

PROMOTING POSITIVE BEHAVIOUR POLICY

1.0 Aims

To ensure that the school community is a place where all pupils are enabled to achieve to the best of their ability and feel safe and included, through a shared set of values and standards.

1.1 Objectives

- To ensure that girls make a positive contribution to the school community through their attitude and demeanour.
- To promote positive peer relationships.
- To uphold the policy through a consistent approach to recognising positive contributions to the school community and the application of sanctions.
- To clear communication regarding expected standards of behaviour.

1.2 Links to other policies

This policy applies to the Whole School, including the EYFS, and should be read in conjunction with the following;

- Anti-bullying policy
- Child on Child sexual abuse policy
- E Safety and acceptable use of IT agreement
- Staff Code of Conduct
- Safeguarding policy
- Alcohol, drugs and other substances policy
- Uniform policy

1.3 Government guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

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2.1 Recognition of positive contributions to The Queen's School community

All staff are encouraged to adopt a consistent approach towards encouraging positive contributions to the school community from pupils through their attitude and behaviour. They also strive to exhibit positive role modelling of desirable conduct in order to enable pupils to understand the expectations. Please see the staff code of conduct for more details.

All staff are encouraged to promote all pupils' welfare and development, rewarding positive behaviour by praise and recognition. Positive contribution to the school community is always encouraged by recognition.

2.2 Senior School

- **Praise** – verbal, written, sticker, friendly word or gesture, referral to another adult
- **Merit Marks** - awarded for academic work, effort, improvement in effort or attainment, positive behaviour such as kindness, helping others
- **Recognition Assemblies** – commending children for work, effort, sporting achievements, etc.
- **Roles and Responsibilities** - Membership or leadership of School Parliament / Form Representatives
- **Social media** - celebratory Tweets/Instagram/Facebook posts
- **Newsletter** articles
- **Head of Year commendations**
- **Emails, postcards or notes home**
- **Spirit of Queen's award** – peer-nominated

2.3 Lower School

- **Praise** – verbal, written, sticker, friendly word or gesture, referral to another adult
- Special responsibility, privilege or trust
- **Merit Marks (Key Stage Two)** - awarded for academic work, effort, improvement in effort or attainment, positive behaviour such as kindness, helping others
- **Merit Mark Certificates (Key Stage Two)-**

Bronze	50 Merits
Silver	125 Merits
Gold	200 Merits
Diamond	300 Merits
Platinum	400 Merits
- **Queen Bee Charts (Infants)** – celebrated in assembly when completed
- **Weekly Sharing Assemblies** – commending children for hard work, good manners, sporting achievements, etc.
- **Roles and Responsibilities** - Catering Committee, School Council, Playground Agents, Queen Bees, Eco Agents (Next Year), etc...
- **Social media** - celebratory tweets/Instagram/Facebook posts
- **Newsletter** articles
- **Headmistress commendations**

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3.1 Unacceptable behaviour

Our expectations of behaviour are encapsulated within three strands;

- Ready to learn
- Ready to contribute
- Ready to help.

To illustrate what these strands mean, it is perhaps appropriate to give you a sense of the sort of behaviour that would not meet our expectations in that strand. This is not a prescriptive list but should give an insight into the expectations;

- if a pupil is late for school/lessons, fails to hand in homework, is not focusing in lessons or misuses their iPad, this would mean they were not 'Ready to Learn'
- pupils misusing school resources, is not dressed in accordance with the school uniform policy or who is not giving due regard to the welfare and safety of others might not be 'Ready to Contribute'.
- a pupil who does not act respectfully toward staff or with kindness towards their peers, would not be 'Ready to Help'.

The School identifies the following as examples of unacceptable behaviour;

- name-calling
- verbal abuse
- anti-social behaviour
- vandalism
- threatening language or behaviour
- extremism
- intimidation
- aggressive or physical behaviour
- child on child abuse
- bullying (including online, see Anti-Bullying policy for definitions)
- harassment (including racist, sexist and homophobic abuse or behaviour motivated by prejudice against any protected characteristics such as gender, culture or religion).

This list is not exhaustive. The school does not tolerate or dismiss any of these behaviours as 'banter', 'part of growing up' or 'having a laugh'.

The School also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable, including;

- lateness for school/lessons
- failing to hand in homework
- not focusing in lessons
- misuse of iPads or mobile technology

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3.2 Supporting pupils to achieve expected standards of behaviour

To support our pupils to achieve the expected standards of behaviour, we have put several measures in place that we expect pupils to adhere to. These include;

- All phones being in lockers for the entire school day
- Limiting jewellery to one piercing in each ear with a small stud
- Use of Firefly for setting homework with expectations of due dates
- A clear uniform policy

In addition, we try to educate pupils through personal development time, PSHE and the wider curriculum, about their social responsibilities and the importance of following rules for understanding boundaries.

It is impossible to list all behaviours that might or might not be acceptable and therefore the three strands provide a useful framework for the whole community.

3.3 Aggressive or physical behaviour

Physical abuse has no place in our school. It is not acceptable for one pupil to hit another pupil in an act of aggression. Such acts may be considered assault. Assault is defined as an act which intentionally or recklessly causes violence to another.

The school will refer to the guidance from the national Police Chiefs Council 'When to call the police' guidance for schools' document;

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

and consider the following factors;

- A. Are there any injuries?- If there are any suspected broken bones or significant injuries the school will seek medical help first, then call the police on 101. If no significant injuries are apparent the school will consider:
 - i. What has happened?
 - ii. Who is involved?
 - iii. Is there any history between the individuals involved?
 - iv. Are there any safeguarding concerns? If yes, the school will contact the Safeguarding Children in Education team.
- B. Are there any aggravating factors?
 - i. Is there a significant age gap between the individuals involved, ie more than a year apart?
 - ii. Is there any evidence of injuries?
 - iii. Is there evidence of escalating behaviour? Or previous incidents of a similar nature?
 - iv. What is the impact on the victim?
 - v. What are the victim's wishes?
 - vi. Are there any hate elements?
 - vii. Is the assault gang-related?
 - viii. Were weapons involved?

The school will also consider mitigating factors when determining a response to an incident involving physical abuse. Our aim is that a restorative approach is taken wherein both parties will be supported to resolve the issues between them and are supported to develop the tools to

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manage conflict appropriately. Therefore, not every instance of one pupil hitting another will be escalated to the police. See also 4.4 Involving the police.

4.1 Interventions and sanctions

An intervention may become appropriate where a pupil has behaved in a way that does not uphold the principal of making a positive contribution to the school community.

Parents will be notified of behaviour that does not uphold the ethos of the school community by subject teachers or pastoral staff. Information will be recorded on the MIS. Where necessary to support the pupil, we may liaise with external agencies, such as CAMHS etc... to support the pupil to modify their behaviour.

Regard is also given to the Equality Act 2010 in addressing the needs of pupils with special educational needs and disabilities in determining how the interventions are deployed in a sensitive and appropriate manner.

In all instances, the aim is to encourage positive contribution to the school community through attitude and demeanour rather than to impose 'punishment'. However, the school recognises there are some instances whereby a sanction might be given for the pupil to learn about the importance of conducting themselves appropriately and understand the consequences. In these cases, the chosen intervention must focus on the behaviour not the child and look to demonstrate how better choices can be made in future.

Any necessity for physical intervention, for example the restraint of a child, is recorded, and parents are informed on the same day, or as soon as reasonably practicable. Corporal punishment is never a sanction at The Queen's School. See also the DFE guidance on use of reasonable force; <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

4.2 Interventions and sanctions in the Senior School

Individual members of staff should deal with minor transgressions in the first instance. The form tutor is responsible for monitoring the behaviour of their pupils during tutor time and the subject teacher is responsible for monitoring the behaviour of their pupils during lessons. Any member of teaching staff who witnesses or is made aware of behaviour outside of the classroom, for example, during break and lunch, should deal with the situation in the first instance. For non-teaching staff, it is expected that they would make a member of the teaching staff aware as soon as possible for help in the first instance.

More serious concerns should be referred to the form tutor or the relevant Head of Department, who may involve the Head of Year, Head of Key Stage, Head of Pastoral, Deputy Head and/or Headmistress. This includes repeated instances.

Teaching staff including Pastoral, Form Staff and Heads of Department may request information about a pupil whose behaviour does not uphold the ethos of the school community from all other relevant teachers / SENCO to gain a balanced picture of a pupil's behaviour and progress.

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Sanctions may include;

1. Reprimand - Any member of staff may give a verbal reprimand to a pupil that has behaved inappropriately at their discretion. At all times members of staff are to be aware that they are dealing with children and that the aim of all discipline is to encourage self-reflection and positive conduct as well as the points set out above.
2. Deprivation of privileges (sixth form) - A pupil in the sixth form may have privileges withdrawn temporarily or permanently, such as being able to leave school during the working day, or work in the sixth form common room / elsewhere rather than in the library. This will be at the discretion of the Head of Sixth Form, Deputy Head of Sixth Form or a member of the Senior Leadership Team.
3. Exclusion from activities - A pupil may be excluded from or withdrawn from any activity or trip if her conduct indicates that their attendance may not impact positively on the activity. This will be at the discretion of the Head of Year, Head of Key Stage or a member of SLT.
4. Monitoring - A pupil may be placed on monitoring of behaviour and working activity. This will be at the discretion of the Head of Year, Head of Key Stage or member of SLT. The format of this will be decided based upon the best means of encouraging the adoption of appropriate conduct.
5. Temporary confiscations - Items of jewellery, mobile phones, inappropriate clothing may be confiscated for up to half a term, at the discretion of the Head of Year, Head of Key Stage or member of SLT.
6. Detention - A lunchtime detention may be given to pupils for behaviour that disrupts or hinders learning. These detentions are run within the department. It is possible to escalate this to the Head of Department where there is a repeat of the inappropriate behaviour. The classroom teacher must log the incident on the MIS.
Detentions for inappropriate behaviour outside the classroom will be supervised by a member of the pastoral team. Staff who witness this behaviour should note the incident on the MIS. Detentions are tracked by the Pastoral team and multiple detentions may lead to a further consequence. An after-school detention will be given for girls where the Head of Year, Head of Key Stage or member of SLT deems the behaviour to warrant it. Sixth form can also be placed in supervised study during 'free' periods. As a general rule, parents should be informed when a pupil is given a detention. The process for setting detentions can be found in the Appendix.
7. Exclusion - Exclusions may be temporary or permanent. Internal or external exclusion of a pupil may be the outcome of a serious breach of school rules. A pupil is liable to expulsion if it is proved on the balance of probabilities that the pupil has committed a very grave breach of discipline, or a serious criminal offence, or a wilful act calculated to cause serious damage to the School, its community or any of its members. Although this is not an exhaustive list, examples of such behaviour include, bullying, theft, violent conduct, alcohol/substance abuse or any prejudicial conduct, that is, any conduct that is seriously disruptive or prejudicial to the welfare of any person or to the reputation of the school during term-time or holidays and on or off school premises. Permanent exclusion will only be implemented for individual or cumulative breaches that are serious enough to merit this step. Details of exclusions will be recorded by the Headmistress. See Exclusions Procedure in the Appendix for full details.

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4.3 Interventions and sanctions in the Lower School

1. Reminder - Any member of staff may give a verbal reminder to a pupil whose behaviour is not meeting the expected standards. At all times members of staff are to be aware that they are dealing with children and that the aim of all discipline is to encourage self-reflection and positive conduct as well as the points set out above.
2. Warning – If behaviour does not improve any member of staff may give a verbal warning to pupil. At this point the pupil is made aware that she will miss an opportunity to play and her parents will be made aware if the unsuitable behaviour continues.
3. Break time isolation – If a pupil does not heed the warning they will be required to remain with the teacher on duty during the next break time and will be unable to play with friends. At this point the form teacher will advise parents that this sanction has taken place and the reasons why.
4. Monitoring - A pupil may be placed on monitoring of behaviour and working activity. This will be at the discretion of the Deputy Head or Head of Lower School. The format of this will be decided based upon the best means of encouraging the adoption of appropriate conduct.
5. Temporary confiscations – Toys, electronics or items of jewellery may be confiscated until the end of the day and returned directly to parents / guardians.
6. Exclusion - Exclusions may be temporary or permanent. Internal or external exclusion of a pupil may be the outcome of a serious breach of school rules, such as bullying or the possession of a banned substance in school. Permanent exclusion will only be implemented for individual or cumulative breaches that are serious enough to merit this step. Details of exclusions will be recorded by the Headmistress. See Exclusions Procedure in the Appendix for full details.

4.4 Involving the police

The school takes guidance from the national Police Chiefs Council 'When to call the police' guidance for schools' document.

This advice covers incidents on school premises where students have potentially committed a crime. It provides guidance on what schools should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

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Principles

- In making a decision to involve the police it is important that the school ensures a balance is struck between the needs of the students involved and the needs of other students and the wider school community.
- It is not always clear initially who is involved in an incident and in what capacity. The victim in any incident should be supported and protected as a priority. Those suspected of being the offender will also need to be supported. There will often be significant circumstances in a young person's life that are contributing factors to an incident, and it is important that they are taken into consideration.
- The seriousness of the incident will be a judgement call for the school. In making this decision the level of harm and the circumstances leading to the incident would need to be carefully considered. Any aggravating factors which contribute to making the incident and subsequent level of harm more serious would be relevant in making a decision on whether or not to involve the police.
- Ideally the decision as to whether the school deal with an incident internally or pass it over to the police needs to be made at the initial stage, by gathering only enough information to establish the facts of the case.
- The school should be aware that they may not be aware of all circumstances leading to or connected to the incident i.e. students behaviour or involvement outside school or within their family. Contacting the police or other agencies may allow a further picture to be obtained, which assists in making informed decisions.
- When the decision is made that the school will deal with the incident internally, it remains the responsibility of the school to investigate and resolve it in accordance with the behaviour policy. Parental cooperation should be maintained throughout, and the incident and actions recorded.
- When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the school should cease their own investigation, having asked only enough questions to establish the basic facts of the incident. Every effort should be made by the school to preserve any relevant evidence. Initial enquiries undertaken by the school should be fully documented as they may be required if the matter goes to court. This includes recording questions asked to young people and their replies.
- Where a crime is reported to the police, it will be recorded as a crime and an investigation will commence. Whilst the age of criminal responsibility is ten, if the alleged perpetrator of a crime is under ten, it may still be necessary to involve the police. The police will take a welfare approach in these cases rather than a criminal justice approach.
- Arresting on school premises should be avoided unless the seriousness and urgency of an incident deems the arrest absolutely necessary. The headmistress should always be made aware of the situation and the arrest should be conducted as discreetly as possible.

Should the school decide not to involve the police but instead to resolve the incident internally, parents may decide to pursue the matter independently. The school will cooperate with any subsequent investigation.

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Appendix 1. School rules

The Queen's School community is

Ready to learn

We commit ourselves to having a positive and pro-active attitude to learning, being prepared for our lessons and working with focus and determination.



Ready to contribute

We commit ourselves to making The Queen's School a community where everyone has the opportunity to succeed and everyone is valued.



Ready to help

We commit ourselves to developing positive relationships throughout the school by being kind and respectful.



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Exemplification – not exhaustive.

Ready to learn - We commit ourselves to having a positive and proactive attitude to learning, being prepared for our lessons and working with focus and determination.

- I will bring all my equipment with me to all lessons. I will be responsible for only bringing in the items I need for the day and for ensuring it is looked after during the day. I will not touch another pupil's equipment or belongings.
- I will hand all work in on time and make sure it reflects my best efforts.
- Rec – Year 6 – If I need a phone for my journey to school I will hand it in to my teacher. In Senior School Year 7-11 – my phone will be turned off and in my locker between 8.40am and 3.45pm, Year 12-13 – my phone will be turned off and in my bag between 8.40am and 3.45pm
- I will ensure my school uniform and appearance always reflects my role as an ambassador for the school by adhering the uniform guidance, including jewellery and on non-uniform days.
- I will use the equipment provided for my learning appropriately, including my iPad, and will not use any equipment without permission or instruction.
- I will be on time for school and for lessons. I will tell the teacher in advance if I will be late or absent from a lesson.
- I will follow the Acceptable use of IT agreement and E-Safety policy.

Ready to contribute - We commit ourselves to making The Queen's School a community where everyone has the opportunity to succeed, and everyone is valued.

- I will keep The Queen's School environment one that I would be proud to show to visitors by;
 - a) Not leaving my belongings in an untidy condition.
 - b) Not eating in my form room or the corridors at lunch time.
 - c) Keeping my form room tidy and clearing up my work space at the end of a lesson.
- I will keep myself and others safe by;
 - a) Observing the health and safety measures that the School have in place and reporting any potential hazards to the office.
 - b) Going to the School office or a member of staff if I, or another pupil, feels unwell.
 - c) In the Senior School, not entering a laboratory, Art room, F&N or DT room without direction.
 - d) Not bringing alcohol, drugs and other illegal substances, dangerous items, tobacco, matches, cigarettes, cigarette lighters, vape or e-cigarettes into school.
- I will be a positive ambassador for the school in how I conduct myself around the site, on transport and in all places.

Ready to help - We commit ourselves to developing positive relationships throughout the school by being kind and respectful.

- I will be kind toward my peers and work actively to ensure all members of the school community feel safe and included.
- I will speak respectfully to staff and my peers and use good manners around school.
- I will stand up for good conduct and challenge conduct that does not uphold the ethos of our community.
- I will not use or accept the use of discriminatory language or behaviour but work actively to create a school community in which all members feel safe and included.

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Sixth form – not exhaustive

This section identifies the additional expectations of Sixth Form students during their time at Queen's. For Sixth Form students, the expectations are higher than for other students to reflect their status as young adults and as role-models. All Sixth Form pupils at The Queen's School are expected to:

Ready to learn

- Bring resources to lessons as necessary.
- Keep paid work to a maximum of 8 hours a week and never during school time.
- Manage social life and other commitments so that studies are not impeded.
- Strive to achieve the highest academic standards.
- Attend all lessons, assemblies, QUEST activities, form and registration periods, with the exception of where explicit permission is granted by a member of the Sixth form leadership team.
- Follow agreed procedures to report any absence.
- Meet all homework and coursework deadlines.
- Return all school issued equipment at the end of the course.
- Use study periods productively, take responsibility for my own learning .
- Only use a mobile phone when in the 6th Form common rooms.
- Follow the Acceptable Use of IT agreement and E-safety policy.

Ready to contribute

- Abide by the Sixth Form dress code policy.
- Not act in any way which might bring the school into disrepute.
- Not park a car or other motor vehicle on the school site.
- Not use any motor vehicle to transport other pupils to sporting or other school events without the explicit agreement of the passenger's parent / guardian.
- Respect the school site, especially the Common Rooms and work rooms.
- Not invite members of the public onto the school site, including into public areas

Ready to help

- Behave in such a way to ensure the school can be a positive and safe environment, where effective learning takes place.
- Provide a positive role model for younger students.

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Appendix 2: Requesting and actioning an intervention in Senior School

Detentions for classroom-based incidents should be dealt with within the department. These should be noted on the MIS system and discussed in department meetings. If the behaviour is repeated, there can be an escalation to the Head of Department. The Pastoral Team will monitor entries on the MIS and intervene if there is a pattern of behaviour or wide concern. It is important that staff remember that individual issues with low level inappropriate behaviour might actually be part of a wider pattern of behaviour or other concern. Changes in behaviour can also be indicative of a pastoral or wellbeing concern. Staff should have due regard to ensuring that all such concerns are passed on to the pastoral team.

Examples where a detention may be used by the class teacher;

- Repeated (more than once) failure to complete homework without a reasonable justification
- Failing to listen to instructions
- Disturbing others from working productively
- Eating in a lesson

This is not intended to be prescriptive, and staff should employ appropriate classroom management techniques. In all cases, a note should be added to the MIS. It may also be appropriate to send an email to parents to advise them of the inappropriate behaviour. Staff should ask the Head of Year or Key Stage if they are unsure about whether this is appropriate.

Escalation

If a member of staff would like to escalate a concern regarding repeated instances of inappropriate behaviour that have not been resolved within departments as per the above process, they can request intervention from the Head of Year or Key Stage. This can most effectively be done via an email and should also be followed up with a conversation which the Head of Year or Key Stage will use to explore the matter further. The Head of Year or Key Stage will decide what action to take next but this is likely to include;

- A conversation with the pupil about their behaviour to better understand the reasons for the inappropriate behaviour and to enable the pupil to engage in some reflection
- A conversation with parents
- Monitoring of behaviour either informally or formally

Further instances might lead to an escalation to a member of SLT.

NB Process for requesting interventions from September 2023 until the implementation of the new MIS system in 2024 (exact date tbc)

Whilst the overall guidance remains in effect, it is recognised that the reporting and tracking of interventions and sanctions need to be more robust. As an interim measure, staff are to complete the Teams Form, noting behavioural incidents, and requesting an intervention or sanction. This replaces the need for the member of staff to add a note to the MIS or email a member of the

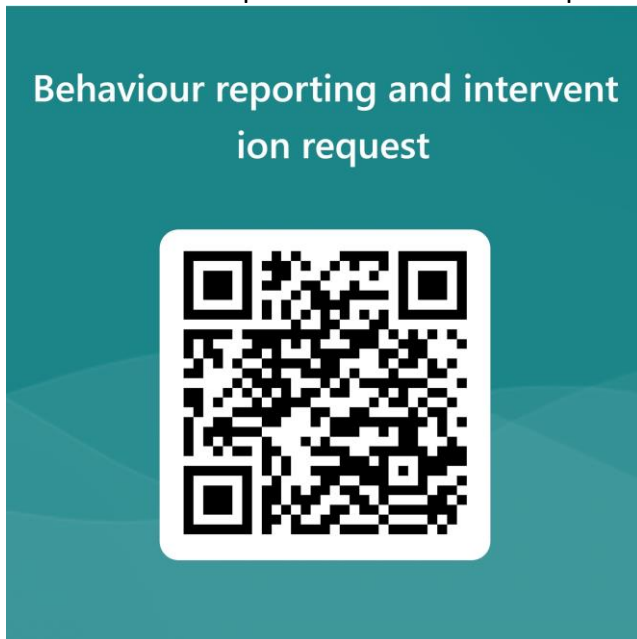
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pastoral leadership team. However, staff are still encouraged to speak to the Head of Year or Key Stage if they are concerned about pupil behaviour.

Link to Teams Form

<https://forms.office.com/e/Ji99sKa9ja>

Teachers can also put this QR code in their planners or on their desktop



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Appendix 3: Exclusions procedure

Introduction

The school, at the discretion of the Headmistress, has at its disposal a range of sanctions for breaches of discipline, which will include: reprimand, detention, deprivation of privileges, exclusion from activities, weekly report. This procedure also covers Early Years Foundation Stage pupils in the school.

Exclusions

In addition to the sanctions referred to above, the Headmistress also has the power to exclude pupils on either a temporary or permanent basis. Exclusions are serious sanctions, and such events are recorded permanently on the pupil's record.

See also government guidance on exclusions and suspensions to which this policy has regard;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion;

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

When considering either a temporary or permanent exclusion, the school will conduct a full investigation into the incident, which may include obtaining written statements and /or interviews with those involved and any witnesses. Contextual information about the pupil will be considered including SEND, SEMH and other factors. A written record will be kept of the investigation's findings

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and any evidence. During any meeting with a pupil in which exclusion is being discussed, the pupil will be supported by their parent(s). If a parent is not available to support the pupil during this meeting, the school will provide such an appropriate adult. The school will aim to ensure that the pupil is kept safe during the investigation as this can be a stressful process for the pupils involved.

In every case of exclusion (whether it is on a temporary or permanent basis) the Headmistress will write to the parents, notifying them of the exclusion and giving clear reasons as to why the pupil has been excluded, including any relevant supporting evidence and relevant documentation. This written communication will most often follow a meeting with the parents in person or via online platform where necessary. This must take place 'without delay' in line with the government guidance. If a pupil has a social worker, or if a pupil is looked-after, the Headmistress will also, without delay after their decision, notify the social worker as applicable.

The Headmistress will also advise parents as to how to appeal against the exclusion decision and make available any relevant documentation.

Temporary exclusion

- Temporary exclusion from school may be from one to five school days.
- Parents may appeal against the Headmistress' decision to temporarily exclude their daughter by writing to the Clerk to the Governors within 15 working days from the day that they are informed of the Headmistress' decision, in order to request that the Governors review the decision through the Governors' Exclusions Committee. This appeal will not halt the implementation of the Temporary exclusion.
- The Exclusions Committee will consist of 3 Governors and will meet to consider the representations as soon as practicable but usually within 15 working days of the Clerk being notified.
- Parents will be informed in writing of the decision of the Exclusions Committee, which will also be noted in the pupil's school record. If the Committee decides to overturn the Headmistress' decision, the pupils' record will be cleared.
- There will be no right of appeal against the Committee's decision.

Permanent exclusion

- In the case of cumulative or very serious individual breaches of discipline, the Headmistress may consider ordering permanent exclusion.
- If a pupil is permanently excluded, the Governors' Exclusions Committee will meet within 15 working school days of being notified of the exclusion by the Headmistress. The Exclusions Committee shall consist of three governors.

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- The committee will review the exclusion and consider whether to confirm the exclusion or reinstate the pupil.
- The parents will have the right to make written representation to the Exclusions Committee which should be received within 5 days of notification of the exclusion.
- If the Committee upholds the Headmistress's decision to exclude a pupil permanently, it will inform the parents in writing. Details will also be given of how to appeal against the decision, should they so wish, and information about the appeal process.
- In order to allow parents to make adequate representations to the Appeal Panel, the Committee will explain in sufficient detail the reason why the pupil was excluded.
- If parents wish to appeal against the judgement of the Exclusions Committee they should inform the Governors' Appeal Panel in writing via the Clerk. No appeal may be made after the 15th working day following the day on which the parents were given notice of the Exclusions Committee's decision.
- The Appeal Panel will consist of one of the Vice Chairs of Governors, a member of the governing body and a person who is independent of the management of the school. This person would not necessarily need to have an educational background but should be able to make a reasonable judgement. All members of the panel will not have been previously directly involved in the exclusion decision. Where a Vice Chair is not available within a reasonable timeframe, the Chair of Governors will determine the make-up of the panel. The Clerk to the Governors, on behalf of the Appeal Panel, will schedule a hearing to take place as soon as practicable and normally within 15 working school days of receiving notification of the parents' request in order to allow time for a full investigation to take place.
- If the panel deems it necessary, it may require that further particulars of the events leading to the exclusion or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 working days prior to the hearing.
- A friend or relative may accompany parents to the hearing. The meeting does not constitute 'legal proceedings' and so legal representation is not appropriate. The Clerk to the Governors must be given 7 working days' notice if the friend or relation is legally qualified. The parents should note that the Panel will want to speak to the parents directly and this person will not be permitted to act as an advocate or to address the Hearing unless invited to do so by the Chair of the Panel.

After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations. The Clerk will write to the parents informing them of the Panel's decision and the reasons for it, normally within 5 working days. The Panel's findings and any recommendations will also be sent in writing to the Headmistress or the Head of Lower School and the Chair of Governors.

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Further guidance on informing parents about an exclusion

Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier).

Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

Notification should be in person or by telephone in the first instance as this would allow parents to ask any initial questions or raise concerns directly with the headteacher. Headteachers should consider the following:

- Has the school spoken to the parents (and when appropriate, the child's social worker) to ensure they fully understand the type/scale of the incident?
- Has the school considered how to communicate accessibly and clearly, including whether parents may have particular communication needs relating to a disability or having English as an additional language (EAL)?
- Has the school provided sufficient details in the suspension or permanent exclusion notice letter on the reasons for the suspension or permanent exclusion?
- Does the notice contain all the required information as set out in part six of the suspension and permanent exclusion guidance?
- Has the school informed parents (and when appropriate, the pupil's social worker or the local authority if a pupil has an EHCP) whether their pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension or permanent exclusion?
- When several suspensions have been issued in a term, has the school informed parents of their right of representation to the governing board
- When notifying parents about a suspension or permanent exclusion, the headteacher should set out what arrangements have been made to enable the pupil to continue their education prior to the start of the pupil's return to school
- When notifying parents about a suspension or permanent exclusion, the headteacher should draw attention to relevant sources of free and impartial information. Details of these can be found in the government guidance

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cancelling an exclusion

Headteachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker;
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

Reintegration after a suspension

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension. The school will design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting will include the pupil's parents. However, it is important to note that a pupil will not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

The school will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

In line with guidance, a part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has

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agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

The school will consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in-school;
- Use of a report card with personalised targets leading to personalised rewards;
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions;
- Mentoring by a trusted adult or a local mentoring charity;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage;
- Informing the pupil, parents and staff of potential external support.