <li>1. ABWO do a sweep of the school and talk to student's best friend(s)</li> <li>2. DOL/ DSL consulted for precedents etc</li> <li>3. Parents advised to call the police if they are concerned</li> </ol>	<p>After 30 minutes – advice is sought from DSL and/ or DOL and actions agreed for any 'high risk' students. Appropriate outside agencies maybe alerted</p> <p>By end of the day – a follow up telephone call in the afternoon by the ABWO for any other students for whom we have specific concerns</p> <p>Continued absence – letter sent and follow up telephone calls made by Form Tutor</p>

## ANNEX 5: REDUCING PERSISTENT ABSENCE

<b>Non-PP pupils with Attendance Below 90%</b>	<b>PP pupils with Attendance Below 95%</b>
<ul style="list-style-type: none"> <li>• Identified in meeting with DOL and ABWO</li> <li>• Letter 1 sent by PSA (logged on SIMs and copy of all letters kept)</li> <li>• ABWO to monitor attendance</li> <li>• Attendance improves in 5 weeks (letter 3 sent).</li> <li>• If not improved or further drops in attendance go on to step below</li> </ul>	<ul style="list-style-type: none"> <li>• Identified in meeting with DOL and ABWO</li> <li>• Letter 1 sent by PSA (logged on SIMs and copy of all letters kept)</li> <li>• ABWO to call home to discuss issue</li> <li>• ABWO to monitor attendance</li> <li>• Attendance improves by 5 weeks (letter 3 sent). Form Tutor to call to praise</li> <li>• If not improved or further dropped go on to step below</li> </ul>
<b>Pupil with attendance below 90% for 5week period</b>	<b>Medical issues – long term absence</b>
<ul style="list-style-type: none"> <li>• Identified in meeting by DOL and ABWO</li> <li>• Decision made whether to initial a penalty warning letter or PCM arranged by ABWO</li> <li>• Appropriate letter send to parent and letter logged on SIMs by PSA</li> <li>• ABWO to lead the PCM with support from the DOL – ABWO to produce PCM documents and previous letters</li> <li>• Copy of PCM documents to go into PCM file and kept on pupils file</li> <li>• During the review period O and U codes used as absences unauthorised unless appropriate evidence is provided</li> <li>• Attendance to be monitored by ABWO</li> <li>• PCM carried out for a 6wk period and reviewed on a 2 weekly cycle – fortnightly call by ABWO if no issue</li> <li>• Second parent meeting if no improvement</li> <li>• At the end of monitoring period outcome discussed with DOL – county attendance team referral? ABWO to call parent and inform them that this is taking place</li> <li>• If PCM is arranged and parent fails to attend – give a second appointment (highlighting in the letter this is a second appointment and on SIMs) and then run the PCM with just the pupil – sending copy of all the documents home to parents</li> <li>• If PCM cycle repeated for second time in the same year, a CAF needs to be offered in addition to PCM</li> </ul>	<ul style="list-style-type: none"> <li>• If pupils is off on long term absence then parents need to provide evidence from doctors for absence</li> <li>• This must be logged on SIMs – describing the reason for absence and the nature of evidence supplied (letter from doctors ‘appendix removed’)</li> <li>• If child is ‘signed off’ by professional we must supply work – ABWO to email all staff every fortnight to request work to reception. Reception to post work home</li> <li>• ABWO to log work sent on SIMs</li> <li>• ABWO to call parent every fortnight to ensure contact is kept – checking on progress and liaising to ensure that work is adequate</li> <li>• If pupils is signed off long term provision must be made for education at home – AHT informed if the absence is likely to be longer than a month (referral to home school / outside agency support)</li>   <li>• If medical professional sends letter in re absence then the following info must be challenged and agreed – exact diagnosis, whether it is preventing attendance or not and a time frame for action</li> </ul>
<b>Ns</b>	<b>Child Missing in Education</b>
<ul style="list-style-type: none"> <li>• Absence texts are send each day by PSA, follow up calls are made by ABWO for PAs. Registers corrected as appropriate.</li> <li>• After 3 days of absence – PSA sends a letter. If no contact has been made informs ABWO, DOL and Form tutor. They make additional contact. 10 days absence</li> </ul>	<ul style="list-style-type: none"> <li>• If a pupils is absent for 10days parent should be aware due to absence texts, call from Form Tutor or DOL and letter at 3days of absence from ABWO</li> <li>• If the absence reaches 10days then ABWO makes contact with parent to inform them a ‘Child Missing in Education’ form is being</li> </ul>

<p>triggers missing child procedures – ABWO makes referral and referral logged on SIMs. A letter must also be sent to the parent asking them to contact the school.</p> <ul style="list-style-type: none"><li>• Form Tutor to ensure that the pupil has absence recorded in their planner on their return and encourages the pupil to bring in absence note.</li><li>• Weekly – ABWO produces list of Ns for each form – form tutor chases up absence notes and annotates sheet to be returned to ABWO. Absences updated on register. DOL to support in the returns of these sheets.</li><li>• Outstanding Ns and Form Tutors efficiency to be discussed at fortnightly meeting with ABWO and DOL – if an issue then DOL to speak to Form Tutor and support</li><li>• The fortnight before the end of each half term letter 7 sent out to parents by ABWO – outstanding absences to be corrected.</li><li>• End of each half term – DOL to get a list of all outstanding Ns from ABWO. These sheets need to be corrected by DOL and returned to ABWO to correct all registers before the end of term.</li></ul>	<p>completed and a referral sent is send to the county attendance team</p>
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