



ORCHARD PARK HIGH SCHOOL

Integrity, Excellence, Collaboration, Drive

Orchard Park High School

Behaviour & Exclusions Policy

Policy Owner	Headteacher
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1 Purpose

The purpose of this policy is to give clarity for all stakeholders in the school's vision for setting the highest standards of student conduct:

- to ensure that all students, parents/carers, staff and governors are aware of the high expectations of Orchard Park High School and the Greenshaw Learning Trust in terms of Behaviour for Learning;
- to promote good behaviour through good conduct, self-discipline and respect;
- to create a safe learning environment that is free from bullying and in which all students are empowered to keep themselves safe;
- to encourage enthusiasm for all aspects of learning, creativity and academic success;
- to embrace difference, encourage tolerance and challenge prejudice;
- to prepare students to become responsible adults.

2 Behaviour Principles

Orchard Park High School and the Greenshaw Learning Trust believe that high standards of behaviour lie at the heart of a successful school that enables:

- all its students to make the best possible progress in all aspects of their school life and work;
- all staff to be able to teach and promote good learning without undue interruption or harassment

All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and students and between each other.

All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

Orchard Park High School and the Greenshaw Learning Trust promote inclusive schools. All members of each school community should be free from discrimination of any sort. Each school will have a clear and comprehensive age-appropriate Anti-Bullying Strategy that is known and understood by all, consistently applied, monitored and where appropriate, incidents recorded.

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students are detailed in the Safeguarding Policy and made known to all staff. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background are also detailed in the Safeguarding Policy and regularly monitored for their effective implementation.

Parents / carers are encouraged and helped to support their children's education, just as the students are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school.

3 Aims and Objectives

This policy sets the boundaries for the detailed operating procedures for a system that:

- rewards and reinforces the right behaviours;
- delivers consistent consequences for the wrong behaviour;
- outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning;
- seeks to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning;
- supports and promotes the anti-bullying strategy, E-Safety policy, the Equalities Policy and Special Educational Needs Policy.

4 Rights

"No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and pupils will have disruption free classrooms in which they can learn."

On a lesson by lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be removed from their peers for 24 hours so that the student has time to rectify behaviour and that the learning of others is not disrupted.

5 Conduct in lessons

We expect all our learners to ensure that they:

- Line up quietly outside the classroom prior to the start of the lesson
- Enter, stand silently behind desks and be seated when invited to by the member of staff leading the lesson
- Sit silently whilst the register is taken
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Work exceptionally hard without disrupting any other student learning

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board, however, this will not be discussed and the teacher's decision is final. The second time during a lesson that a student fails to meet these expectations they will be sent to an Out of Lesson Provision (OLP) room until the subsequent period the following day. Once in the OLP, the day finishes at 4.05pm. Failure or refusal to go to the OLP, will result in a one-day fixed term exclusion with the day in the OLP completed upon their re-admittance to the school. Teachers will be expected to discuss removal with pupils where necessary, otherwise it is the responsibility of the pupil to modify behaviour.

6 Conduct in school generally

All pupils are expected to take responsibility for their actions and their choices at all times. For a serious breach of our code of conduct a pupil will always be fixed term excluded if they:

- Swear at a member of staff (even under their breath)
- Defy a member of staff by walking off when being spoken to/reprimanded
- Physically attack another student or a member of staff

7 Mobile Communication Devices (Phones/Tablets)

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived on the school premises however, all phones and devices will need to be switched off and placed into the student's school bag (not into a pocket), together with any headphones.

- On first confiscation of a phone/tablet when seen during lesson time or around the school, it will be confiscated and students will be asked to collect it from the admin office at the end of the day. The students will receive a same day detention until 4.00pm.
- On second confiscation, the parent will be phoned by the admin team and asked to collect phone. They will be told a further confiscation will lead to a day in the OLP. The student will receive a same day detention until 4.00pm.
- On third confiscation, the student will be sent to the OLP for the day, until 4.00pm and parents will be informed by OLP manager.
- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.
- The same also applies to use of mobile phones to make calls or text (including to parents) during the day, should it transpire device has been used.
- If a student refuses to hand their phone over, they will be sent to the OLP for the remainder of the day until 4.00pm.
- Refusal to go to the OLP will result in a one-day fixed term exclusion with the day in the OLP completed upon their re-admittance to the school.

All confiscations of any item should be handed into the admin office and not retained by individual member of staff. All staff are able to confiscate mobile devices, if they see misuse of them. When confiscating any banned item, staff should send a Community Sanction email ('Community – Banned Item') to the admin team who will generate the detention.

8 Smoking

No student will smoke on Orchard Park High School grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/associating with smokers will lead to a one-day fixed term exclusion
- Refusal to hand over smoking (or vaping) paraphernalia when asked by the Headteacher will lead to a five-day fixed term exclusion
- All tobacco and related paraphernalia will be destroyed [*Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products*]

9 Search and Confiscation

Only Senior Leaders and authorised staff are able to utilise the statutory power to search students or their possessions (including mobile devices), without consent, where they have reasonable grounds for suspecting that they may have a prohibited item.

A search without consent should, where possible, be undertaken by a member of staff who is the same gender as the student being searched; there must also be a witness (also a staff member) and again where possible, they should be the same gender as the student being searched.

There is a limited exception to this rule. An authorised member of staff can carry out a search of a student of the opposite sex and without a witness present, only when it is believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Searches without consent are only carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

The powers to search for prohibited items in the Education Act 1996 are compatible with Article 8 of the European Convention on Human Rights.

Prohibited items include:

- Knives or weapons
- Alcohol, illegal drugs or other chemical substances that produce similar effects to alcohol or drugs
- Stolen items
- Tobacco, cigarettes and other smoking paraphernalia including vaping paraphernalia
- Fireworks
- Pornographic images/literature
- Discriminatory images/literature

- Images/literature appertaining to radicalisation or extremism
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of any person (including the pupil)

10 Confiscation

Any prohibited item found as a result of a search will be confiscated. Items confiscated will be handled according to the DfE guidance.

11 Lines in the Sand

There are some lines that we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from our school. An indicative but non-exhaustive list would include:

- Swearing at the Headteacher
- Bringing recreational drugs into school
- A weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- A physical assault of a member of staff

This list is not exhaustive.

12 Behaviour in corridors and around the site

When walking from Roll Call (am) or Line Up (pm) students are expected to walk quietly and sensibly in a single file line and observe the following expectations:

1. Stay in single file at all times walking on the **left-hand side only**
2. Face the front at all times
3. Do not engage in conversation with staff or students. However, good morning/afternoon is fine.
4. Begin focusing and preparing for the expectations of the next lesson

During transitions between lessons (going from one lesson to another) students will act appropriately and walk to their next lesson with purpose; this means no running, loitering or raised voices in corridors. To avoid congestion, we encourage students to, '**keep to the left and walk with purpose**'.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson, to avoid any consequence and to make the most of their learning time.

During social times students are expected to follow these rules:

1. To sit/stand with their friends before school, break, lunch and after school in the designated duty areas of the school.
2. Students are not allowed in the building unless going to the toilet or from pre-authorisation from a teacher. Students must have a hall pass.
3. Food is to be eaten in the designated areas only i.e. the Dining Room.
4. Any poor behaviour will result in a 1-hour detention the same day.

13 The Journey to and from Home

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school.

Students are expected to:

1. To arrive at school and leave school in full uniform (students are not permitted to wear hoodies).
2. To use the traffic lights and lollipop crossings where possible to cross the road safely.
3. To use the cycle lanes/pedestrian zones safely.
4. To take any litter home and dispose of it properly.
5. To respect our neighbours and all local residents.

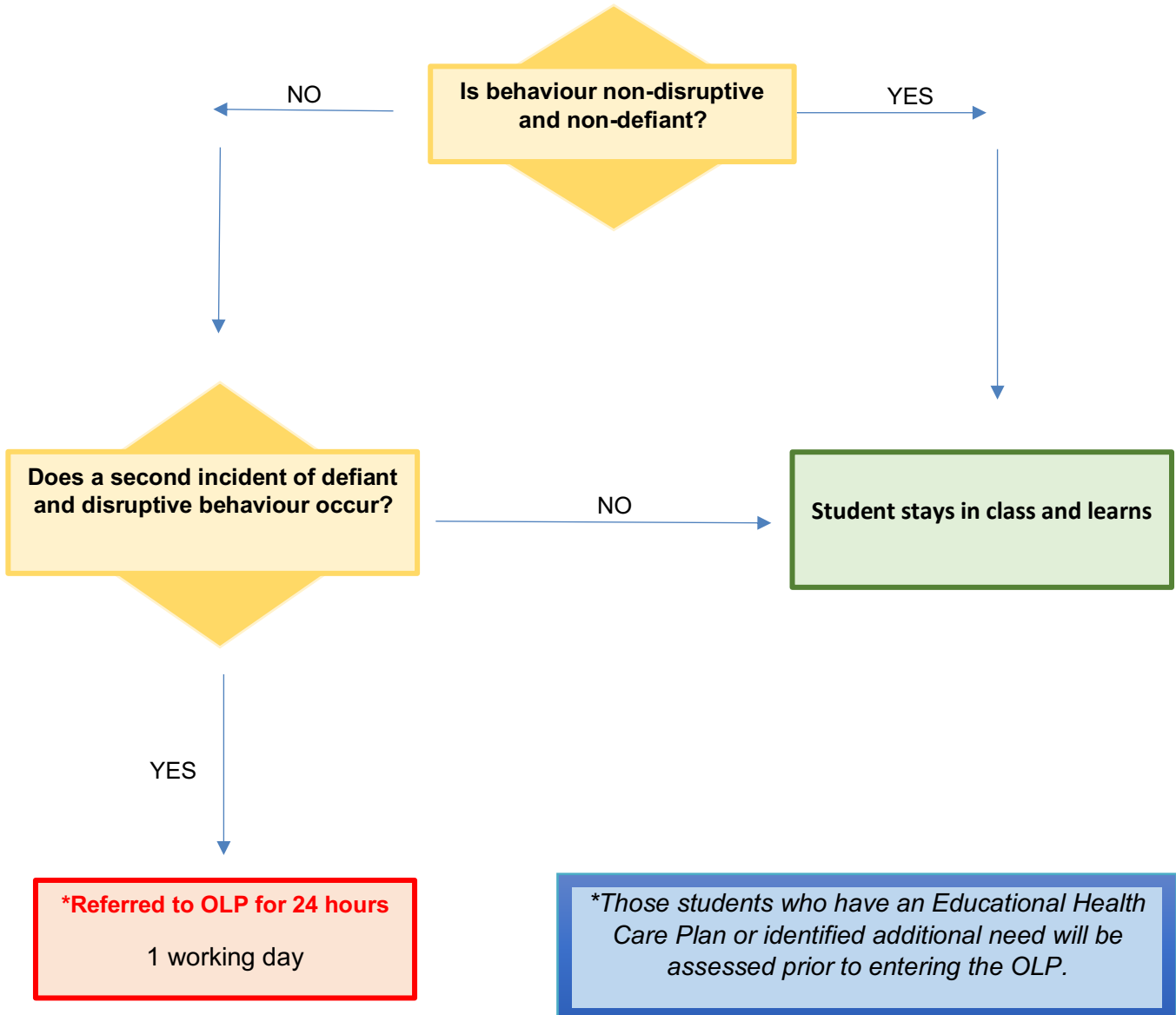
Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy.

However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Support Plan (ISP).

Staff can refer to the SEND register and individual support plans (ISP) for further information. Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SEND Team or SEND Coordinator.

14 Behaviour Management Binary Flowchart

Behaviour Management Binary Flowchart in Class



15 Stage Procedures

There are a number of things that will happen once a student has been sent to the Out of Lesson Provision (OLP). The following is a simplified version of the binary behaviour process:

1. The student arrives at OLP reception:
 - The student hands over their mobile phone.
 - The students, with OLP staff, will complete relevant paperwork.
 - The student completes a reflection sheet before being taken to their allocated seat.
 - The student is then given work to complete based from the Knowledge Organisers. This will be completed on the OLP paper – NOT work books or planner.
 - The student remains in OLP the next day until the time they were sent out of lessons (e.g. sent out lesson 3 remains isolated until the end of lesson 3 the following day).
 - If the student does not engage with any of the above expectations, they will be given a clear warning, they will be given a Fixed Term Exclusion (FTE) and repeat a full day in the OLP.
2. If the student receives three referrals to the OLP in a TERM they will receive a 1-day Fixed Term Exclusion.
 - Parents will be contacted informing them of this.
 - Student will be on report to their Head of Year.
 - On return behaviour points will be re-set to zero.
3. If a student receives six referrals to the OLP (or 2 FTEs) in a TERM, they will be called in to attend a meeting with a senior member of staff.
 - A 20-day report programme takes place (reviewed every week for a maximum of four weeks). Support provided during this time could be mentoring, early help and certain lessons in the OLP, as deemed appropriate.
4. If the 20-day report fails, then a further meeting with the Headteacher or a Senior teacher will take place.
 - Options discussed at this meeting may include - alternative provision, permanent exclusion, school move, etc.

16 Behaviour Stages

In instances where a student consistently fails to achieve the expectations of this policy, they are placed on a Disciplinary Stage. A Disciplinary Stage is designed to work flexibly for individual students and affords the school the opportunity to monitor a student's behaviour more closely over a short to medium-term timescale, as well as offering a range of supportive strategies personalised to the student's particular needs.

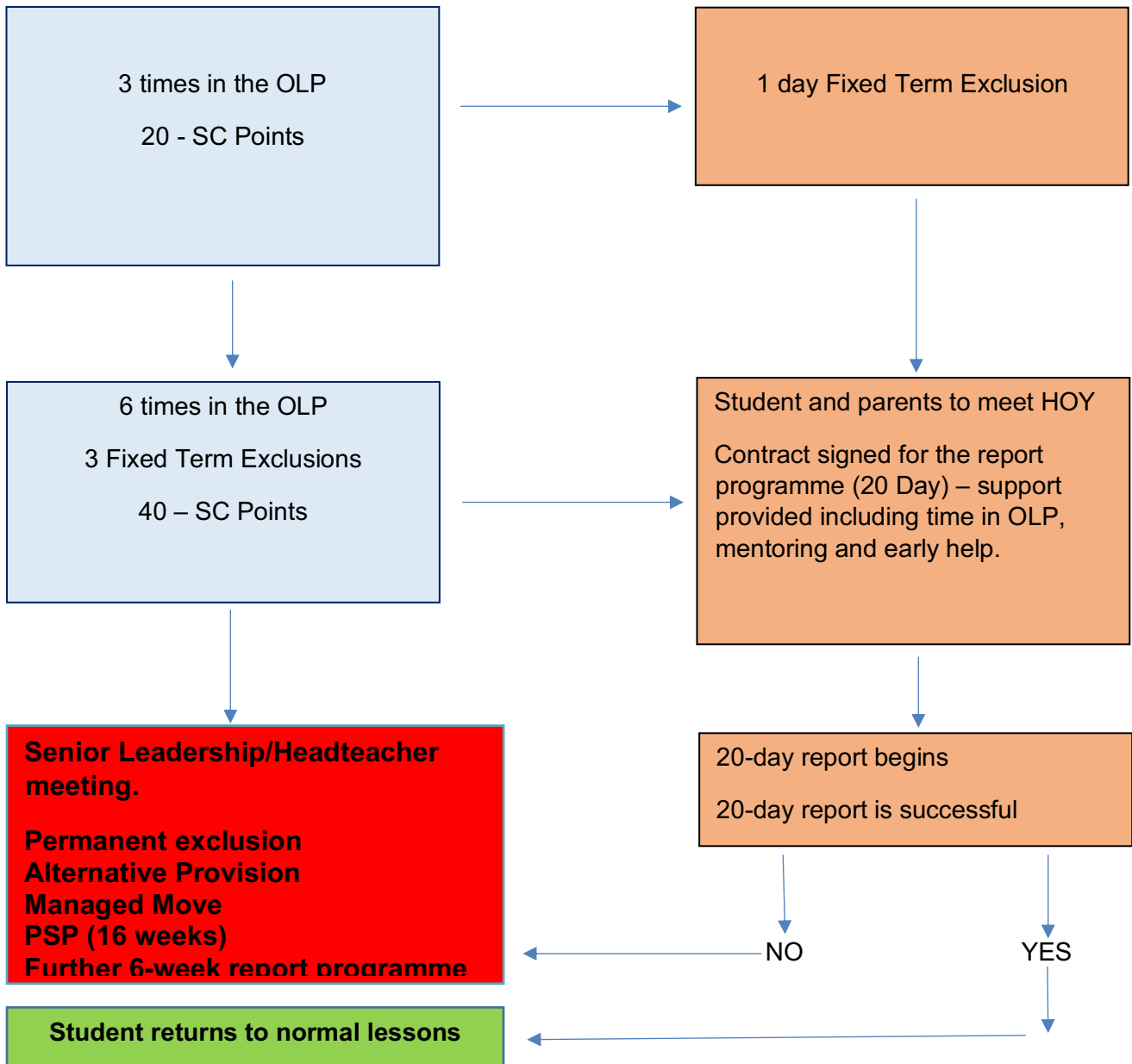
Intervention Programme

For a student to be at risk of our intervention report programme, they will have accrued the following in a single term.

Actions	Who/When?
3 Referrals in the OLP / 20 - Behaviour Points:	Blue – 2 week cycle
<p>Student has received 3 OLP referrals and 1 FTE. Student will be identified by the OLP Manager, AYL and Assistant Headteacher, through weekly reviews of the behaviour system.</p> <p>If a student has had three Referrals in the OLP, in a term, they will move onto report (blue tutor report). Parents/carers will be notified by phone call. Students will then be on report to their Tutor for 10 school days (2-week cycle)</p>	Tutor
6 Referrals in the OLP / 40 -Behaviour points:	AMBER – 2 week cycle
<p>If a student has received 6 OLPs or 2 FTEs, in a single term, then they will receive a Head of Year warning. Parents and students will agree the Monitoring Report Targets.</p> <p><u>Next steps are discussed.</u></p> <p>Behaviour Monitoring Report set up for 20 school days (and reviewed every 2 weeks). Additional short-term support may include, mentoring, early help support/intervention, reduced timetable (some lessons spent in OLP).</p>	<i>Head of Year</i>
10 Referrals in OLP / 60 -Behaviour points:	RED
<p>If a student has received 10 OLPs or multiple FTEs in a single term, then they will be expected to attend a Senior Leadership Team Behaviour Panel. Parents and students will state a claim as to why they should maintain a place at OPHS. If successful they will sign a behavior contract on receiving an SLT warning of future conduct.</p>	<i>SLT LINK/SENCO (Where appropriate)</i>
If a student continues to fail to respond to continued support:	
<p>Options include:</p> <ul style="list-style-type: none"> • Alternative Provision onsite or designated GLT school • Managed Move • Permanent Exclusion • The Advanced Intervention/Monitoring report becomes a Pastoral Support Plan (PSP) = 16 Weeks • Permanent Exclusion reality outlined 	Headteacher Governor Behaviour Panel

N.B. Please note Behaviour Points reset at the end of each 12-week unit to support a “fresh” start

Referral Process 2 (Per Term)



17 Orchard Park High School Detention System

The school operates same-day centralised detentions from 3:05pm – 4:05pm Monday – Friday. This will be centrally supervised by the Senior Team and behaviour team. Detentions will be issued for being late to school in the mornings, arriving late to lessons, talking during Roll Call (am) or Line Up (pm) or for failing to have the necessary equipment for learning, which includes a book to read each day. A further detention will run from 3:05pm – 4:35pm on a Friday with a Senior Leader for those students whose cases have been escalated.

Parents/guardians will be notified when a student is issued with either an after school detention or study support.

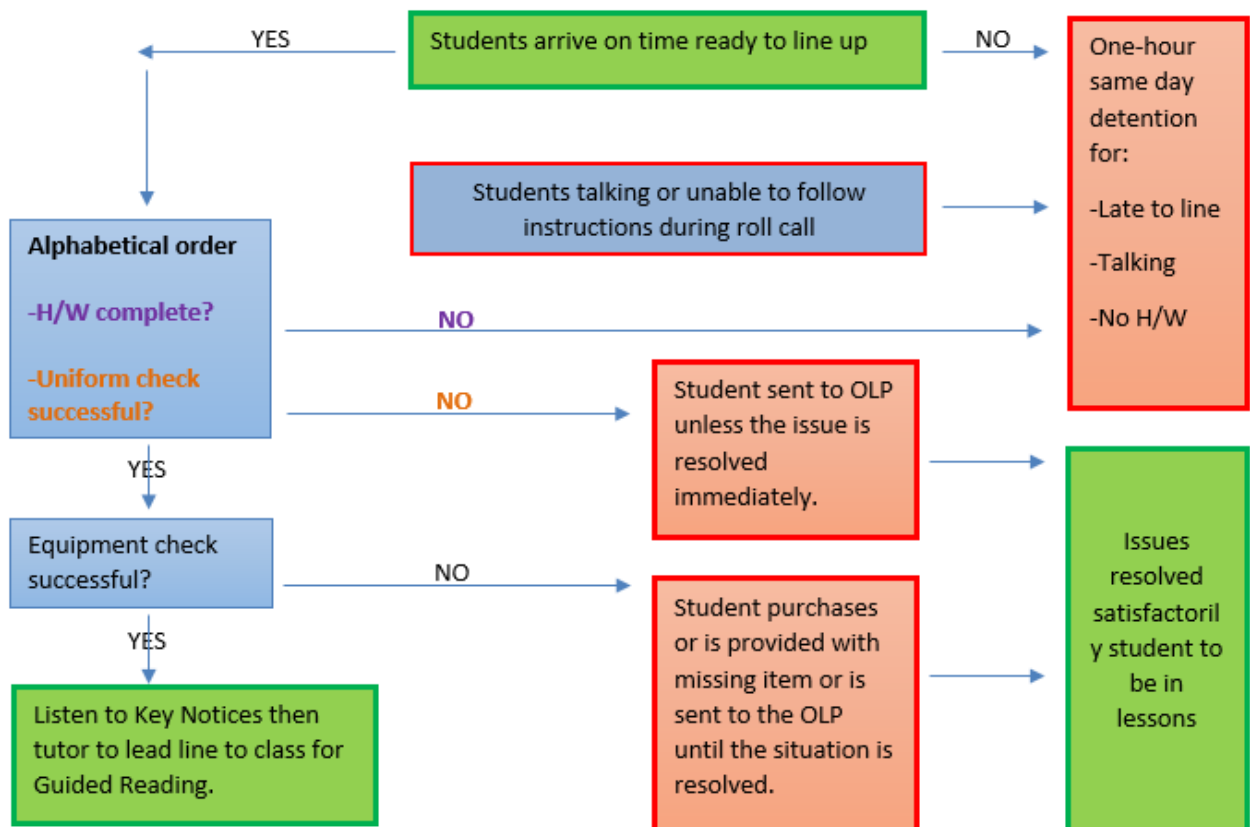
18 Study Support

Getting into the habit of independent learning is an essential life skill. Therefore, we expect every student to complete their homework every evening. Any student who does not complete their homework or completes to an insufficient standard will be expected to attend a same-day Study Support session from 3:05pm-4:05pm.

Students who fail to attend their after school Detention or Study Support will be referred to the OLP for 24 hours. Please note that detentions are NOT negotiable.

19 Morning Roll Call Procedures

To start each school day well is essential. Students are expected to be through the school gates by 08:20am each morning so that they are ready to begin the day. The first morning bell will sound at **08:25am** which allows all students to get to their line up area by **08:27am**. Roll Call gives tutors a chance to check uniforms and equipment, as well as homework, and students will not be allowed into lessons until the situation is resolved. Missing equipment or incorrect uniform will be recorded by the Tutor and students will receive a warning. On the second occasion, the tutor will issue a one-hour detention. Please see the flowchart below for the sequence of events:



20 Orchard Park High School Achievement Rewards

Positive motivation lies at the heart of effective education and our system in school is designed to recognise and celebrate effort, achievement and success at all times.

The Orchard Park High School Achievement system is based on the ethos of 'high achievement, high expectations'.

The Purpose

The purpose of the Orchard Park High School Achievement system is to recognise the achievements of all students and:

- To motivate and encourage students
- To recognise achievement
- To foster a healthy atmosphere of competition between individuals and year groups
- To promote a culture of achievement and hard work
- To underpin and promote the characteristics of being a successful learner

The system

Students are able to receive ACHIEVEMENT POINTS throughout the year. These can be awarded by teachers, TA's or other staff and are recorded on the SIMS system. Examples of what students should be rewarded for are:

- High quality work in class or at home
- Helping others
- Showing determination and effort
- Successful achievement in test or competitions
- Putting themselves out for others
- Representing our school
- Outstanding attendance

N.B. Students are not awarded ACHIEVEMENT POINTS for good behaviour as this is a normal expectation.

The process

- Students given ACHIEVEMENT POINTS 'live' in lessons (or outside of class if warranted)
- NOT linked to classroom behaviour (good behaviour is an expectation not an achievement!)
- Teacher enters on ACHIEVEMENT POINTS on SIMS
- Postcards home at end of every half term - how many ACHIEVEMENT POINTS achieved
- Celebration assemblies every big term (T2, T4 and T6)
- Students receive ACHIEVEMENT POINTS award badge, certificate and letter home.
- Top 10% = GOLD AWARD
- Top 10-20% = SILVER AWARD
- Top 20-30% = BRONZE AWARD
- ACHIEVEMENT POINTS reward sessions after each celebration assembly for each year group
- Additional STAR badges at the end of the academic year for students who have received ACHIEVEMENT POINT badges for all three terms

21 Attendance

The school target for attendance is that every student will have 96% attendance or above. High levels of attendance at Orchard Park High School and improved attendance will be awarded termly through celebration assemblies, certificates, letters home, reward breakfasts and SLT. Details can be found in the Orchard Park High School Attendance and Punctuality Policy.

22 Uniform

All uniform items including PE kit can be purchased from Hewitt's of Croydon, either from their shop or ordered online via their website.

Uniform Item	Detail	What this means
School Blazer	Blue with embroidered School logo	Compulsory item. Must be worn every day. During lessons, teachers will give permission for blazers to be removed when appropriate.
Tie	School Tie. Red stripe	Compulsory item. Must be worn every day.
Blouse/shirt	White (short or long sleeved)	Shirts should be tucked in at all times.
'V' neck sweater	Plain navy with embroidered School logo and specific Year Group coloured trim	Compulsory item. Must be worn every day. Teachers can authorise removal during hot periods of weather. This is at the discretion of the Headteacher
Trousers	Tailored, full length, plain mid-grey colour. Must be bought through Hewitt's of Croydon and should be emblazoned with school logo	Full length to the ankle. No 'skinny' trousers or leggings will be accepted. Shorts or cropped trousers are not acceptable.
Skirt	School skirt, grey. Must not be rolled up or worn above the knee.	Skirts are available in 22 or 24 inch length.
Socks	Plain black, or grey. PE Socks bought from Hewitt's of Croydon only	Coloured or patterned socks are not acceptable. Socks with branded logos are also not acceptable.
Shoes	Plain black, low heeled. Leather or similar polish-able material.	No Canvas or trainer style shoes will be accepted.
Tights	Plain black opaque or flesh coloured.	Coloured or patterned tights are not acceptable.
Outer garment	Plain navy/dark colour	No hoodies. Hoodies will be confiscated if worn to the school.
Bag	The school bag can be bought from Hewitt's and is strong enough for carrying school equipment	No logos of any kind are allowed. Plain black or blue only. Large enough to carry all necessary equipment and kit.

23 Uniform expectations that apply to all students

Jewellery

The only jewellery which is acceptable is a wrist watch. Any other form of jewellery is not allowed. Orchard Park High School does not allow facial piercings of any kind, including transparent piercing retainers. Students will be asked to remove any other piercings if they are visible.

Hair

No extreme hairstyle or unnatural dyed colours of hair will be permitted including dip-dyed hair colours. This includes tramlines, Mohican or skinhead-type styles. Students arriving in school with an unacceptable hairstyle will be sent to the Out of Lesson Provision until it can be rectified. Male and female students with long hair must tie it back for PE, Technology and Science lessons. The list given is not exhaustive and the school reserves the right to make final decisions about what is appropriate for school.

Make-Up

Makeup should be discreet and not noticeable. Nail varnish, including false nails, and false eyelashes are not permitted. Students arriving in school wearing extreme or heavy makeup, nail varnish or false nails will be asked to remove it/them.

PE Uniform

All PE uniform items can be purchased from Hewitt's of Croydon, either from their shop or ordered online via their website: <https://www.hewittsofcroydon.com>

PE kit should be taken to PE lessons at all times. When students are unable to participate fully in activities they will be expected to assist in some way e.g. officiating, scoring, supporting etc.

Parents are strongly advised to name all PE kit items.

PE Item	PE Kit Supplier
*Sports T-shirt	<i>Hewitt's' of Croydon ONLY</i>
*Sports shorts – navy	
*Sports socks knee length – navy	
*PE Bag	
Trainers – non-marking sole	<i>Supplier of your choice</i>
Mouth guard	
Shin pads	
Black football boots	

Optional PE items

PE Item	Additional Information	PE Kit Supplier
Sports zip training top	Optional for PE lessons. This is the only long sleeve top which is allowed.	<i>Hewitt's' of Croydon ONLY</i>
Ankle length leggings (for religious reasons)	Plain navy. Only to be worn under regulation sports shorts for PE lessons	<i>Supplier of your choice</i>

24 Exclusions

We believe that learning is the most important reason for being in school and that opportunity to learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed-term or in rare cases, permanently, is not taken lightly. The following offers a more detailed outline of how the process works:

Section 1 – Guidance Framework

1a) Orchard Park High School policy is written in line with the DFE Guidance on Exclusions.

Section 2 – Additional Guidance

2a) This policy for exclusions should be considered within the context of this Behaviour and Exclusion Policy. Other Policies to be considered: Anti-Bullying, Safeguarding, SEND.

Section 3 – Principles

- 3a) The school is a learning institution which aims to provide life chances for all of its students. We view exclusion as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to exclude is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to exclude.
- 3b) We recognise the detrimental impact of exclusion on both the education and well-being of students and their families. We also recognise the impact of social exclusion, which can result from the permanent exclusion of a student and will try hard to avoid it.
- 3c) Permanent exclusion is an extremely serious step to take and has a significant impact on the ability of a student to access education in the future. It is only used where it is unavoidable and where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.
- 3d) We take account of the Equality Act and of our duty not to discriminate against students for any reason.
- 3e) We also take account of our statutory duties in relation to S.E.N.
- 3f) We aim to involve parents as early as possible in any process.

Section 4 – The decision to exclude

- 4a) The decision to exclude is made solely by the Headteacher, or Associate Headteacher in their absence.
- 4b) There are five circumstances where a student may be required to leave the school site with the authorisation of the Headteacher:
- 1) Where a decision has been made to exclude;
 - 2) Where a student has committed a serious criminal offence outside the jurisdiction of the school and it is determined by the Headteacher that it is in the interests of the community for the student to be educated offsite. This is not an exclusion.
 - 3) Where, for medical reasons, the presence of a student represents a serious risk to the health or safety of other students or staff. This is not an exclusion.
 - 4) If a student is given permission by the Headteacher to leave the premises briefly to remedy a breach of the school rules on appearance or uniform. This should be for no longer than is necessary to remedy the breach and is not an exclusion but an authorised absence.
 - 5) Where there is good reason to believe that a student is carrying an item which is not allowed onto the site such as an illegal substance or an offensive weapon and they refuse to be screened. In this circumstance the student can be refused entry. This is not an exclusion but an unauthorised absence in the first instance but could lead to exclusion following a full investigation.
- 4c) The decision to exclude a student is not taken lightly and the Headteacher will:
- Ensure that a thorough investigation has been carried out
 - Consider all the evidence available to support the allegations
 - Allow and encourage the student to give their version of events
 - Keep a written record of the actions taken including the signed statements of witnesses
 - Be confident that the procedures detailed later in this policy have been carried out
 - Ensure S.E.N. expert advice has been taken into account where appropriate
 - Ensure that parents have been kept informed throughout the process and consulted where appropriate
- 4d) The standard of proof applied when deciding to exclude is ‘balance of probabilities’. The more serious the allegation, the more convincing the evidence substantiating the allegation needs to be.
- 4e) Exclusion will not be used as a consequence for the following:
- 1) Minor incidents such as a failure to complete homework
 - 2) Poor performance after reintegration from a previous exclusion

- 3) Lateness or truancy
 - 4) Breaches of school rules on uniform or appearance except where these are persistent or in open defiance of such rules
 - 5) Pregnancy
 - 6) As a punishment for the behaviour of their parent / carer
- 4f) Once the decision has been made to exclude, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student or arrangements made for collection.

Section 5 - Fixed-term Exclusion

5a) The decision to exclude a student for a fixed-term may be taken in response to breaches of the school's Behaviour and Exclusions Policy.

5b) Examples of behaviour that may lead to a fixed-term exclusion include the following:

- Verbal abuse of staff or students
- Physical abuse of staff or students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Carrying and / or supplying an illegal substance
- Carrying an offensive weapon* or a banned item
- Arson
- Persistent poor behaviour contrary to acceptable behaviour outlined in the School's expectations.
- Bullying including cyber-bullying

(a weapon is defined as any item made or adapted for causing injury)*

This is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that exclusion is an appropriate sanction. Where a student is suspected of carrying an offensive weapon or misusing / carrying / supplying an illegal substance or being part of a group involved in such activity but the evidence is not sufficient they will be given the benefit of the doubt on the first occasion. If there is a repeat of such concern they will run the risk of exclusion.

5c) The Headteacher may exclude a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

- 5d) During a fixed term exclusion of 5 or fewer days, work will be set by the School for the student to complete at home. This work should be returned completed at the end of the exclusion for marking.
- 5e) For an exclusion of longer than 5 days, the school will arrange fulltime educational provision from the sixth day of exclusion.
- 5f) Before the end of any fixed-term exclusion, parents / carers will be invited to attend a reintegration/re-admittance meeting at the school with their son/daughter. The purpose of the meeting is to ensure that the student understands the reason for the exclusion and is committed to preventing the behaviour that led to the exclusion from being repeated. The school will consider all further support needed to help the student, including referral to external agencies if appropriate. The student will also spend a period of time in the Out of Lesson Provision, following the exclusion to support their reintegration.
- 5g) During the first five days of any exclusion, the parents of an excluded student must ensure that they are not present in a public place during 33 normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.
- 5h) Whilst each exclusion is treated on its own merit we do operate a tariff for exclusions in most cases. A first exclusion is likely to be for a period of 1 or 2 days. The number of days will increase if a student receives further exclusions. Once a student has received four exclusions the length of the exclusion is likely to be for 4 days and the re-integration meeting may be with the Academic Year Lead and/or Assistant Headteacher. Such a student is deemed to be in serious danger of permanent exclusion. A fifth exclusion would normally be for a period of 5 days and would bring with it a final warning from the Headteacher who will lead the reintegration meeting. This means that a further exclusion would be permanent. There are of course exceptions to this process depending on the nature and seriousness of the incident for which the student is being excluded.

Section 6 – Permanent Exclusion

- 6a) Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:
 - (1) in response to serious breaches of the School’s behaviour policy and
 - (2) if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.
- 6b) A student may be permanently excluded where there have been repeated breaches of the Behaviour and Exclusions Policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the school has exhausted all available strategies for dealing with the student and is a last resort.

- 6c) There may be exceptional circumstances where, in the judgement of the Headteacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
- a) Serious actual or threatened violence against another student or member of staff
 - b) Sexual abuse or assault
 - c) Serious bullying including cyber-bullying
 - d) Being in possession of an illegal substance and / or supplying an illegal substance including drugs, alcohol or other chemical substances which produce similar effects to illegal drugs and alcohol
 - e) Carrying an offensive weapon (schools have the power to search pupils for weapons and other banned items or substances.)
 - f) Terrorism, extremist behaviour, radicalization or the brain-washing of others

Again this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

- 6d) The School operates a 'zero tolerance' approach to the carrying of offensive weapons and the carrying and supplying of illegal substances. This is communicated clearly to students in assemblies.
- 6e) Any student who brings an offensive weapon or a banned item onto site, or who brings and/or supplies an illegal substance on site will be permanently excluded. A student who is found in possession of these items on site also runs the risk of permanent exclusion.

The Headteacher will meet with the parents and student before reaching a decision to permanently exclude a student. Under normal circumstances, a student will be excluded for a fixed-term before the decision is made to permanently exclude.

Section 7 – Governing Body Pupil Exclusions Committee

- 7a) The Governing Body have the responsibility for reviewing decisions made in relation to exclusions.
- 7b) The Pupil Exclusion Committee of the Governing Body will automatically review any exclusion which results in a student being excluded for more than 15 school days in any one term, or any permanent exclusion.
- 7c) The Pupil Exclusions Committee of the Governing Body will review any exclusion which results in a student being excluded for more than 5 school days in any one term if the parents/carers make representations within 10 school days of the exclusion.

Exclusion meaning a pupil will be excluded of more than 5 but no more than 15 days in a term

A parent / carer may request that the Behaviour Committee review the Headteacher's decision within 50 school days of receiving notice of the exclusion. The request should be made in writing and should set out the question(s) which they wish the Behaviour Committee to consider. The committee will respond in writing within 15 school days.

Exclusion meaning a pupil will be excluded of more than 15 days in a term

The Pupil Exclusion Committee will meet to review the exclusion within 15 days of receiving notice of the exclusion.

Permanent Exclusion

Following the Headteacher's decision to permanently exclude, the Pupil Exclusion Committee meets to review the decision within 15 school days of receiving notice of the exclusion. If the Pupil Exclusion Committee upholds the Headteacher's decision to permanently exclude, parents / carers may appeal to an Independent Review Panel. In addition, the Headteacher must consult with a Director of the Greenshaw Learning Trust (or his/her nominated Deputy as delegated) before the decision is implemented.

- 7d) An Independent Review Panel will consist of 3 people and will be chaired by a lay member and two other independent members, one with governance experience; the other with Headship experience. This panel will decide whether to uphold the decision to exclude a student.
- 7e) The Independent Review Panel can either uphold the decision to exclude the student or recommend that the Governing Body reconsiders the matter. They cannot, however, direct the reinstatement of the student.

Section 8 – Informing Parents / Carers

- 8a) Following any decision to exclude, the Headteacher must inform parents / carers putting the decision to exclude in writing and stating the date the exclusion takes effect.
- 8b) The letter must explain:
- The circumstances leading up to the decision to exclude;

- Why the Headteacher decided to exclude the student and if relevant, what steps were taken to try and avoid the exclusion; details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident;
- The arrangements for enabling the student to continue his/her education, including setting and marking the student's work;
- The parents' right to see and have a copy of their child's record;
- The parents' responsibilities to ensure their child is not in a public place in school hours during the first five days of an exclusion.
- If the exclusion is for a fixed period, the letter will also state the length of the exclusion and the date and time the student should return to the school and the arrangements for the re-admission interview at the end of the process so as to reintegrate the student.
- For Level 2 and Level 3 exclusions, the letter will also state the parents' right to appeal to the Independent Appeals Panel and the appropriate mechanism for that to happen as well as the fact that governors will meet to review the decision.
- The involvement, if appropriate, of S.E.N. expert advice.

Section 9 – Behaviour Outside the school gates

9a) Our behaviour and exclusion policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as an Orchard Park High School Student

Or for behaviour which at any time;

- 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.

