



# Behaviour Management Procedures

*Agreed by the Local Governing Body: Sept 2020*

*Last Amended: July 2020*

*Next Review Date: July 2021*

## **Context**

In order to enable effective learning and teaching and for students to achieve their potential, the importance of excellence in behaviour in all aspects of school life is paramount. We seek to create a caring learning environment in the school by:

- providing a safe environment for students and staff to work in;
- cultivating excellent standards in behaviour and discipline;
- promoting self-esteem, self-discipline, a proper regard for authority and positive relationships based on mutual respect between everyone in the Fort Pitt community;
- encouraging equality and fair treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early and appropriate interventions in a supportive manner;
- promoting a culture of praise and encouragement in which all students can achieve
- encouraging a positive relationship with parents and carers enabling them to play their part in the implementation of school policy and associated procedures

## **Roles and responsibilities**

### **Local Governing Body (LGB)**

A formal review takes place every 2 years unless changes to legislation demand otherwise. This is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. The LGB will support the school in maintaining high standards of behaviour. In practice this occurs at LGB meetings when analysing information presented or when a panel of LGB members reviews students who are at risk of exclusion, as and if required.

### **Headteacher (and/or delegated representatives)**

Responsibility for the implementation and day-to-day management of the procedures along with appropriately supporting staff who may be faced with challenging behaviour

### **All Staff**

Responsibility for ensuring that the procedures are followed and consistently and fairly applied. Staff have a key role to play in the implementation of the procedures but also to review the procedures and feedback to the LT comments around their effectiveness. The procedures ensure there is no differential application on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They also ensure that the concerns of the students are listened to and appropriately addressed.

### **Students**

Responsibility for their own behaviour and learning ensuring that incidents of disruption, violence, bullying and any form of harassment are reported both in school and outside of school. This inappropriate behaviour that brings the school into disrepute will be challenges and may result in sanctions (Please refer to Sanctions and Rewards procedures). In certain situations, as part of an investigation into these incidents there may be a need to search a student's belongings or locker. (Guidance regarding searches may be found in Appendix A)

### **Parents and carers**

Responsibility for the behaviour of their child both inside and outside the school, as set out in the home school agreement, signed by every parent and carer. They will be encouraged to work in partnership with the school to maintain high standards of behaviour and to raise any issues arising from the operation of these procedures.

### **Safeguarding**

Consideration will be given whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The school will consider whether multi-agency involvement is necessary.

### **Procedures**

The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the core values and that every member of the school has a responsibility towards the whole community.

### **Rewards**

A school ethos of praise and encouragement is central to the promotion of good behaviour.

Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise and encouragement, both informal and formal, to individuals and groups alongside the behaviour points structure contributing to House points and the community House Cup.

Sanctions are needed to respond to inappropriate behaviour

A range of sanctions is clearly defined in the school's procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences. (Appendix B: Rewards and Sanctions.)

### **Training**

The Local Governing Body and Headteacher will ensure that appropriate high-quality training on all aspects of behaviour management is provided on a regular basis, or as required by individuals, to support the implementation of this policy.

### **Inter-relationship with other school policies**

In order for the Behaviour Management Policy to be effective there is a clear relationship with other school policies. As such sanctions and rewards, anti-bullying and inclusive education procedures are included in the appendices of this document as well as being available as a separate document. There are other policies that are mentioned in this document which can also be accessed.

### **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

### **Review**

1. The Deputy Headteacher (Wellbeing and Safeguarding), in consultation with the staff and school council, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Local Governing Body informed.
2. The Local Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, students and parents/carers.
3. The outcome of the review will be communicated to all those involved, as appropriate.

## Appendix A: Search “without consent”

Power to search **without consent** for “prohibited items” including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. Essentially – weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the Headteacher to decide if and when to return a confiscated item.

## Appendix B: Rewards and Sanctions

**Base Level Award of Points that can be awarded by any member of staff**

Level 1 – 1 point
House point for “Aspiration” Students display qualities of being ambitious, hardworking and determined in class and outside of class
House point for “Collaboration” Students display qualities of working in a team being supportive, including others and collegial
House point for “Respect” Students display qualities of politeness, graciousness and are caring and considerate to other people and their views
House point for “Resilience” Students display qualities of bravery, courage and taking risks which demonstrate a strong resilience
House point for “Successful” Students display qualities of contentment and happiness – they are confident people who are on the road to being well qualified

**Level 2 Award – which is given again by any member of staff for being exceptional and this can result in between 2 to five points awarded**

Level 2 – 5 points
<b>Form Tutor Superstar</b> – recommended by the form tutor and awarded by the Head of House for commitment to all values (5 points)
For “Collaboration” Award: engagement and participation postcard for events connected with the House
For “Successful” Award: Subject or Form time success postcard home
For “Respect” Award: Some involvement or raising money for charities or caring for others achieve “Respect” postcard
For “Aspiration” Award those representing Fort Pitt in events both in and outside of school
For “Resilience” Award - Any involvement in challenging events outside of school which demonstrate “Resilience”

**Level 3 Award: which is given by the Head of House for outstanding contribution to the community. 10 points for the House and a Certificate presented in House Assembly**

Level 3 – 10 points
Awesome award – for being above and beyond in terms of “aspirational” behaviour
Head of House letter of appreciation for sustained “Success”
Head of House letter of acknowledgment for sustained “Resilience”
Head of House Letter of appreciation for sustained commitment to “Collaboration” in House
Peer Mentor Award – letter demonstrating “respect” and care for others who are finding things difficult
Head of House award – termly award for students going above and beyond in all categories
Head of House Award for Attendance - 100% attendance – 3x a year

**Level 4 Award Leadership Team Award – given by Leadership team – any point allocation up to 20 points**

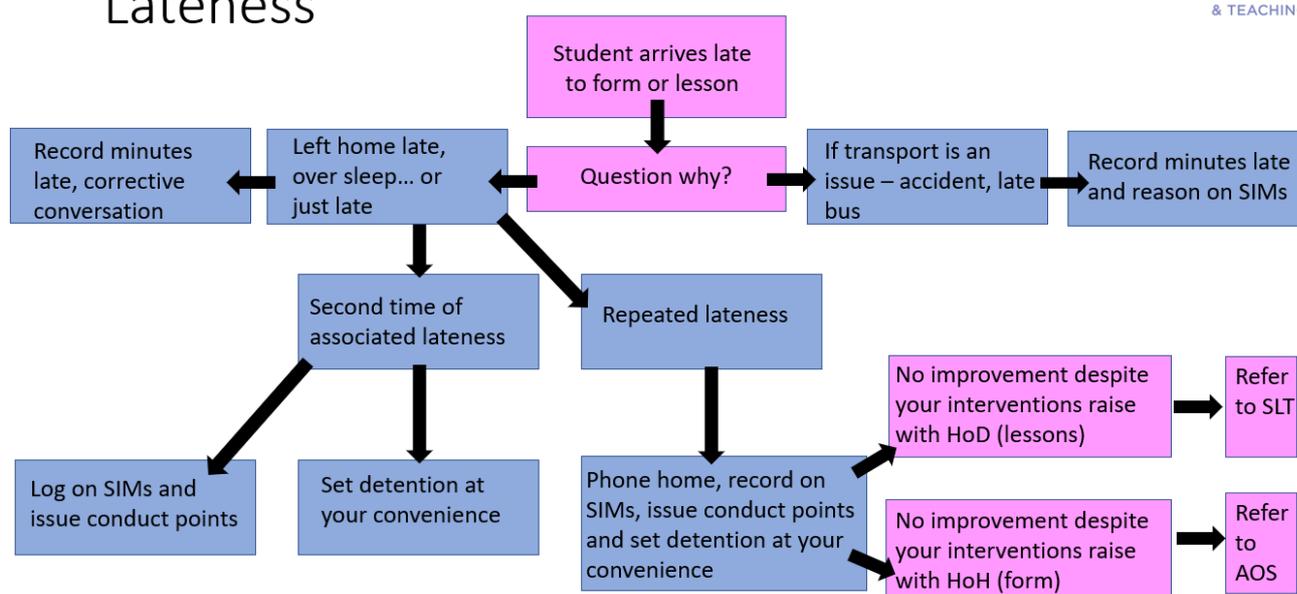
Level 4 – up to 20 points at discretion of LT member
Respect Award – for sustained and consistent pastoral care provided for others
Aspirational Award – for sustained and consistent drive and determination
Resilience Award for sustained and consistent engagement in the face of challenge
Collaboration Award for sustained and consistent commitment in representing the school
Successful Award – for sustained and consistent academic success supported by the data
Attendance Award - 100% attendance – for the whole year – supported by the data
<b>Outstanding student: HT Commendation</b> <b>For any student who demonstrated all of the values and deserves a commendation for being overall outstanding – HT Award</b>

**Sanctions**

Lateness of students to form time or to lesson needs to be followed up and is highlighted in the flowchart below



**Lateness**



## Behaviour related sanctions

Every member of the Fort Pitt community has a responsibility to ensure that students are able to learn, teachers are able to teach and all can feel safe and happy at school.

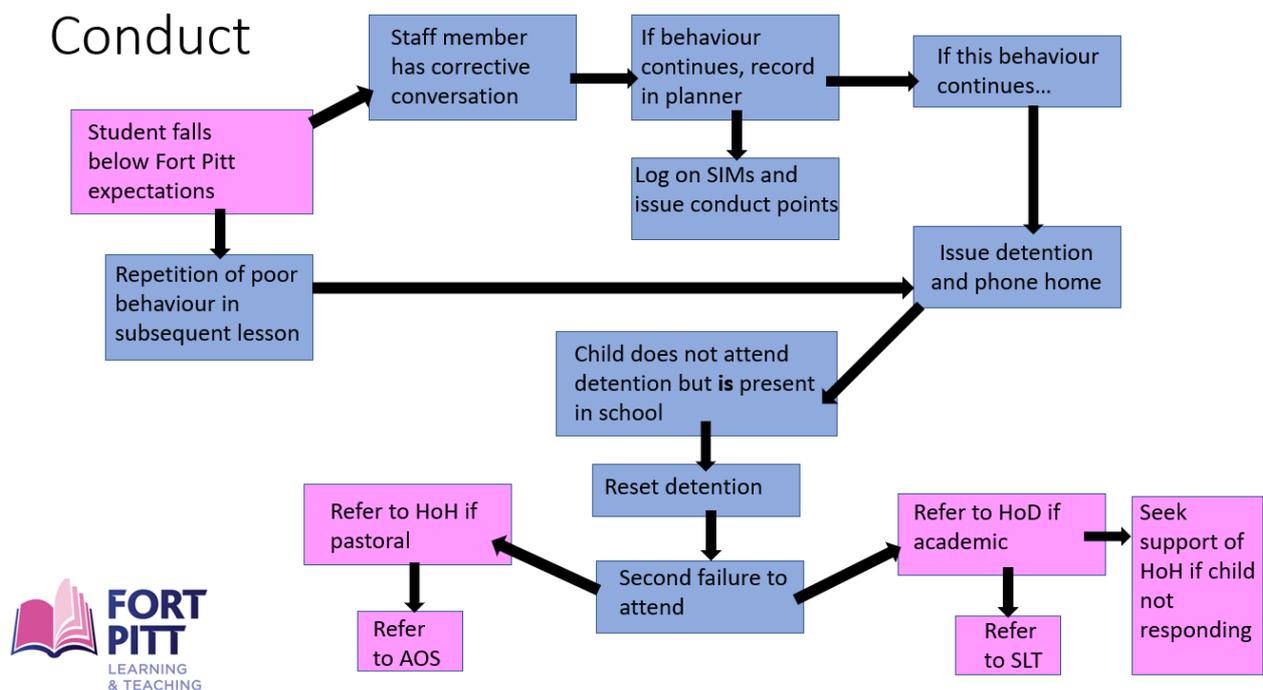
At the start of each academic year every student is issued with a planner in which is the Code of Conduct. This is discussed with form tutors. In addition, students and parents sign a Home/School Agreement which outlines the school's expectations in terms of behaviour and standards.

Every member of staff is responsible for the behaviour and discipline of students and should use behaviour management strategies and the following sanctions to ensure that a positive, supportive atmosphere is maintained within school. Members of staff are expected to have high expectations of students' behaviour and apply rules and sanctions consistently and fairly.

### Consistency and simplicity is key:

- Stage 1: A corrective conversation
- Stage 2: A note in the planner
- Stage 3: A phone call home – record this on SIMS
- Stage 4: A break-time detention – record this on SIMS
- Stage 5: A lunchtime detention – record this on SIMS
- Stage 6: An after-school detention – record this on SIMS
- Stage 7: Refer to HoH (pastoral) and/or HoD (academic).

This was published to staff in the helpful flowchart below:



### **Subject Detentions – Stage 4-6:**

Most incidents should be dealt with by issuing detentions and conduct points and enforced by the class teacher, support staff or form tutor. A break or lunchtime detention gives the opportunity for a late student to replace time missed, or to catch up late work, or to negotiate re-building the staff/student relationship. It should last for between 5 and a maximum of 20 minutes. These detentions must take place the same day or the next school day. Contact home for longer detentions is needed.

### **Head of Department Detention – Stage 7**

If a student fails to comply with the classroom teacher the HOD will issue and supervise a detention (maximum of 30mins). A “HOD Detention” should be issued to support the teaching staff. During this time the HOD should discuss support strategies with the student, which should then be communicated to the subject teacher involved and parents notified.

### **Head of House Detention - Stage 7**

If the issue is a pastoral one from form tutor or a disciplinary issue which has been negotiated between teacher, HoD and the Head of House - a detention lasting 30-45 minutes can be issued after school on a Thursday. A rota is set up for this between HoH.

### **LT Detention – Stage 8**

#### **DHT (pastoral) runs a Friday detention for anyone not complying with HoD or HoH.**

Full contact will be made with home and letter to ensure parents are aware of severity of the situation. The detention may involve some sort of community service – it will not be for students to work in.

### **Other sanctions for non-compliance or unacceptable behaviour:**

- HoD report for subject specific issues
- HoH Behaviour Report if behaviours are across subjects
- Withdrawal of social time
- Isolation
- Internal exclusion
- External exclusion

Please see below for the condition within which the above would be set.

### **Stage 1-6: Possible incidents based on prior evidence**

- Late to lessons – (over 5 mins)
- Eating in non-designated area
- Lack of equipment
- Late homework
- Low-level disruptive behaviour – following a verbal warning which disturbs the learning of others
- Poor quality homework
- Calling out
- Off task behaviour
- Refusal to follow instructions – following a verbal request to do so

**Stage 7 is due to failure to comply with 1-6 or depending on the severity - a one-off incident such as below, however most of these again depending on the impact of the offence would result in an instant meeting with the DHT Pastoral and would result in internal or external exclusion.**

- Refusal to follow instructions given by members of staff
- Damage to property
- Serious rudeness to staff
- Theft
- Fighting
- Discriminatory behaviour (in person or online)
- Use of abusive language (in person or online)
- Inappropriate use of a mobile device
- Bringing the school into disrepute (In person or online. In school or out of school)
- Confrontational actions and/or language including swearing (in person or online)
- Smoking in school grounds or out of school in school uniform (including vaping and e-cigarettes)
- Bullying behaviour (in person or online)
- Persistent disrespectful behaviour (in person or online)

The school follows the statutory guidance for exclusion set out by the Department of Education: <https://www.gov.uk/government/publications/school-exclusion>

## **Appendix C: Anti Bullying Procedures**

### **Aim**

We aim to ensure a safe and secure environment in which every member of the school community feels valued and respected and is able to focus fully on their work, free from intimidation. Every member of the Fort Pitt community should feel safe and happy so that she/he is able to learn and achieve her/his potential.

### **Definition of bullying**

Bullying is the repetitive, wilful, conscious desire to hurt another person and to put them under stress. Bullying causes a member of the school community to feel unhappy, insecure, threatened or excluded. Occasionally, students “fall out” and **may** resort to some of the behaviours associated with bullying. When ‘relational conflict’ occurs, both parties are involved but are keen to resolve the problems quickly and amicably. The following persistent behaviours are considered to be forms of bullying and it is recognised that these can happen anywhere, at any time of the day or night given a presence on social media:

- deliberately ignoring others and excluding them from groups or activities
- making others feel uncomfortable
- passing notes or spreading malicious rumours
- exchanging "looks"; making others feel uncomfortable
- teasing or making improper comments about a person’s race, sexuality, religion, dress, religion, looks, family circumstances, looked after children, fostered, etc
- threatening, including verbal threats by telephone, e-mail, text message or social networking site
- Inappropriate use of social media
- hitting and using physical violence such as pushing
- unwarranted advances – including up-skirting
- demanding money
- damage to others’ property

### **Effects of Bullying Behaviour**

When a student is bullied, life is made miserable, not only in school, but also outside and at home. The sense of unhappiness may often affect concentration and learning or even create a fear of coming to school. In the worst cases it is proven that over time a loss of confidence and self-esteem can develop, which can continue into adult life affecting general health and may lead to periods of depression, self-harm and possible suicide. The key objective is to develop a culture in which bullying is not tolerated and is always challenged. Bullying can only thrive in a climate of silence. We encourage “speaking out” by those who are bullied (“Don’t suffer in silence”) and by those who witness or hear of incidents of bullying. We will then seek to tackle it sensitively, systematically, consistently and efficiently.

These arrangements are publicly available within and outside the school and we recognise the need to have the co-operation of parents and families in stamping out bullying, to have a coherent and consistent framework for addressing bullying issues and a commitment to anti-bullying education. Our pastoral managers maintain a record of all bullying incidents ensuring that the policy is adhered to and constantly reviewing its effectiveness.

## **The Framework**

To:

- Reveal / Report Incidents
- Collect Evidence and Record of Incidents
- Act on findings
- Monitor and Evaluate

### **Revealing / Reporting Incidents**

To encourage people to “speak out” with confidence and to make the reporting of incidents as easy as possible, we aim to provide as many initial contacts as possible for students to report incidents with confidence within the school. It has to be the student’s choice as to whom they reveal the problem. This can be to any member of staff or student in the school community who will then disclose the information to the relevant pastoral/safeguarding leads to follow up.

### **Collecting Evidence and Recording Incidents**

The person to whom the student has revealed their problem will immediately inform the pastoral team and/or the form tutor (depending on the severity of the incident) giving as much information as possible. The information should include where possible:

- Who is involved
- The nature of the bullying
- How often it has happened and for how long
- Where it takes place
- Names of any witnesses

The Head of House or Form Tutor should ensure that the victim’s parents are informed that day either by telephone or a note sent home with the victim. The parents should be reassured that the report is being investigated and appropriate action will be taken.

If the victim and alleged bully/bullies are in the same tutor group, the tutor will hopefully be able to resolve the matter. However, the tutor can call upon senior staff or a member of the pastoral team for assistance in handling the situation.

Written statements may need to be taken from the victim and any witnesses to the bullying incident. When in no doubt that bullying has taken place, details of the case will be passed on to the DHT Pastoral for monitoring purposes.

### **Actions**

The school will not respond to all incidents of bullying in the same way. In cases where intervention is early and no physical violence is involved, we recognise that the most important outcome is that the bullying should stop. Therefore, in such cases we may adopt a “**No Blame Approach**”. A member of the pastoral team will meet with the victim and the bully separately initially in order that the bully can realise the anguish and upset that has been caused. If the bully wishes to change their behaviour then, in agreement with the victim, support will be given to resolve the problem in terms of a restorative meeting.

In cases of more severe incidents, those where physical aggression is involved or repeated incidents of bullying behaviour by the same person, then sanctions within the school's behaviour policy will be dispensed and parents of the bully will be informed.

In extreme cases of physical and/or psychological assault, bullying behaviour can become criminal and should be reported to the police. Following sanctions it is the expectation that the bullying will stop. If further bullying or retaliation occurs then the following actions will be taken:

- Further punishment - isolation from other students particularly during social time
- A pastoral support programme (PSP) put in place which may include mentoring or counselling support from a trained counsellor or from an outside agency
- Fixed term exclusion
- Involvement of School Liaison Police Officer which may result in the development of an Anti-Social Behaviour Agreement and Anti-Social Behaviour Contract
- Permanent exclusion

## **Help, Advice and Support**

### *Support for the Victim*

- We undertake to provide support for our students by taking their concerns seriously and by dealing with the problem quickly and sensitively
- We shall try to gain support for the bullied person from friends and classmates.
- We shall inform the bullied person and their parents about the actions taken.
- We shall give advice as to what to do if there is a further incident.
- We offer counselling support if needed or requested.

### *Support for the Bully*

- The school believes that bullying is totally unacceptable
- We recognise that it does occur and that students who bully do so for different reasons
- Bullies often have low self-esteem and are, or have been, bullied themselves.
- It is vital that everyone recognises that it is the **"bullying behaviour" and not the student** that the school will not tolerate.
- We are committed to providing any support necessary to provide the bully with the skills needed to build lasting and meaningful friendships.

## **Monitoring and evaluating the arrangements**

The DHT (Pastoral) will monitor and evaluate the arrangements in two ways:

1. **via the Bullying Incident Reports:** This will yield information such as: who are the bullies, who are the victims, what are the total numbers of each across the school and within year groups.
2. **via a regular questionnaire or review:** Students will be asked to complete a questionnaire, or review the arrangements to inform the school of its effectiveness. The arrangements will be reviewed annually.

## Education

Fort Pitt Grammar School has an established PSHEE programme. Within the programme, bullying is a topic that is covered in different year groups. The PSHEE programme does have the flexibility to deal with aspects of bullying as and when the need arises, either within a year or learning group. To reinforce with students that such actions are unacceptable, bullying is also a theme for either whole school or year group assemblies.

### The Anti-bullying Email Facility

(address: [antibullying@fortpitt.medway.sch.uk](mailto:antibullying@fortpitt.medway.sch.uk))

Students or parents may use this facility if they do not wish to speak to someone directly about a bullying incident. If an incident is reported in this way, it is dealt with as a report made by telephone or letter or directly to a member of staff.

### Responding to incidents of bullying reported by parents

We recognise that such reports need to be dealt with as quickly as possible to allay the fears of the parent.

Therefore, the following procedures will be adopted:

1. Telephone call noted by office staff who inform the parent that a response will be given as soon as possible but definitely on the same day as the request.
2. Message passed to the pastoral team or Head of Sixth Form who will ring the parent immediately to take details of the problem and to reassure that an investigation is underway.
3. The Form Tutor may become involved; this will depend on the severity of the situation.
4. Statements will be collected from the victim, alleged bully and any witnesses.
5. Appropriate action will occur based on information gathered and further investigation.
6. Contact made with parents as soon as situation has been investigated and resolved (may need "interim" calls if investigations are lengthy).
7. The DHT (Pastoral) is informed of outcome.

### Advice to Staff

We ourselves should:

- set an example of good relationships
- make clear that aggression is unacceptable and intervene early
- be on time for lessons, so that no bullying takes place while the students are waiting
- demonstrate caring, empathetic and respectful behaviour
- watch for signs of distress in our students – deterioration in work, isolation, a desire to be always near adults. Erratic attendance, although possibly symptomatic of other problems, may be signs that a student is suffering at the hands of a bully.
- if a student confides in you concerning a bullying incident, please be sympathetic, listen carefully and make a record of the reported incident. They will probably have chosen you because they trust you.
- offer the victim support and help by putting the school's procedures into operation
- while on duty, or while moving between lessons, please visit places within the site where bullying may take place. Your presence reassures the students.
- in terms of sanctions against bullying and acts of violence, the school's procedures as outlined in the Behaviour Management Policy are to be followed

### **Advice to Students**

Unfortunately, bullying takes place in all schools and in work places. It can happen to children and adults. Bullies only prosper where there is a culture of silence and fear. We are a “speaking out” school where bullies will not be tolerated or prosper. They will be exposed because people will tell. Bullies only thrive when they know that their actions will go unreported.

Act: do not remain silent. Report what you see.

- Leave the scene immediately and tell a member of staff/older student
- Do not tolerate bullies in your circle of friends or social groups. Bullies will soon stop if they are made aware that **their** friends think that they are acting badly.
- If you are bullied, there is nothing wrong with you. The bully is in the wrong.
- Don't fight back. It could make matters worse. Get your friends to support you
- Make use of our peer and cyber mentors and other senior students in your form

## **Appendix D: Inclusion Arrangements**

### **Context**

We believe that everyone has the right to succeed and develop their full potential. Educational experiences and opportunities will be provided to enable individuals to progress to the best of their ability. Diversity is valued as a rich resource that can contribute to the learning of all students and staff.

Inclusion is an on-going process that celebrates diversity and involves the identification and minimisation of barriers to participation and progress that may be experienced by any student, irrespective of age, ability, gender, sexual orientation, ethnicity, language and social background.

### **Aims of Inclusion**

The school aims to: -

- provide high quality and appropriate teaching in a stimulating, challenging, supportive and enjoyable learning environment so that every student achieves.
- help all students develop their personal and social skills, and to experience success and achievement,
- provide equality of educational opportunity for all.

### **Objectives of Inclusion**

We will:

- operate within the framework of inclusion provided by the Government and Local Authority (LA),
- ensure that this inclusion policy is understood and implemented consistently by staff,
- challenge and eradicate prejudice and discrimination wherever it occurs,
- treat everyone with respect and take their views into account,
- identify and recognise barriers to learning and participation,
- minimise barriers to learning to enable the participation of all,
- maximise resources to support the learning of all and provide appropriately to meet the diversity of needs,
- recognise and celebrate diversity as a positive aspect of the school community,
- act positively with regard to our statutory obligation to promote racial equality, good race relations and eliminate unlawful racial discrimination,
- ensure all students have access to an appropriately differentiated curriculum where there are high expectations for all students
- Involve students in the target-setting and monitoring process which supports their final academic achievement.
- recognise, value and celebrate student and staff achievements,
- work in partnership with parents/carers in support of their child's education,
- promote good relationships, and manage behaviour positively,
- create a safe, happy, orderly and caring environment where everybody feels accepted and has a sense of belonging,
- guide and support all school staff, governors and parents on inclusion issues

## **Co-ordinating Inclusion**

- The Deputy Headteacher (wellbeing and Safeguarding) together with the pastoral team will co-ordinate inclusion.
- Inclusion will be coherent, consistent and effective.
- They will monitor the implementation of the inclusion arrangements which involves monitoring and assessing inclusive provision.
- They will undertake regular checks on the overall progress and attainment of students from *all* groups in the school.
- They will work together to identify barriers to learning and provide staff with appropriate strategies; share inclusive expertise with, and support the professional development of, classroom teachers and other adults who support learning; purchase appropriate resources; oversee the monitoring of student progress by HoH and tutor teams, liaise with parents; co-ordinate cross-phase/cross-school transition; co-ordinate external specialist provision
- SENCO to liaise with Heads of Department (HoDs) and subject teachers; ensure that any students with any difficulty that interferes with their being able to access public examinations have appropriate provision made. They are responsible for keeping the Headteacher and Governors informed about the quality of inclusive provision in school.
- They will carry out these responsibilities in the context of all teachers being responsible for meeting the needs of all students, as far as reasonably possible, in their classes, and all tutors maintaining responsibility for the welfare, development and progress of all students in their tutor group (see later)
- DHT will be responsible for dealing with reported incidents of racism or racial harassment, and make an annual review of any such incidents and notify the LA of this analysis.

## **The Role of Leadership and Management in Inclusion**

### **The DHT and other members of the Leadership Team will:**

- be proactive in promoting racial equality and good race relations, and positive views of relevant aspects of disability, culture, gender and sexual orientation,
- ensure that all parents, as far as possible, feel involved and able to participate in the school, and have information and material passed to them that is accessible,
- ensure, through monitoring, that the spirit and practice of inclusion is reflected and promoted throughout all aspects of school life,
- ensure staff are given opportunities to update their skills and knowledge through appropriate professional development,
- evaluate the successes and identify areas for improvement in the policy and practice
- monitor and evaluate financial planning and expenditure as a source of information about the working of our inclusion policy,
- review admissions to ensure the policy written in an inclusive spirit,
- ensure that all those involved in recruitment and selection are trained and made aware of what they should do to avoid discrimination,

- regard breaches of this policy as a serious disciplinary issue, whether they are by student, staff or governors. The response will be appropriate to the situation and will be considered by the Headteacher and/or the appropriate governor committee.
- ensure that facilities are accessible to people with disabilities; when this is not possible, put temporary measures in place, where and when practical, to help and support any person with a disability to fully participate in the life of the school.
- Provide appropriate adaptations to the buildings, fittings and location to enable staff to carry out the responsibilities of their post, within reasonable budgetary constraints.

**Middle Leaders will:**

- monitor to ensure inclusive practices are embedded within their area,
- ensure that schemes of work fully incorporate ways of teaching which will address a range of learning needs and styles and incorporate the principles of equality and promote positive attitudes towards diversity,
- ensure that all departmental documentation reflects this policy,
- plan strategically to provide learning resources which overcome potential barriers to learning,
- give students the chance to have personal encounters with other cultures
- provide professional development opportunities for members of their department so that they are able to deliver an appropriate student-centred curriculum,
- further develop the partnerships between students, school colleagues, parents/carers, and other agencies which work effectively,
- analyse student performance, progress and other (qualitative) data to inform students, parents and other staff when appropriate,
- highlight those students making inadequate progress to HoH, form tutor or if a pastoral issue to contact the pastoral manager for KS3 and 4 copying in the relevant AHT for the key stage,

**All staff in the school will ensure that they:**

- make themselves aware of the potential barriers to learning, that students in their classroom may have,
- deal with racist, and other, incidents in accordance with school policy,
- monitor the progress of individuals in their classroom in relation to their, knowledge, understanding and skills,
- highlight those making inadequate progress, and take appropriate action,
- analyse student performance, progress and attitudinal data to inform students, parents and other staff when appropriate,
- use a wide range of teaching approaches to meet individual needs and learning styles,
- plan and review teaching and learning with appropriate colleagues and as a part of our Performance Management system,
- make use of professional development opportunities offered,
- use a wide range of targeted resources to provide access to and support for learning,

- encourage exploration and celebration of different perspectives and diversity within the world,
- recognise and celebrate individual achievement so that students are aware that their work is valued,
- further develop the partnerships between students, school colleagues, parents/carers, and other agencies.

## **Appendix E: Exclusion Arrangements**

### **Exclusions**

Only the Headteacher can sanction or revoke an exclusion. They can withdraw an exclusion if it has not been reviewed by the governing body.

A student may be excluded for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently but this is only taken:

1. In response to a serious breach, or persistent breaches, of the school's behaviour policy;
2. Where the behaviour would seriously harm the education or welfare of the student or others in the school

There is no limit on how long after an incident a headteacher can exclude a pupil. The decision to exclude must be lawful, rational, reasonable, fair, and proportionate. You cannot extend a fixed-term exclusion or convert a fixed-term exclusion into a permanent exclusion. You can issue a further fixed period or a permanent exclusion to begin immediately after the end of the first fixed period. This is usually where further evidence has come to light. Fort Pitt abides by statutory guidance from the Department for Education (DfE) which applies to all schools in England and applies to students above compulsory school age, such as those attending sixth forms.

### **Escalation**

Depending on the offence usually the severity of sanction is enforced and administered at a Trust School for internal exclusions and at home for the exclusions:

- 1-day internal exclusion:
- 3-day internal exclusion
- 5-day internal exclusion
- 1-3-day exclusion
- 5-day exclusion
- 10-day exclusion

NB: These are different from isolation which is an internal exclusion for a day at FPGS - this is normally a consideration prior to the Trust internal exclusion but depends on the severity of the offence.

### **Excluding a pupil in the sixth form**

Pupils over compulsory school age are able to be excluded, but this must be for behavioural reasons. Asking a student to leave for a non-disciplinary reason, such as academic attainment, would constitute an exclusion, and is prohibited under the guidance. A school can set specific academic standards for entry but sixth form students cannot be asked to leave the school for failing to reach a certain academic standard by the end of Y12.

## **Role of the Headteacher/Deputy Headteacher Pastoral**

When excluding a student, the HT/DHT must:

- Take account of their legal duty of care when sending a pupil home following an exclusion
- Apply the civil standard of proof and not the criminal standard of “beyond reasonable doubt” when establishing the facts relating to an exclusion.
- If something is more likely than not to have occurred (“on the balance of probabilities”) then the standard is met
- Consider a school's responsibilities under the Equality Act 2010 when deciding whether to exclude a pupil.
- Take account of any extenuating circumstances identified after an incident of poor behaviour has occurred.
- Although the decision to exclude rests with the headteacher – the student should still be given the opportunity to present their case.
- Exclusions will involve the notification of parents, governors and the Local Authority

## **Recording exclusions on attendance registers**

### **Recording Attendance**

An excluded student should be marked with the appropriate attendance code. Where alternative provision has been made that meets the requirements of the student registration regulations and the student is in attendance the following codes can be used:

- Code B (education off-site)
- Code D (dual registration)
- Code E (not attending alternative provision – mark of absent)
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### **Afternoon exclusions**

If a student is excluded in the afternoon, this counts as half a day or one 'session'. If a pupil is excluded in the afternoon, that day would be regarded as the start date of the exclusion, even if it is not recorded as a full day. The start date of an exclusion is the date the pupil is asked to leave the school premises, regardless of the time of day this occurs.

### **Removing pupils from the admissions register**

The pupil's name must be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing board's decision to uphold a permanent exclusion and no application has been made for an independent review panel;
- The parents have stated in writing that they will not be applying for an independent review panel
- Where an application for an independent review panel has been made within 15 school days, the headteacher must wait until the review has been determined, or abandoned, before removing a pupil's name from the register