

# PLATANOS COLLEGE

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at, Platanos College. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.



## DISCIPLINE & BEHAVIOUR POLICY

**2021 – 2022**

# INTRODUCTION

- The Governing Body under the Education and Inspections Act 2006 has a statutory duty to review the written Statement of General Principles to promote good behaviour.
- The Policy incorporates the Education Inspection Act of 2006 and updated and related legislation.
- The full Governing Body must agree that Statement of Principles. These responsibilities cannot be delegated.
- The Governing Body must consult the staff in the school, parents, carers and indeed pupils on the principles of the Behaviour Policy.
- The Governing Body have taken account of the need to have regard for equality of opportunity, elimination of disability discrimination, promote positive attitudes regardless of disability and encourage participation.
- The Equality and Diversity Policy and published Public Sector Equality Duty shows how we intend to fulfil this general equality duty.
- In drawing up the principles, implementation strategy and formal review of this Policy, the Governing Body have included their specific duties under various equalities legislation to monitor and assess the impact of their policies on pupils by racial group and gender.
- The Governing Body have taken regard of the health and welfare of pupils and staff and the duty of care for them.
- The Policy provides a consistent and systematic framework for staff, pupils and parents.
- The Policy is fair and complies with equality legislation.
- Vulnerable pupils are covered by the Policy and will receive behavioural support according to their needs.
- The Policy rests on the assumption that self-discipline is important and that good behaviour can be learnt as well as taught.
- Good behaviour has to be modelled by all adults if it is to be effectively learnt and taught and the modelling of good behaviour forms a key part of the Policy.
- Assemblies, tutor periods, pastoral care of pupils and cross-curricular activity, all play a central part in establishing a positive ethos across the school.

- The Policy rests on the belief that consistency is important in supporting pupils in classrooms, departments, year groups and key stages.
- Where mis-demeanour takes place, follow up is vitally important and a key ingredient within the Policy.
- Mutual respect reverberates throughout the Policy.
- There is a healthy balance between Rewards and Sanctions within the Policy.
- Pupils play a central part in the Policy and are expected to take responsibility for their actions.
- It is a Policy and also a working guide for all.
- The Policy is not an end in itself and there are clear plans to monitor its implementation. For example, the school will develop models for managing behaviour as part of its Personal, Social and Health Education (PSHE) and Social, Moral, Spiritual and Cultural (SMSC) programmes.
- It ensures that our positive ethos and belief that 'Attitude Determines Altitude' remains at the centre of our school.

# **MISSION STATEMENT**

## **ATTITUDE DETERMINES ALTITUDE**

### ***EVERYBODY CAN BE SOMEBODY***

Our mission statement drives our commitment and passion on a day-to-day basis. Members of staff are expected to support, praise and respect pupils in order to motivate them to do well.

- Platanos College exists for its pupils. We work for the benefit of the pupils in our care.
- We have an unshakeable belief that we can make a difference.
- We believe that every pupil can succeed and challenge pupils to achieve their full potential.
- We celebrate success and encourage pupils to take part in and enjoy learning and life at school.
- We are proud of the cultural diversity in our school and encourage tolerance and respect for each individual.

# **STATEMENT OF GENERAL PRINCIPLES**

## **THE SCHOOL**

### **THE RIGHTS OF THE SCHOOL**

1. The school, Platanos College, has the statutory power (i.e. the legal power) to discipline pupils.  
Pupils and parent(s)/carer(s) need to respect this right. (Education and Inspection Act 2006)
2. It follows from the above that the school has the right to enforce the School Behaviour Policy including the rules and disciplinary measures.
3. Pupils, parent(s)/carer(s) need to respect this right (Education and Inspection Act 2006)
4. Pupils, parent(s)/ carer(s) are expected to co-operate with the school in order to maintain order and good discipline for learning.
5. The school has the right to ensure that violence; threatening or abusive behaviour by pupils or parents is not tolerated in any shape or form. The school has the right to sanction pupils whose behaviour is unacceptable and the right to ban parents who engage in physically or verbally aggressive behaviour on the school site or cause disruption to the calm and orderly running of the school day. If necessary, the school will not hesitate to prosecute.
6. Action will be taken against those harass or act in an inappropriate manner towards teachers or other school staff, on or off the premises. The school will involve external agencies including the police as appropriate.

## **THE RESPONSIBILITIES OF THE SCHOOL**

1. Consult key stakeholders about the Principles of the school Discipline and Behaviour Policy and Procedures.
2. Set up and communicate clear measures to ensure order, respect and discipline.
3. Ensure that the school Behaviour Policy does not discriminate against any pupil on the grounds race, gender, disability, ethnicity, religious beliefs or sexual orientation and that it promotes good relations between different communities.
4. Ensure that support staff play a role in helping teachers to manage behaviour as part of the National Agreement on Raising Standards and Tackling Workload and Workforce Remodelling Agenda.
5. Ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development
6. Reward, support and praise good behaviour demonstrated by pupils.
7. To make alternative provision from day 6 for fixed-term excluded pupils and where appropriate to arrange re-integration interviews for pupils along with a period of reintegration for pupils at school at the end of a fixed term exclusion.
8. To protect the safety and well-being of staff through reasonable measures including all forms of bullying. The school has a further responsibility to deal effectively with reports and complaints about bullying.
9. To ensure that staff model good behaviour and do not behave in an inappropriate manner towards pupils or colleagues.
10. To promote positive behaviour through active development of pupils' social, emotional, moral, cultural and behavioural skills.
11. To keep parents informed about their child's behaviour – positive as well as negative – using appropriate methods to engage parent(s)/carer(s) and where necessary to support them in meeting their parental rights.
12. To work with other agencies to promote community cohesion and safety.

# **STATEMENT OF GENERAL PRINCIPLES**

## **THE PUPILS**

### **RIGHTS OF THE PUPILS**

1. To be consulted about the school Discipline and Behaviour policies, therefore contributing to its development.
2. To be taught in safe environments conducive to learning and free from disruption.
3. To expect appropriate action from the school to tackle incidents of violence, threatening behaviour, abuse, discrimination or harassment irrespective of race, gender, disability, ethnicity, religious beliefs or sexual orientation.
4. To appeal to the Headteacher, the Governors and beyond that to the Secretary of State for Education if they believe that school has exercised its disciplinary authority unreasonably.

### **AT THE SAME TIME THERE ARE RESPONSIBILITIES FOR PUPILS**

1. To follow reasonable instructions given by staff, obey the school rules and accept sanctions in an appropriate way.
2. To act as a positive ambassador when outside of the school premises. The school rules apply to all pupils when they are off-site.
3. To ensure that inappropriate items or unlawful items are not brought on to the school site, as detailed in the Policy.
4. To show respect all school staff, other pupils, school property and the school environment.
5. Under no circumstance should pupils behave inappropriately towards, harm or bully other pupils or staff.
6. To co-operate with and abide by any arrangement put in place to support behaviour such as Pastoral Support Programmes (PSPs) and School Contracts.
7. To co-operate with staff to ensure the safety of both staff and pupils on and off-site.

# **STATEMENT OF GENERAL PRINCIPLES**

## **THE PARENT(S) CARER(S)**

### **THE RIGHTS OF THE PARENT(S)/CARER(S)**

1. To contribute to the development of the school Behaviour Policy.
2. To be kept informed about their child's progress, including issues relating to their behaviour.
3. To expect their children to be safe, secure and respected in school.
4. To have any complaint they make about their child being bullied taken seriously by the school, investigated and resolved as necessary.
5. To appeal to the Headteacher or to the Governors if they believe the school has exercised its disciplinary authority unreasonably.
6. To appeal against a decision to exclude their child, first to the Governing Body of the school and then in the case of permanent exclusion to an independent review panel.

### **AT THE SAME TIME THERE ARE RESPONSIBILITIES FOR THE PARENTS/CARERS.**

1. To respect the school's Behaviour Policy and the disciplinary authority of the school staff.
2. To help ensure that their child follows reasonable by school staff and adheres to the school rules.
3. To send their child to school each day punctually, suitably clothed, fed, rested, equipped and ready to learn.
4. To ensure school staff are aware of any SEND, mental health, emotional well-being factors or any other personal factors which may result in their child displaying a change in behaviour.
5. To work with the school to support their child's positive behaviour.
6. To respond to phone calls from the school within a reasonable time period.
7. To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour.
8. To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
9. If their child is excluded from school, to ensure the child is not found in a public place during school hours in the first five days of the exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed-term exclusion.

# HOME SCHOOL AGREEMENT

# HOME SCHOOL AGREEMENT

## PLATANOS COLLEGE

### 1. INTRODUCTION

Platanos College is a part of the Platanos Trust which sets out to achieve for its pupils the highest standards of which they are capable. Our multi-academy trust exists and works for all pupils and learners. We have an unshakable belief that we can make a difference to each and every pupil irrespective of their race, gender, disability, ethnicity, religious belief or sexual orientation.

Our motto 'Altitude Determines Altitude' drives and shapes our commitment to ensuring that every pupil at the school utilises their potential. Every policy introduced by the school is intended for pupils to succeed no matter what barriers they may need to overcome. As an inclusive, caring school where every child is important, we recognise that all children have talents and abilities that should be celebrated and encouraged. We support a strong community spirit where we show consideration and respect for each other, we understand and value difference and uphold courteous and kind behaviour.

### 2. THE SCHOOL WILL

- Provide a broad and balanced education of the highest standard for each pupil. It will ensure that each pupil follows an appropriate pathway to meet his or her aspirations and potential.
- Provide pupils with individual aspirational targets so that pupils and parents are aware of the high expectations of success the school has for its pupils.
- Plan, set and monitor classwork and homework. Homework will be set and marked according to the published timetable and will also be published on 'Show My Homework'.
- Provide regular academic reports on each pupil's performance and hold parents' evenings or Academic Review Days at which pupil progress and personal development will be discussed.
- Contact parents if there are concerns about a pupil's work, behaviour, attendance or punctuality.
- Keep parents informed about what is happening in the school through regular newsletters, letters, text messages, and phone calls where appropriate and through updates on the school's website.
- Exercise its statutory power to discipline pupils in line with its Discipline and Behaviour Policy, which includes the right to sanction pupils for displaying

behaviour that does not meet the school's expectations as outlined in the Behaviour Policy.

- Promote reward and celebrate pupils for positive behaviour and good learning regularly throughout the school year.

### **3. THE PARENT(S)/CARER(S) WILL**

- Ensure that their child attends school regularly, on time, in proper school uniform and properly equipped as outlined in the School Rules and the Code of Conduct for pupils.
- Ensure that their child has had sufficient sleep and that their child has had a proper breakfast before leaving school in the morning.
- Support and trust decisions made by the school as outlined in the School Rules and the Code of Conduct for pupils.
- Ensure that their child completes the homework set and published on 'Show My Homework' and signs their child's planner each week.
- Attend meetings to discuss their child's work or behaviour when requested at a mutually suitable time, including Parents Evenings and Academic Review Days.
- Inform the school between 8.15am and 9.00am if their child is unable to attend school because of illness or any other extenuating circumstances.
- Inform the school of any special educational needs or concerns regarding their child's health, mental health, emotional wellbeing or other personal factors which may result in their child displaying behaviours that would be deemed out of character.
- Adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- Ensure that if their child receives a fixed term exclusion that they are not found in a public place during school hours in the first five days of their exclusion and, if invited, to attend a re-integration interview with the school at the end of a fixed term exclusion.
- Ensure that disputes with other members of the school community are properly discussed and resolved. The school will not hesitate to involve the police if parents take the law into their own hands to resolve problems in an illegal and unacceptable manner.
- Request leave of absence according to the law when it is completely unavoidable, requesting sudden leave of absence at least two weeks in advance.
- Inform the school of any changes in their child's physical health, mental health, housing situation, and care-arrangement and to engage in any on-going work their child may be involved in with external agencies.

- Closely monitor their child's use of Social Media Applications. Parent(s)/ carer(s) will ensure that if their child is using these applications that they are being monitored and used in a responsible manner and that they are not being used to send or receive inappropriate communications involving any other pupil from Platanos College.

#### 4. PUPILS WILL

- Attend school daily and on time by 8.40am on every school day.
- Come to school with all the equipment as outlined in the Discipline and Behaviour Policy.
- Wear the full school uniform.
- Obey the School Rules and Code of Conduct for pupils.
- Work to the best of their ability, both in school and when doing homework and hand in all homework on time.
- Co-operate with teachers and other members of the Trust staff at all times.
- Be polite and helpful to others.
- Respect the school building and furniture and the property of others.
- Adopt a positive attitude towards and fully participate in the life of the school.
- Attend academic boosters or interventions when instructed by Directors of Learning.
- Attend all Trips to Enhance learning that take place at certain points during the school year, or if not permitted to attend ensure that they attend school as normal.
- Participate in all whole-school activities and events where required by the school. This is compulsory. This included activities related to national and international events (such as Remembrance Day and similar events that may have reference to the UK and the Queen, which forms a statutory part of pupil's development and understanding of SMSC (spiritual, moral, social and cultural) and British values.

Pupil's name: \_\_\_\_\_

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

\_\_\_\_\_

Signed by pupil

\_\_\_\_\_

Signed by parent/carers

\_\_\_\_\_

Signed by School

## **THE POWER OF DISCIPLINE**

- The Education and Inspections Act 2006 for the first time included the statutory power of schools (teachers and other staff in charge of children) to discipline pupils for the breaking of school rules, failure to follow instructions or other unacceptable behaviour.
- At Platanos College the power to discipline applies to teachers and support staff within the school.
- This clear, statutory authority to sanction pupils whose behaviour is unacceptable, who break the school rules or who fail to follow instructions is very important. For the first time pupils and/or parents cannot tell teachers or support staff that they do not have the right to discipline.
- At Platanos College we have decided to extend the power to discipline to any other adult who has lawful control or charge of pupils, e.g. parent(s)/carer(s) who voluntarily supervise an event such as a football match or a school trip. At the same time, it should be noted that this power to discipline cannot at any time be given to Prefects, Head Boys/Girls or any pupils in the school. The latter are vital in upholding the Behaviour Policy but they cannot at any time impose sanctions.
- The Policy applies to all pupils on the school site and also to misbehaviour by pupils outside the school premises when pupils are not in the lawful control or charge of a member of staff.
- Under section 89(5) of the Education and Inspections Act 2006, the school is able, by specific statutory power, to regulate pupils' behaviour when they are not on the premises of the school and not under the lawful control or charge of a member of staff.
- The disciplinary penalties in the Policy are reasonable and consistent with the Human Rights, Race and other Equalities, SEND and other Disability legislation.

### **PUPILS' CONDUCT OUTSIDE OF THE SCHOOL'S PREMISES**

- Under section 89(5) of the Education and Inspections Act 2006, the school is able, by specific statutory power, to regulate pupils' behaviour when they are not on the premises of the school and not under the lawful control or charge of a member of staff.

When deciding appropriate action the school will take account of the following factors:

- a) The type of misbehaviour and the extent of this misbehaviour.
- b) The extent to which the misbehaviour affected the reputation of the school.

c) Whether the misbehaviour in question would affect the orderly running of the school or threaten another pupil(s) or member(s) of staff (for example bullying another pupil).

## **SCHOOL SECURITY USE OF CCTV CAMERAS (CLASSWATCH)**

The Governors regard school security as paramount.

The protection of all within the school community ensures that there is good order and effective learning.

- Cameras are positioned in most classrooms, corridors, stairwells and around the school.
- There is no automatic right on the part of pupils, staff or parents/carers to demand CCTV recordings. The Headteacher determines how images are used in the day-to-day life of the school.
- In extreme cases, we will hand CCTV images to the police as part of a criminal investigation.

## **USE OF REASONABLE FORCE**

Platanos College is committed to safeguarding the welfare of its pupils and staff. The School recognises that, in order to protect its pupils from harm and provide a safe environment for its pupils, it may be necessary at times for staff to use reasonable force.

This is in line with the guidance published by the DfE (Department for Education) on “use of reasonable force” and the Education and Inspections Act 2006.

Members of staff at Platanos College have a legal power to use reasonable force in order to protect pupils and staff from injury and to safeguard their well-being.

### **WHAT IS REASONABLE FORCE?**

- ‘Reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **WHO CAN USE REASONABLE FORCE?**

- All members of staff have a legal power to use reasonable force.
- This power applies to any member of staff at the School. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying students on a school organised visit.

### **WHEN CAN REASONABLE FORCE BE USED?**

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) Staff can use reasonable force whenever they are on the school premises and in charge of pupils and on other occasions when they have lawful control of pupils on behalf of the school, such as on school trips or other out-of-school activities.

3) Force is used to keep pupils and staff safe.

4) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. It is the duty of the staff member to take into account pupils with disabilities and SEN.

5) The School does not require parental consent for the use of reasonable force.

6) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight;
- prevent a pupil from injuring themselves or others;
- restrain a pupil at risk of harming themselves through physical outbursts;
- prevent a pupil from committing a criminal offence (or what would be a criminal offence if the pupil was not under the age of criminal responsibility);
- prevent a pupil from causing damage to property, including their own.

Staff cannot:

- use force as a punishment – **it is always unlawful to use force as a punishment.**

Reasonable force should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and at the same time allowing the pupil to regain self-control.

It is not possible to define every circumstance in which reasonable force would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's Discipline and Behaviour Policy, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of pupils during the school day, or during other supervised activities, they are acting in *loco parentis* and should therefore take reasonable action to ensure pupils' safety and well-being.

### **ALTERNATIVE STRATEGIES**

There may be some situations in which the need for reasonable force is immediate and there are no equally effective alternatives (e.g. if a pupil is about to run across a road). However, in some circumstances, there may be alternatives such as:

- Use of assertiveness skills such as the *broken record* in which an instruction is repeated until the pupil complies.
- Use of a distracter, such as a loud whistle to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective.
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened.
- Other techniques designed to defuse the situation, such as the avoidance of confrontation or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- Preventative action such as temporary isolation of pupils to allow the school to use a strategic restorative approach to prevent potential disputes between pupils and/ or staff.

### **HOW TO APPLY REASONABLE FORCE**

If reasonable force is necessary:

#### **DO**

- Tell a pupil what you are doing and why.
- Use the minimum force necessary.
- Involve another member of staff where possible.
- Tell the pupil what s/he must do for you to remove the restraint/force (this may need frequent repetition).
- Use simple and clear language.
- Hold limbs above a major joint if possible e.g. above the elbow.
- Relax your restraint in response to the pupil's compliance.
- Utilise the training they have been given if the use of reasonable force is deemed necessary.

#### **DO NOT**

- Act in temper (involve another staff member if you have lost control of your emotions).
- Involve other pupils in the restraint.
- Touch or hold the pupil in sexual areas.
- Twist or force limbs back against a joint.
- Bend fingers or pull hair.
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck.
- Slap, punch or kick.

### **USING FORCE**

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. These will not be used by the School. The techniques are:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- The 'double basket-hold' which involves holding a person's arms across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

### **POWER TO SEARCH PUPILS WITHOUT CONSENT**

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives or other weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette.
- 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.

This list is not exhaustive.

## **RECORDS**

A record of any incidents where force is used is kept up-to-date by a senior member of staff. Pastoral Managers and senior staff should be informed of any incident as soon as possible. Staff members should write an account of an incident (on an Incident Form) each time it occurs and should include the following information:

- The name(s) of the pupil(s) involved.
- The date, time and location of where the incident took place.
- Why the use of force was deemed necessary.
- A detailed account of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used.
- The pupil's response.
- The outcome of the incident.
- A description of any injuries suffered by the pupil or others and/or any property damaged during the incident.

## **INFORMING PARENTS/CARERS WHEN FORCE HAS BEEN USED ON THEIR CHILD**

1) It is up to the School to decide on an individual basis whether it is appropriate to report the use of force to parents/carers in the case of a serious incident.

2) In deciding what a serious incident is, staff should use their professional judgement and consider the:

- Pupil's behaviour and level of risk presented at the time of the incident.
- Degree of force used.
- Effect on the pupil or member of staff.
- The child's age.

## **OTHER PHYSICAL CONTACT WITH PUPILS**

1) It is not illegal to come into physical contact with a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

2) Examples of where touching a pupil might be proper or necessary:

- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.

- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

In any such case staff should take the following into consideration where possible:

- Any history of physical or sexual abuse, where known.
- Cultural factors.
- The age and gender of the pupil.

At no time should there be any contact with sexual areas.

## **SCREENING AND SEARCHING FOR PROHIBITED ITEMS**

The school will require pupils to undergo screening for weapons without suspicion as part of its disciplinary power and duty to manage risk.

### **SCREENING FOR WEAPONS**

The school will operate a screen system for weapons without suspicion and without consent via a hand-held metal-detector.

- We will conduct random screenings of selected pupils on the premises.
- We will occasionally screen pupils on entry.

If a pupil refuses to be screened the school may refuse to have that pupil on the premises or on an off-site educational visit. In this case the pupil's parent(s)/carer(s) will be contacted.

If a pupil fails to comply and the school does not let the pupil in, it is an unauthorised absence because the school has not sanctioned the pupil's absence. In this case the parent(s)/carer(s) will be contacted.

- When screening staff will ask pupils to remove and empty their jacket and blazer pockets before screening any metal objects that could cause a 'beep'.
- Searching on suspicion and without consent can start with screening.

### **WITHOUT CONSENT SEARCH**

The school has the power to search if there are reasonable grounds that a pupil has with him/her or in his/her possession any of the following:

- A knife (any article which has a blade or is sharp).
- An offensive weapon i.e. any article made or adapted to injure a person, or any article which is intended by the person carrying the article for such use by him/her or by another person.

The law covers three articles

1. A weapon made for causing injury, such as a gun.
  2. An article adapted for causing injury, such as a bottle broken deliberately for the purpose.
  3. An article not made or adapted for causing injury, but which the person who has it intends it to be used for the purpose of causing injury e.g. a baseball bat.
- The school has the power to search where there are reasonable grounds to suspect that a pupil is in possession of a weapon. This power to search will only be used where school staff judge that it is safe.

If a member of staff believes that a pupil is carrying a weapon and is likely to resist a search physically, they will call the police rather than attempt to overcome the pupil.

At all times we will use our knowledge and experience of pupils in the school. We will try every means to resolve difficult situations rather than confront and escalate the problem(s).

No-one can conduct a search before being trained.

- Training will be given for those authorised by the Headteacher to search pupils (authorisation will be in writing).
- A second adult must be present for the search.
- There must be a person present during a search who is trained.
- Reasonable force can be used to prevent a pupil committing an offence, injuring themselves or others, damaging property or prejudicing the maintenance of good order and discipline. This applies to a search without consent.

#### **NOTE**

If at any point the school suspects that a pupil suspected of carrying a weapon is likely to resist a search physically, school staff will call the police rather than use force to continue a search.

- The power to search on suspicion and without consent applies only to a personal search (i.e. involving the removal of outer clothing and searching of pockets). Only the police can conduct an extensive or intimate search.
- If a weapon is found or other prohibited or illegal items such as drugs, the matter will be referred to the police.
- If an item is found which is prohibited, it will be confiscated and parent(s)/carer(s) informed. Such items will be returned at the end of the school term.

## **OUR SUPPORT FOR INDIVIDUAL PUPIL NEEDS**

Platanos College has a successful record of managing a highly diverse pupil population. School leaders and managers work hard to ensure that we cater for individual pupil needs, including those who are disaffected.

The school budget is complex and focused on managing resources with care in order to meet challenging needs. Our curriculum is also diverse and complex. We review provisions each year and work at length to ensure that we cater for individual behavioural and learning needs.

Our diverse curriculum ensures that pupils follow bespoke pathways appropriate to their individual needs.

Our Pastoral Managers are non-teaching and able to support individuals and groups of pupils and conduct appropriate follow-up action with pupils and their parents. It also means that valuable time can be spent tracking and monitoring pupil's academic progress, supporting pupil's behaviour in class where needed, coordinating Restorative Justice Conferences, managing Pastoral Support Programmes (PSPs) and negotiating appropriate pathways for individual pupils and groups of pupils.

# **HOW WE TAKE INTO ACCOUNT OF INDIVIDUAL NEEDS AT PLATANOS COLLEGE**

## **EAL PUPILS**

We assess pupils who join our school from abroad with care and will place pupils within a pathway appropriate to his or her needs. For example, if it is appropriate to place a pupil in an induction class on entry we will do so. Some pupils who come to us from abroad receive a bespoke EAL programme that includes being withdrawn from classes in order to attain a higher level of proficiency in English.

Other pupils from abroad who have a level of proficiency in English will go straight to mainstream classes and will receive support as appropriate in lessons.

## **SEND AND OTHER VULNERABLE PUPILS**

Our SEND framework underpins the statutory framework of equality of opportunity for pupils with SEN or disabilities.

Disabled pupils include those with dyslexia, autism, speech and language impairments, sensory/ playground related impairments, diabetes, epilepsy, disfigurement, complex behavioural/ emotional or social difficulties (BESD), oppositional defiance disorder (ODD), hyperkinetic disorders such as attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) and syndromes such as Tourette Syndrome and other mental health disorders.

Staff are trained to understand that the disorders above do not have to be officially diagnosed in order for a pupil to be classified as disabled.

We make special educational provision for those pupils whose behaviour-related learning difficulties call for special educational provision to be made for them.

We actively promote equality of opportunity between disabled people and others. This includes promoting positive attitudes and the participation of disabled pupils and staff in the life of the school.

We ensure that prospective disabled pupils and disabled pupils are not treated less favourably than another for a reason related to their disability.

We take reasonable steps to avoid placing disabled pupils at a substantial disadvantage.

- We take individual disabilities into account when imposing sanctions, particularly for fixed-term and permanent exclusions. We take account of needs and the level and quality of support given to individual pupils.

- Where necessary we inform staff about the particular reasonable adjustments that need to be made for individual pupils (e.g. in managing potentially difficult and confrontational situations).
- We do not to treat pupils with disabilities less favourably than others for reasons linked to a particular impairment.
- We plan for individual (known) needs before disabled pupils arrive at the school and these individual plans are monitored regularly with parents by Pastoral Managers, Middle Managers and Senior Managers.
- Where appropriate reasonable adjustments are made, further guidance can be obtained from the school Policies on SEN/Disability and the Learning and Teaching Policy.

### **PUPILS EXPERIENCING TRAUMA/TEMPORARY DIFFICULTIES**

Pastoral Managers are key at Platanos College to understanding individual pupils experiencing trauma and the impact of those pupils around the rest of the school, especially on the quality of learning.

- We actively support pupils experiencing trauma.
- Where necessary Pastoral Managers liaise with parents, appropriate specialist agencies, the Local Authority and others to address the individual and distinctive needs of pupils.
- We try to manage sanctions and post-sanction support as they affect individual pupils rather than giving some pupils experiencing trauma an 'easy time' or 'let them off'.
- Looked-after pupils are carefully supported individually and great care is taken to develop their social, emotional and behavioural skills.
- Communication is key. Vulnerable pupils have Individual Learning Plans, PSPs and Contracts. Key adults, such as Pastoral Managers, mentors and tutors act as reference points and communicate concerns to others in the school.

We are in many ways role models for pupils in the school. Many of our pupils do not for whatever reason live with their 'natural' parents or have had fractured lives. Therefore, how we relate to pupils is essential. We are in loco parentis and we have to act like reasonable parents in the way we build relationships with our pupils.

We understand that our demeanour or attitude, if negative, could transmit to pupils. Therefore, if we are calm and consistent, pupils will act accordingly. Positive relationships work with pupils.

All staff are expected to share our values and act accordingly as part of belonging to the Platanos College community.

Pupils learn respect by receiving respect. This is a central part of our school ethos.

## **THE SCHOOL RULES**

The School Rules are based on common sense and the need to protect everyone on the school site. We have high expectations of all our pupils in terms of appearance, behaviour and courtesy. We expect all pupils to follow the School Rules in order to protect the Health and Safety of everyone in the school community.

The school will not tolerate any behaviour from any pupil that undermines our systems and procedures and jeopardises the safety of themselves or others. If learning is disrupted then this impacts on the progress made by pupils. We expect pupils at Platanos College to have an excellent attitude to their learning and continually demonstrate outstanding behaviour.

We want to challenge and develop our children to be intellectually curious, autonomous learners who are inspired and stimulated through a rich and varied curriculum appropriate to each individual's needs. We develop children's learning by setting high expectations and exacting standards, teaching and reinforcing skills, which form the foundation for successful schooling and lifelong learning.

Our expectations	Failure to meet our expectations	
Pupils are <b>not to disrupt lessons</b> by talking, making noises or not completing work	<b>This impacts on the learning of others.</b> Pupils will receive an escalation of: a warning, a demerit, same day detention. Several demerits for disruptive behaviour in a week will lead to a Friday or Saturday detention.	Continued breach of this rule will result in a <b>fixed term exclusion, meeting in front of Senior Management, Behaviour Panel, Governors of the school</b> and may lead to <b>the recommendation for permanent exclusion.</b>
Pupils are to <b>follow reasonable instructions from staff</b>	<b>Instructions given are to promote good learning and keep pupils safe.</b> Pupils will receive a detention or an internal/ fixed term exclusion following investigation.	Continued breach of this rule will result in a <b>permanent exclusion from school on the grounds of health and safety.</b>
Pupils are <b>not to argue with staff, speak to them in a rude manner or question reasonable instructions given</b>	<b>This is so mutual respect allows for good learning to take place.</b> Pupils will receive an internal/ fixed term exclusion following investigation.	Continued breach of this rule will result in a <b>permanent exclusion from school on the grounds of health and safety.</b>
Pupils are to walk – <b>not run</b> – around the building before school, after school and during lesson changeover	<b>This is for health and safety reasons.</b> Pupils will receive a fixed term exclusion.	Continued breach of this rule will result in a <b>permanent exclusion from school on the grounds of health and safety.</b>
Pupils are <b>not to shout or make excessive noise</b> when in the building	<b>This is for health and safety reasons.</b> Pupils will receive 25 demerits and an immediate detention.	Continued breach of this rule will result in a <b>fixed term exclusion, meeting in front of Senior Management, Behaviour Panel, Governors of the school</b> and may lead to <b>the recommendation for permanent exclusion.</b>
Pupils are <b>not allowed to lean over balconies</b>	<b>This is for health and safety reasons.</b> Pupils will receive a fixed term exclusion.	Continued breach of this rule will result in a <b>permanent exclusion from school on the grounds of health and safety.</b>
Pupils are <b>to only eat food in designated canteen areas. Sweets, chewing gum and drinks other than water are not permitted on the school site</b>	<b>This is for health and safety reasons.</b> Pupils will receive 10 demerits and a same day detention.	Continued breach of this rule will result in a <b>fixed term exclusion, meeting in front of Senior Management, Behaviour Panel, Governors of the school</b> and may lead to <b>the recommendation for permanent exclusion.</b>
Pupils <b>must not drop litter</b>	<b>This is for health and safety reasons.</b> Pupils will receive 10 demerits and a same day detention.	Continued breach of this rule will result in a <b>fixed term exclusion, meeting in front of Senior Management, Behaviour Panel, Governors of the school</b> and may lead to <b>the recommendation for permanent exclusion.</b>
Pupils <b>must be at school for 8.40am</b>	<b>This is for health and safety reasons.</b> Pupils will receive a late detention at lunch time or after school for 30 minutes. Persistent lateness will result in a Saturday detention.	Continued breach of this rule will result in a <b>fixed term exclusion, meeting in front of Senior Management, Behaviour Panel, Governors of the school</b> and may lead to <b>the recommendation for permanent exclusion.</b>

## SCHOOL UNIFORM/ YOUR APPEARANCE

- Uniform is compulsory for all pupil in Years 7 – 11 in the school. It means that we will not negotiate what you wear and what you do not wear.
- You must wear your blazer at all times. You must get permission from a teacher before removing your blazer during a lesson.
- Shirts must be tucked in and the top button must be done up,
- Ties must be knotted properly and be of a conventional length, such as to the waist band of trousers or skirts. We will not accept the 'fashionable' twists.
- Pupils must wear plain black shoes at all times. Shoes must be flat and sensible for all pupils on grounds of Health and Safety.
- Trainers, boots and/or canvas shoes are not permitted. There should be no logos on shoes.
- You are allowed to wear a digital or analogue watch. Fashion jewellery is not allowed. 'Bling' will be confiscated and returned at the end of the term.
- Girls are permitted to wear a plain stud (very small) earrings in each ear only, these must be located on the earlobe. Boys who wear earrings, including stud earrings will have them confiscated and returned at the end of the term. Multiple ear piercings are not permitted.
- Make-up, hair ribbons, coloured nail varnish, henna tattoos, fake nails or eye lashes and extreme hairstyles are banned.
- Boys hair should be maintained at a reasonable length or neatly tied back or plaited.
- Belts must be black. Large buckles on belts are not permitted.
- Pupils must not have coverings/ caps on teeth.
- Pupils must not wear denim coats/jackets over their school uniform. You must wear plain black or navy coats without logos. Coats are not to be worn in the building.
- Pupils must not wear 'trainers' with their school uniform.
- Girl's skirts must reach the knee
- Knotting of jumpers is not permitted
- Hijabs must be plain blue, black, grey or white.

- Trousers must be worn correctly, not sagging below the waistline.
- Boys must wear black socks; girls must wear white socks.
- Jeggings are not to be worn.
- Hoodies are not permitted to be worn.
- Handbags are not to be used as a school bag.
- All articles of clothing must be clearly marked with the pupil's name. Pupils must not borrow or lend clothing, particularly P.E. kit.
- Headgear (e.g. hats, caps, bandanas, head scarfs, doo-rags) is not allowed.
- Appearance which would go against the ethos of the school will be judged inappropriate.
- It is the responsibility of the parent(s)/carer(s) that pupils are wearing clean, appropriately sized, full school uniform daily.

**PERSISTENT FAILURE TO WEAR THE SCHOOL UNIFORM AND/OR TO KEEP TO THE EXPECTED HIGH STANDARD OF APPEARANCE WILL RESULT IN A PRE-EXCLUSION SATURDAY DETENTION**

## BEHAVIOUR AND COURTESY

- Swearing and abusive language will not be tolerated at Platanos College.
- Smoking on the school premises is forbidden.
- Chewing gum is forbidden at all times.
- Fizzy drinks and energy drinks are prohibited and must not be brought onto the school site.
- No pupil should leave the school site during the day without the permission of a Pastoral Manager, a Deputy Headteacher or the Headteacher.
- No food or drink is to be consumed in classrooms, in corridors or in the playground, with the exception of water. Food may only be eaten in the designated eating areas (at break and lunchtimes).
- You are not allowed to gamble on the school site or in when dressed in school uniform. The school is a 'gamble free' site.
- We expect high standards of courtesy from all pupils at all times.
- Pupils must show respect for each other at all times.
- Pupils should always speak quietly to each other.
- Pupils are not allowed to 'greet' each other by kissing, hugging or touching each other on the school site as a form of social expression.
- Pupils should not scream or shout at each other.
- Pupils should be silent when being spoken to by members of staff.
- Pupils should give way to adults in doorways, stairs and on corridors.
- Pupils should respect and show courtesy to all adults, including visitors to the school.
- Pupils are not allowed to congregate or loiter around the school site before or after the start/end of the school day. Pupils who do so will be placed in Formal Friday/ pre-Exclusion Saturday Detentions or will be excluded from school.
- The school will exclude pupils who download and/ or send unacceptable information such as pornographic, racist or stereotypical images of particular racial, religious or cultural groups, this includes making derogatory or demeaning comments that may cause offence to a particular group or individual.
- The school will exclude pupils involved in cyber-bullying using social media applications. It is illegal to send threatening information online, which applies to images on mobile phones and any other technological devices.

- The school will exclude pupils involved in dangerous or potentially harmful online trends or the inappropriate use of online gaming or the inappropriate use of other forms of communications.
- Pupils must remain quiet and maintain order in the open areas of the school. This means that pupils must be quiet whilst moving around the school in the corridors, stairs and stairwells at all times throughout the school day.

## **CONFISCATION OF ITEMS**

### **(INCLUDING RETENTION AND DISPOSAL OF INAPPROPRIATE ITEMS)**

The Education and Inspections Act 2006 gives schools the right to confiscate items from pupils as a disciplinary sanction.

All members of staff have the right to confiscate certain items from pupils as a disciplinary penalty.

Items will be confiscated in order to maintain an environment conducive to learning and which safeguards the rights of other pupils to be educated.

We will confiscate items in the following circumstances:

- If and when an item(s) poses a threat to others (e.g. a laser gun or pen).
- If an item(s) threatens the good order for learning and maintaining a calm atmosphere in the school (e.g. use of mobile phones or any other technological devices).
- An item(s) is against the school uniform rules (e.g. baseball caps and items of non –uniform).
- An item(s) poses a Health and Safety risk or threat (e.g. wearing of nose studs, rings, large items of jewellery or ‘bling’ to impress).
- An item(s) which is counter to the ethos of the school or is illegal for a child to have (e.g. racist, pornographic material or material which might cause tension between one group and another).

When confiscating items of clothing or jewellery we will consider the religious or cultural significance of each item.

We will also avoid physical contact or interference with pupils clothing.

As a matter of common sense we will ask pupils to remove the offending item(s). If a pupil refuses to remove the offending item, they will be placed in isolation, parent(s)/ carer(s) will be contacted and advised that the pupil must remove the item, or they will not be permitted to re-enter circulation.

## **WHAT HAPPENS TO CONFISCATED ITEMS?**

- Parents will be informed that an item has been confiscated and why.
- All confiscated items are kept in a safe place. At present our Policy is to have item(s) logged with Pastoral Managers.
- Confiscated items may be returned at the end of each term depending on the circumstances of the confiscation.
- Where confiscated items involve drugs, guns or other illegal items we always involve the police, normally through our community police officer.

## **MOBILE PHONES/ ELECTRONIC DEVICES**

We do not permit pupils to use mobile phones or any other personal technological devices at any point during the school day or anywhere on the school site. In our experience use of mobile phones and other devices create disorder around the school and disruption in lessons.

These items will be confiscated, logged and parent(s)/ carer(s) will be informed by standard letters.

These items are returned by the end of each term depending on the circumstances of the confiscation.

We have explicitly banned the use of abusive text messages about pupils and staff as well as any potentially harmful online trends.

## **ITEMS BANNED BY THE SCHOOL**

- No money or any articles of value are to be left in changing rooms or classrooms. Remember that you are responsible for the items you own and not the school. When in PE any valuables should be handed into a member of staff. The Governors will not accept responsibility for personal property that is lost or damaged.
- It is forbidden to use mobile phones. If brought to school they must be switched off on the school site and of site. If it becomes clear that a pupil has used a mobile phone, for example to contact a parent, the school policy will be applied.

- Parents must support the school rules regarding the use of mobile phones. They should not contact their children on the child's mobile phone during the school day. Parents should contact the school's office. Mobile phones are to be switched off and out of sight for the duration of the school day.
- Banned items include: guns, weapons of any kind, metal afro combs, aerosols, perfume, sugary substances, glass. \*This list is not exhaustive and includes replicas.

## **WE WILL SUPPORT YOU**

The school is organised to support you. Some pupils attend the Learning Support Unit, a supportive space within the school, because of their negative behaviour or when they need to speak to an adult. We have mentors and counsellors to support our pupils. Some pupils need anger management, or they need to improve their social skills. We involve outside agencies that work with young people to come in and support our pupils as well as involving pupils in projects outside of school.

### YOU ARE REWARDED WHEN YOU BEHAVE

- If you behave consistently (i.e. every day) and follow the rules, you are rewarded. If you improve your attendance and punctuality, do your classwork and homework and organise yourself, you will earn rewards for yourself, your tutor group, your year group and your House group.
- These rewards include CHABOP Merits, Certificates, Letters, Awards, commendations and CHABOP prizes as detailed in the Policy.

### YOU WILL BE SANCTIONED FOR POOR BEHAVIOUR

- If you do not take notice of a warning in lesson, teachers will use the Warning System to give you an appropriate sanction.
- We have a hierarchy of rewards and sanctions that display the procedure for not following the school rules; if you do not follow the rules your teacher can remove you from lesson by following the Warning System or you could be internally excluded or receive a fixed term exclusion from school.
- If you persistently fail to follow the school rules, this will be reviewed by a pastoral manager and you could be placed in a Friday Detention. If you do not turn up to a Friday Detention (3pm – 4pm) you will be given a Pre-Exclusion Saturday Detention (10am – 12 pm). This will be communicated to pupils and parents.

- If you fail to wear the school uniform at the appropriately high standard you will be demerited and receive a Same Day Detention. Persistent failure to wear uniform to a high standard will lead to a referral for a Pre-Exclusion Saturday detention.
- If you arrive late to a Pre-Exclusion Saturday Detention you will be sent home and the Detention will be reissued.
- If you do not turn up to a Pre-Exclusion Saturday Detention you will be given an automatic one day fixed term exclusion.
- Repeatedly failing to meet our Summary of Expectations will receive an escalation of sanction.
- Every time a pupil misbehaves it will be recorded and you will lose points for yourself, your class and your House group.
- It is very important that you follow the rules and make sure that you are well behaved at all times.

## **BEHAVIOUR OUTSIDE OF THE SCHOOL**

We expect you to uphold high standards of behaviour outside of school even when you are not in school uniform and not under the control of a member of staff as stated in the home school agreement.

If you undertake work experience, go on a school visit, attend a sporting event or travel on public transport wearing the Platanos College uniform and misbehave, the school can and will sanction you.

We will take the following into account when deciding on any sanctions:

- a) If we decide to sanction you, we will look carefully at what you did (the type and the extent of your misbehaviour).
- b) We will also look to see how your behaviour has affected the reputation of the school.
- c) If you were wearing the school uniform at the time of the offence or whether you were identified as a pupil of the school.
- d) Whether your behaviour affects or is likely to affect the orderly running of the school or threatens or is likely to threaten other pupils or staff (for example bullying another pupil or insulting a member of staff).
- f) Whether the misbehaviour might affect the chance of other pupils being offered similar work, study or opportunities in the future.

We will investigate what you do outside of school and whether your actions involve other pupils, members of staff or members of the public.

The school believes that it is important to have good order in public places and to protect its reputation.

Pupils are also encouraged to maintain the Health and Safety of others at all times including to and from school and including that of other pupils, staff and members of the public.

## **ACCESS TO THE BUILDING**

When arriving at school in the mornings, pupils only have access to the canteen and their relevant playground (Key Stage 3 playground or Key Stage 4 playground).

Pupils are allowed in the main buildings for the following reasons:

- To attend lessons.
- To attend clubs and/or societies, with parental consent.
- To attend activities led by staff, when authorised by Senior Management.
- Use of the Library, during designated times.
- Use of the Computer Rooms and/or Homework Rooms, during designated times when supervised by a member of staff.
- To attend Breakfast club in the canteen from 8am to 8.30am.

## **SUPERVISION OF THE BUILDING**

Staff will supervise the building. Prefects will assist with the supervision of the building under the direction of Pastoral Managers and Senior Management.

The canteen is supervised by lunchtime supervisors, teachers and support staff.

Pupils who misbehave during lunch time will be reported to Pastoral Managers. The rewards and sanctions policy will apply. Structured play may be put in place for pupils who misbehave in the playground.

## **AT THE END OF LUNCH TIME**

At the first bell pupils line up in the designated areas for Key Stage 3 and Key Stage. At the second bell a uniform check will be completed and all pupils line up in silence.

Lining up is very important in order to ensure the calm and orderly movement around the school and to guarantee the Health and Safety of both pupils and staff in the school.

Pupils enter the school in silence after lunch and they walk in a straight line.

## **WET WEATHER/ BAD WEATHER ROUTINE**

When it is wet or very cold it is important that we work together, as a school community, in order to avoid problems. We need to make sure that we protect the Health and Safety of everyone in our community.

Walk quietly and carefully around the building. Teachers must be able to give you clear instructions in an emergency.

Different year groups are based in different sections of the building during wet lunchtime:

- Year 7 – Main Hall
- Year 8 – Heart Space
- Year 9 – GA3
- Year 10 – GA3
- Year 11 – 1A5

## THE WARNING SYSTEM FOR CLASSROOM BEHAVIOUR

Some behaviour types do not require warnings:

- Failure to complete homework (including unacceptable effort).
- Failure to have the correct equipment.
- Eating or drinking in the classroom.
- Using a mobile phone or any other technology in lesson (**Please note: under no circumstance is a pupil allowed to use their mobile phone in lessons. Teachers are not permitted to give permission for this. This is a whole school rule**).
- Damage to school property.
- Leaving a classroom without permission.
- Failure to enter and leave a classroom in an orderly fashion.
- Rudeness and defiance.

**For the relevant sanctions for these behaviour types, please refer to the sanctions section of this Discipline and Behaviour Policy.**

WARNING	ACTION(S) TO BE TAKEN BY TEACHERS	DEMERIT POINTS
<p>First warning</p> <p>This is the first stage if pupils breach behaviour expectations.</p>	<p>The member of staff will record the name of the pupil on the board or in their blue notebook. They will explicitly tell the pupil why they are receiving the warning.</p> <p>This is a public warning to pupils. Most pupils will cease to misbehave at this stage.</p> <p>There are no sanctions or demerits at this stage.</p> <p>Pupils' CHABOP records are not affected at this stage.</p> <p><b>Please note: teachers will use their professional discretion before the first warning is given.</b></p> <p><b>Please note: warnings are for breach of a particular behaviour type. A pupil can receive a warning for lack of effort and another warning for disruptive behaviour.</b></p>	0
<p>Second warning</p>	<p>The member of staff will inform the pupil that they have received demerits for ignoring their first warning.</p>	<p>Lack of effort (classwork): -5</p>

<p>This takes place when a pupil has ignored their first warning.</p>	<p>This is recorded on SIMS by right clicking on a pupil's name on the register page and left clicking on <i>Add Behaviour</i> and left clicking on the applicable demerit.</p> <p>The member of staff will update the sanction on the board or their blue notebook.</p> <p>Pupils' CHABOP records are affected at this stage.</p> <p>Teachers are entitled to move a pupil to another part of the classroom if they believe it will have a positive impact on a pupil's behaviour.</p> <p><b>Please note: teachers cannot demerit more than once for a particular behaviour type. This is deemed as sanctioning a pupil twice for one instant. This is not fair.</b></p> <p><b>Please note: teachers can demerit for more than one behaviour type, as long as the first warning stage has been followed. For example, a teacher can issue demerits for classwork and then for disruptive behaviour.</b></p> <p><b>Please note: demerit points are added automatically when a teacher clicks on relevant demerit on SIMS. <u>Teachers are not permitted to edit the demerit system on SIMS.</u></b></p>	<p>Disruptive behaviour: -25</p>
<p>Third warning.</p> <p>This takes place when a pupil continues to breach for school's expectations.</p>	<p>Pupils are issued with:</p> <ul style="list-style-type: none"> <li>• A Same Day Detention</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• A Teacher Detention</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• A Departmental Detention.</li> </ul> <p>The member of staff will update the sanction on the board or their blue notebook.</p> <p>Pupils must be told explicitly why they are receiving a detention and when and where their detention will be.</p> <p><b>Please note: demerits should not be added by the class teacher. Same Day Detentions demerits are added by the LSU manager. Departmental Detentions are added by the main</b></p>	<p>Teacher Detention: 0</p> <p>Same Day Detention: -15</p> <p>Departmental Detention: -20</p>

	<p>office.</p> <p><b>Please note: referrals for Same Day Detentions must be completed on a Same Day Detention referral form and be sent electronically to the LSU duty manager or hard copies to the main office. For lessons before lunch Same Day Detentions are held for 30 minutes at lunchtime. For lessons after lunch pupils will serve their Same Day Detention for 30 minutes after school. All Same Day Detentions are held in the LSU and supervised by the LSU manager/ duty manager.</b></p>	
<p>Buddy System Stage</p> <p>This takes place if a pupil continues to breach the school's expectations.</p>	<p>Pupils are provided with a note and work and are then sent to a buddy class.</p> <p>The name of the pupil and the reason for being sent to the buddy class should be emailed to the subject Director of Learning, form tutor and relevant year group Pastoral Manager for their information.</p> <p><b>Please note: it is the responsibility of the subject Director of Learning to organise and distribute the Buddy Class timetable to subject teachers and Pastoral Managers in the first week of a new Academic Year.</b></p> <p><b>Please note: pupils are NOT to be sent to the LSU for continued breach of the school's expectations in the classroom. Pupils sent to the LSU by teachers for anything other than rudeness and defiance will be sent back to their lessons.</b></p> <p><b>Please note: no additional demerits are issued at this stage.</b></p> <p><b>Please note: pupils must still attend the detention that was issued at the third warning stage.</b></p>	0
<p>PLATANOS COLLEGE HAS A ZERO TOLERANCE APPROACH TO PUPILS WHO ARE RUDE OR DEFIANT TO MEMBERS OF STAFF. <b><u>THE CLASSROOM WARNING POLICY IS FAIR.</u></b> PUPILS WHO ARGUE WITH STAFF BASED ON DECISIONS BASED ON THE ABOVE POLICY WILL BE SENT TO THE LSU AND WILL REMAIN IN THE LSU FOR THE REST OF THE DAY</p>		

Pastoral Managers and members of the Senior Leadership Team visit lessons every period, every day on Behaviour Monitoring Walks. They are available, in the rare instance that it is needed, to offer behaviour for learning support to teachers who request it.

**CHABOP**  
**REWARDS AND SANCTIONS**

## CHABOP

### REWARDS AND SANCTIONS

#### A RATIONALE

We have stressed throughout this policy the need to respect and value our pupils. Praise is vital. Rewards are vital also, and teachers are encouraged to treat pupils fairly and with respect. At the same time, we recognise the need to manage pupils effectively within the curriculum through effective learning strategies and lesson planning, including the need to challenge pupils appropriately through use of differentiated resources and pedagogy. It is by this means that pupils will make the necessarily learning gains and enjoy the lessons that they visit.

As a successful Business and Enterprise college we recognise the need to develop the school further by encouraging independence in our pupils. Therefore our expectation is that pupils take responsibility for their actions. Their attitudes determine their altitude. We have an unshakeable belief that all pupils who attend our school will become responsible, law abiding and good citizens. Our behaviour policy rewards and sanctions mirror the rule of British law and forms a key part of pupils' SMSC education at Platanos College.

The school creates a hierarchy of Rewards and Sanctions, each with a numerical value. This allows pupils to gain and lose merits points.

Pupils with **plus** merit net points:

- Receive Good News Letters home.
- Receive celebratory letters home.
- Receive public recognition in form time, assemblies and on school notice boards.
- Receive recognition in termly achievement assemblies.
- Receive certificates in achievement assemblies.
- Are entered into prize draws in termly achievement assemblies giving pupils the opportunity to win prizes, for example vouchers worth up to £100.
- Are entitled to represent the school in sporting activities or ambassadorial roles.
- Are entitled to attend termly Trips to Enhance Learning
- Are entitled to attend CHABOP Day
- Are entitled to attend Sports Day
- Are entitled to attend Rewards Trip Day
- Contribute to form class merit totals
- Contribute to house merit totals

Pupils with **negative** merit net points:

- Receive Bad News Letters home

- Receive behaviour letters home
- Are not entitled to represent the school in sporting activities or ambassadorial roles.
- Are not entitled to attend any form of trips.
- Are not entitled to attend CHABOP Day, Sports Day or Rewards Trip Day (instead they will complete work under the supervision of the LSU manager on these days).
- Contribute to form class merit totals.
- Contribute to house merit totals.

### **CHABOP EXPLAINED**

Pupils receive merits and demerits that are linked to CHABOP:

- **C**lasswork
- **H**omework
- **A**ttendance
- **B**ehaviour
- **O**rganisation
- **P**unctuality

Three times in an academic year pupils sit formal examinations. The results from these examinations are reported to parents/ carers as well as scores on CHABOP.

A – Excellent

B – Good

C – Average

D – Below Average

E – Poor.

CHABOP is recorded and logged on a computer system called SIMS. CHABOP data is monitored weekly by Pastoral Managers. CHABOP notice boards are updated every six weeks.

CHABOP league tables are created and shared during assemblies.

Pupils receive CHABOP points for performing well in formal examinations. Points are awarded depending on how far a pupil has achieved their end of year target grade.

- Developing – 0 points/ 5 points (depending on how far from their target grade)

- Secure – 10 points
- Extending – 20 points

Achievement assemblies take place termly. As well as individuals being recognised for their CHABOP achievements, form groups compete against each other to see which form has the most net totals. The winning form class in every year group receives a prize.

House assemblies take place termly. As well as individuals being recognised for their CHABOP achievements, houses compete against each other to see which house has the most net totals. This contributes to the overall house winners that are announced at the end of the year.

CHABOP is used to encourage pupils to 'do the right thing'. Pupils receive CHABOP merits and demerits for a range of reasons as detailed in this policy.

## REWARDS

<b>Reason for rewards</b>	<b>Who refers rewards</b>	<b>How rewards are recorded</b>	<b>Merits</b>
Academic Achievement	1. All staff 2. Director of Learning	1. Merits 2. Good News Slip 2. Good News Letter 2. Certificates in Achievement Assemblies	+15
Accelerated Reader	1. Librarian 2. Director of Learning	1. Merits 2. Good News Letter 2. Good News Slip 2. Certificates in Achievement Assemblies	+10
Act of Kindness	1. All staff 2. Senior Manager	1. Merits 2. Commendation letter	+20
Attendance	1. Form tutors 2. Pastoral Manager	1. Merits 2. Certificates in Achievement Assemblies 2. Prize Draw in Achievement Assemblies	+10
Behaviour	1. All staff 2. All staff 3. Pastoral Manager 4. Senior Manager	1. Merits 2. Good News Slip 2. Good News Letter 3. Certificates in Achievement Assemblies 4. Commendation letter	+10
Book swap	1. Form tutors 1. Librarian	1. Merits	+5
Classwork	1. Subject teacher	1. Merits	+10
Citizenship	1. Pastoral Manager 2. Senior Manager	1. Merits 1. Good News Letter 2. Commendation letter	+10
Competition	1. All staff 2. All staff	1. Merits 2. Good News Slip 2. Good News Letter	+10
Creativity	1. All staff 2. Pastoral Manager	1. Merits 2. Good News Slip 3. Good News Letter Home	+10
Enrichment	1. All staff 1. All staff	1. Merits 1. Good News Letter	+10
Headteacher Award	1. Senior Manager	1. Merits 1. Certificate in Achievement Assemblies 1. Commendation letter	+80
Homework	1. All staff 2. All staff	1. Merits 2. Good News Slip	+10

		2. Good News Letter	
Leading an assembly	1. Pastoral Manager 2. Senior Manager	1. Merits 1. Good News Slip 1. Good News Letter 2. Commendation letter	+25
Organisation	1. All staff 2. All staff	1. Merits 2. Good News Slip 2. Good News Letter	+10
Outstanding Improvement (effort)	1. All staff	1. Merits 1. Good News Slip 1. Good News Letter	+20
Outstanding Pupil Subject Award	1. Director of Learning	1. Merits 1. Certificate in Achievement Assemblies	+25
Outstanding progress	1. All staff	1. Merits 1. Good News Slip 1. Good News Letter	+25
Outstanding work	1. All staff	1. Merits 1. Good News Slip 1. Good News Letter	+20
Pastoral Manager Award	1. Pastoral Manager	1. Merits 1. Certificate in Achievement Assemblies	+40
Punctuality	1. All staff 2. Senior Manager	1. Merits 2. Certificates in Achievement Assemblies	+10
Pupil Leadership	1. All staff 2. All staff 3. Senior Manager	1. Merits 1. Good News Slip 1. Good News Letter 2. Certificate in Achievement Assemblies 3. Commendation letter	+30
Pupil of the Week	1. Form tutor	1. Merits 1. Good News Slip 1. Good News Letter	+40
Pupil of the Month	1. Form tutor 2. Pastoral Manager	1. Merits 1. Good News Slip 1. Good News Letter 2. Certificate in Achievement Assemblies	+50

## SANCTIONS

Reason for sanctions	Who refers sanctions	Sanction	Demerits
<p><u>IN THE CLASSROOM</u></p> <p><b>CONTINUED BREACH OF THE SCHOOL'S BEHAVIOUR EXPECTATIONS WILL RESULT IN A FIXED TERM EXCLUSION, MEETING IN FRONT OF THE SENIOR MANAGEMENT, BEHAVIOUR PANEL, GOVERNORS OF THE SCHOOL AND MAY LEAD TO THE RECOMMENDATION FOR PERMANENT EXCLUSION</b></p>			
Punctuality to lesson	1. All staff 2. All staff	1. Demerits 2. Bad News Letter	-5
Failure to enter a classroom properly	1. All staff 2. All staff	1. Demerits 2. Bad News Letter	-10
Failure to have the correct equipment (organization)	1. All staff 2. All staff	1. Demerits 2. Bad News Letter	-5
Lack of effort (classwork)	1. All staff 2. All staff 3. Director of Learning 4. Pastoral Manager	1. Demerits 2. Teacher detention 3. Department detention 4. Friday detention	-5
Lack of effort (homework)	1. All staff 2. All staff 3. Director of Learning 4. Pastoral Manager	1. Demerits 2. Teacher detention 3. Department detention 4. Friday detention	-15
Disruptive behaviour (distracting others learning)	1. All staff 2. All staff 3. Director of Learning 4. Pastoral Manager	1. Demerits 2. Teacher detention 2. Same Day Detention 2. Buddy class 3. Department detention 4. Friday detention	-25
Sleeping in class	1. Pastoral Manager	1. Safeguarding letter home	0
Eating or drinking in class (including chewing gum)	1. All staff 2. Pastoral Manager	1. Demerits 1. Same Day Detention 1. Bad News Letter 2. Friday detention	-10
Using a mobile phone anywhere on the school site	1. All staff	1. Demerits 1. Confiscation 1. Bad News Letter	
Damage to	1. All staff	1. Demerits	-50

furniture	2. Director of Learning 3. Pastoral Manager	2. Department detention 3. Friday detention	
Leaving a classroom without permission	1. All staff	1. Demerits 1. Same Day Detention	-10
Failure to leave a classroom in an orderly manner	1. All staff 2. All staff 3. Director of Learning	1. Demerits 2. Teacher detention 3. Departmental detention	-10
Rudeness and defiance	1. All staff	1. LSU referral	-25
<p><u>AROUND THE SCHOOL</u>  <b>CONTINUED BREACH OF THE SCHOOL'S BEHAVIOUR EXPECTATIONS WILL RESULT IN A FIXED TERM EXCLUSION, MEETING IN FRONT OF THE SENIOR MANAGEMENT, BEHAVIOUR PANEL, GOVERNORS OF THE SCHOOL AND MAY LEAD TO THE RECOMMENDATION FOR PERMANENT EXCLUSION</b></p>			
Late to school	1. Pastoral Managers 2. Pastoral Managers	1. Late detention 2. Saturday detention	-10
Item of uniform missing	1. All staff	1. Demerits	-5
Failure to wear uniform correctly	1. All staff	1. Demerits	-5
Inappropriate items of non-uniform	1. All staff	1. Demerits 1. Confiscation of item	-5
Excessive noise in the corridor	1. All staff 11. Pastoral Managers	1. Demerits 11. Pre-exclusion Saturday detention	-25
Failure to move around the building in a sensible and safe manner	1. All staff	1. Demerits 1. Immediate detention	-20
Running in the building	1. All staff 2. Senior Manager	1. Demerits 2. Fixed term exclusion	-50
Leaning over the balcony	1. All staff 2. Senior Manager	1. Demerits 2. Fixed term exclusion	-40
Loitering at lesson changeover	1. All staff 2. Pastoral Manager	1. Demerits 2. Friday detention	-10
Littering	1. All staff 2. Pastoral	1. Demerits 2. Community	-10

	Manager	Service	
<p><b><u>IN THE PLAYGROUND AND AROUND THE SCHOOL</u></b>  <b>CONTINUED BREACH OF THE SCHOOL'S BEHAVIOUR EXPECTATIONS WILL RESULT IN A FIXED TERM EXCLUSION, MEETING IN FRONT OF THE SENIOR MANAGEMENT, BEHAVIOUR PANEL, GOVERNORS OF THE SCHOOL AND MAY LEAD TO THE RECOMMENDATION FOR PERMANENT EXCLUSION</b></p>			
Eating and drinking (including chewing gum) outside of designated eating areas	1. All staff	1. Demerits 2. Same Day Detention	-20
Failure to line up	1. Pastoral Manager	1. Demerits 2. Same Day Detention	-15
Fighting/ play fighting	1. Senior Manager	1. Demerits 1. Fixed term exclusion	-50
Water fights	1. Pastoral Manager	1. Demerits 1. Pre-exclusion Saturday detention	-40
Verbal abuse to a pupil	1. All staff 2. Pastoral Managers	1. Demerits 2. Internal exclusion	-30
Use of bad language	1. All staff 2. Pastoral Managers	1. Demerits 2. Pre-exclusion Saturday detention	-10
Truancy of lesson	1. Pastoral Managers	1. Demerits 1. Pre-exclusion Saturday detention	-20
Truancy of school	1. Pastoral Managers	1. Demerits 1. Pre-exclusion Saturday detention	-20
Bringing banned food and drink items into school	1. Pastoral Managers	1. Demerits 1. Pre-exclusion Saturday detention	-40
Selling of items (e.g. food items)	1. Pastoral Manager	1. Demerits 1. Pre-exclusion Saturday detention	-40
Running across Clapham Road	1. Pastoral Manager	1. Pre-exclusion Saturday detention	-25
<p><b><u>SERIOUS MISCONDUCT</u></b>  <b>THE FOLLOWING IS NOT AN EXHAUSTIVE LIST. THE EXECUTIVE HEADTEACHER AND HEADTEACHER CAN MAKE A JUDGEMENT THAT A FIXED TERM EXCLUSION IS AN APPROPRIATE SANCTION FOR ANY BEHAVIOUR DEEMED AS SERIOUS MISCONDUCT.</b>  <b>ANY OF THE FOLLOWING CAN LEAD TO THE RECOMMENDATION FOR PERMANENT EXCLUSION</b></p>			

Violent or aggressive behaviour to another pupil	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-50
Racist language/ abuse	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-40
Homophobic language/ abuse	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-40
Xenophobic language/ abuse	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-40
Religious intolerance	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-40
Bullying/ intimidating behaviour	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-25
Cyber bullying (including name calling on social media and online gaming)	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-25
Gambling	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-40
Verbal abuse to an adult	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-50
Violent or aggressive behaviour towards an adult	1. Senior Manager	1. Fixed term exclusion	-50
Theft	1. Senior Manager	1. Fixed term exclusion	-25
Damage to school property	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term exclusion	-50
Damage to personal property	1. Pastoral Manager 2. Senior Manager	1. Internal exclusion 2. Fixed term	-50

		exclusion	
Attempted arson/ arson	1. Senior Manager	1. Fixed term exclusion	-50
Sexual assault/ sexual abuse	1. Senior Manager	1. Fixed term exclusion	-50
Carrying an illegal or dangerous item (including weapons, replica weapons, items that could be used as a weapon, drugs possession, supply of drugs, use/ supply of fireworks and any other dangerous item brought onto the school site)	1. Senior Manager 2. Headteacher	1. Fixed term exclusion 2. Permanent Exclusion	-50
Bringing a weapon on site (including replica weapons or items that are intended to be used as weapon)	1. Senior Manager 2. Headteacher	1. Fixed term exclusion 2. Permanent Exclusion	-50
Bringing fireworks or selling fireworks on school site	1. Senior Manager 2. Headteacher	1. Fixed term exclusion 2. Permanent Exclusion	-50
Bringing drugs onto or supplying drugs on school site	1. Senior Manager 2. Headteacher	1. Fixed term exclusion 2. Permanent Exclusion	-50
Bringing alcohol onto or supplying alcohol on school site	1. Senior Manager 2. Headteacher	1. Fixed term exclusion 2. Permanent Exclusion	-50
Being under the influence of drugs or alcohol	1. Senior Manager 2. Headteacher	1. Fixed term exclusion 2. Permanent Exclusion	-50
Bringing the school name into disrepute by conducting any of the above, whether in school uniform or not	1. Senior Manager 2. Headteacher	1. Fixed term exclusion 2. Permanent Exclusion	-50

## COMMUNITY SERVICE

When staff reviewed the Discipline and Behaviour Policy in July 2012, they recommended that we operate a '**Community Service**' system as a sanction.

The recommendation was subsequently agreed by Governors on 12th July 2012.

Therefore, as of 1st September 2012, '**Community Service**' has been added to the List of Sanctions in the Discipline and Behaviour Policy. '**Community Service**' will include picking up litter, helping steward an event or doing extra work (i.e. work deemed to be 'safe' under our Health and Safety rules) in a particular area or areas of the school. A refusal to perform a '**Community Service**' will result in a higher sanction.

## **CODE OF CONDUCT FOR PUPILS**

### **CODE OF CONDUCT IN THE CLASSROOM**

Classrooms (including labs, workshops and gyms) are your places of work. We have clear expectations that allow everyone to work successfully, safely and enjoyably. You must be ready to learn.

It is very important that you do not interrupt your learning or the learning of other pupils in the classroom.

The school spends a great deal of money buying furniture and equipment for pupils to use in order to support their learning. It is therefore important that you treat furniture and equipment with respect. Any pupil caught mistreating or defacing school property must pay for the damage.

#### **1. The start of each lesson**

- You must be in full school uniform.
- Your teacher will welcome you at the door.

#### **At the start of each lesson**

- You must enter in a quiet and orderly fashion and stand behind your desks in silence and remove your bags. Bags must be kept on the floor and not desks for the duration of lessons.
- Your teacher will decide where you sit at the start of the academic year. Your teachers reserve the right to move your desk or seat in classrooms at any point in the school year without justification.
- When your teacher instructs you to, take out your books and any equipment you will need for your lessons.
- You may ask your teacher permission to remove your blazers and do so if permission is granted.
- You must remain silent while the register is taken and respond to your name by answering: 'present sir/ miss', 'yes sir/ miss', 'here sir/ miss' or 'good morning/ afternoon sir/ miss'.

#### **During each lesson**

- When your teacher talks to the whole class you must remain silent and concentrate.

- When your teacher asks you to do something in the lesson, you must follow instructions straight away.
- If the class is asked a question you must put up your hand to answer. Do not call out. You should work sensibly and respectfully with your classmates. Do not distract them or disrupt the lesson.
- You must put up your hand when you need attention.
- Listen in silence to your teacher and other pupils.
- You must keep inappropriate comments to yourself.
- You should remain seated in a sensible manner, not swinging on chairs. You must not sit on desks.
- Keep your hands, feet and objects clear of gangways. Do not interfere with anyone else.
- Your feet must not be rested on chairs or desks.
- If you are late to your lesson you will receive demerits. If there is a justifiable reason for being late to your lesson you must have a note from a member of staff to explain your lateness.
- Homework must be recorded in your School Planner. You will also be able to access your homework on Show My Homework.
- Eating, drinking and chewing are not allowed. If caught you will be asked to dispose of the offending item. You must hand in any other food or drink to the teacher/ support staff. The confiscated items will not be returned and you will receive a Same Day Detention.
- Mobile phones and other technological devices must be switched off when you are in the school building. If you are seen using your mobile phone or your mobile phone rings/ beeps you must hand it in to your teacher.  
**NOTE:** If your mobile phone goes off during the lesson or is seen, it will be confiscated by the teacher and returned to you by the end of the term.
- You must not leave a lesson without a note from a teacher.

#### **At the end of each lesson**

- The bell is not the signal for you. It is information for your teacher.
- Your teacher will ask you to pack away five minutes before the end of your lesson.

- You should begin to pack away or put on outdoor wear only when instructed by your teacher.
- When told, stand and push in your chairs. Your teacher will wait until you are silent.
- Your teacher will dismiss you 5 pupils at a time. You are to be dismissed in silence. When you leave the classroom you are not to loiter. You must make your way to your next lesson.
- Your teachers will escort you to lunch or to the school gates at the end of the school day. Your teacher may have to wait until a senior manager gives them permission to escort you to the school gate. You should be patient.

**Teachers are in the position of parents/guardians while you are in school. This means in particular that:**

- There is no excuse for rudeness or disrespect towards teachers.
- Any reasonable request from a teacher should be carried out at once and without argument.

**Platanos College has a zero tolerance attitude towards pupils who demonstrate rude or defiant behaviour.**

## CODE OF CONDUCT FOR PUPILS

### BEHAVIOUR WHEN MOVING AROUND THE BUILDING

Your behaviour outside of lessons is just as important as your behaviour during your lessons.

Everyone has a right to feel safe when walking along the stairs/stairwells and corridors. Orderly corridors and stairs/stairwells improve the quality of learning and ensure that the school environment continues to reflect our OUTSTANDING status.

- You must have a note from your teacher if you are outside of your class during lessons.
- Do not run in the corridors or on the stairs/stairwells. Do not chase other pupils. Running in the building will result in a fixed term exclusion from school on the grounds of health and safety.
- Do not eat or drink in the corridors or stairs/stairwells. Food and drink will be confiscated and thrown away. You will be issued demerits and a Same Day Detention.
- Chewing gum is forbidden at Platanos College.
- Balconies can be dangerous. **NEVER** lean over or throw anything over a balcony. Anyone who leans over the balcony will receive a fixed term exclusion on the grounds of health and safety.
- Do not touch the barriers around the balconies. The barriers keep you safe.
- You must not climb the banisters or slide down the banisters. Such behaviour is dangerous and could cause injury to yourself and/or others. This behaviour will result in a fixed term exclusion on the grounds of health and safety.
- Do not fight/play fight.
- You must not make excessive noise.
- If you have a lesson in the A block you must only use the A block staircases, unless otherwise directed by a member of duty staff.
- If you have a lesson in the B block you must only use the B block staircases, unless otherwise directed by a member of duty staff.
- If you have a lesson in the C or D block, boys must only use the C block staircase and girls the D block staircase.
- Otherwise you must travel to lessons by the most direct route possible

- You must not loiter.
- You must walk in single file and follow any instruction given by duty staff.

**PUPILS MUST REMAIN QUIET AND CALM ON STAIRCASES AND CORRIDORS AT ALL TIMES.**

**WE TRY VERY HARD TO MAKE SURE YOU ARE SAFE AT PLATANOS COLLEGE. YOUR SOCIAL AWARENESS IS IMPORTANT IF YOU ARE TO BECOME SUCCESSFUL MEMBERS OF OUR COMMUNITY.**

**The End of Period 3**

- Your teacher will ask you to line up outside of the classroom. Once you are quiet you will be escorted to the ground floor.
- Your teacher may ask another member of staff to lead you to lunch. You must follow the reasonable instructions that members of staff will give you.
- If in the C and D block teachers will divide pupils into lines of boys and girls. You must follow the teacher in a single file, walking down the correct staircase.

**The End of Period 5 (6)**

- Your teacher will ensure you are packed away for the end of the period.
- Your teacher will check if you have: intervention or a detention
- When the manager requests for your class' dismissal you will line up quietly outside of your classroom. You will be escorted off of the school site.
- Any pupil who has intervention (KS3) should inform their teacher and they must wait in the canteen. Any pupil with a Same Day Detention, Friday Detention or Departmental Detention should make their own way to their detention area.
- You must follow the instructions of your teachers at all times.

## **CODE OF CONDUCT FOR PUPILS**

### **PLAYGROUND BEHAVIOUR**

It is important that pupils learn to interact and socialise at school.

We strive to maintain good order within the school at all times.

- You must not fight or 'play fight'. This is dangerous behaviour. This will result in a fixed term exclusion on the ground of health and safety.
- You must not spit.
- All litter must be placed in the rubbish bins stationed around the school.
- You must not involve yourself in 'water fights'.
- No stones and/or objects are to be thrown.
- There should be no pulling of the ties of other pupils.
- No mobile phones or other technological devices should be used when you are on the school premises. Teachers have a right to remove such items from you.
- There should be no kissing or hugging other pupils on the school site and/or inappropriate contact between pupils.
- There should be no 'rushing' and/or 'charging' at other pupils.
- You are not to consume food or drink in the playground.
- You should line up for lunch in an orderly fashion in the playground depending on if you wish to have hot or cold food. Year 9 and Year 11 pupils are served lunch before other year groups.
- Pupils should congregate in respective year group areas during lunchtime. These are detailed to pupils at the start of the academic year.
- In Key Stage 3 pupils may only be in the building if they are eating their lunch in the canteen or the main hall, in 1C8 for use of computers (supervised), GD18 or the games rooms in the GD area.
- In Key Stage 4 pupils may only be in the building if they are eating their lunch in the canteen or the main hall, in 2B5 for use of computers (supervised), or 1A5 (year 11), GA3 (year 10).
- All areas of the school, unless stated in the previous two points, are out of bounds during lunchtime.

- You must follow reasonable requests from staff at all times.

**WE TRY VERY HARD TO MAKE SURE YOU ARE SAFE AT PLATANOS COLLEGE. YOUR SOCIAL AWARENESS AND RESPECT FOR OTHERS IS IMPORTANT IF YOU ARE TO BE A SUCCESSFUL MEMBER OF OUR COMMUNITY.**

## **CODE OF CONDUCT FOR PUPILS**

### **BEHAVIOUR IN THE DINING AREAS**

Mixing with other pupils at lunchtime is a very important part of learning and socialising. In order to maintain the high standard of behaviour in the dining areas at break time and at lunch time, it is very important that you continue to follow the school rules.

- Queue in an orderly manner when asked to do so by your teachers.
- Ensure you have your lunch card topped up before queuing for lunch. Any pupil who has forgotten or lost their lunch card will require their pin number from reception. Pupils without cards will go last to lunch.
- Year 9 and Year 11 have priority when being served lunch as they are top of Key Stage 3 and Key Stage 4 respectively.
- Be polite to members of staff who serve in the canteen and main hall. They play an important part in the life of the school and must be respected.
- Sit quietly with your friends while you eat your lunch. Remember good table manners to show that you respect yourself and other people.
- When you have finished eating, clear your table of rubbish.
- Put your rubbish in the rubbish bin.
- Stack your empty plate/bowl properly.
- Put your knife, fork and spoon in the correct place for cutlery
- Make sure that your tray is properly stacked.
- Do not act in an uncivilised manner. Ensure that you do not shout, scream or rush about in the dining area.

## **CODE OF CONDUCT FOR PUPILS**

### **BEHAVIOUR IN ASSEMBLIES**

There are several types of assemblies at Platanos College including year group assemblies, house assemblies, key stage assemblies and whole school assemblies. School assemblies help to build community spirit. They also help to ensure that we learn about other cultures, parts of history, religions and about things going on in our school and local community.

- We value the contribution pupils make to our assemblies. We regularly reward pupils for their contribution to our assemblies.
- You must enter in an orderly manner and respect the importance of the event.
- You must be in full school uniform.
- You must be silent as soon as you enter the Assembly Hall.
- You must take your bag off and place this on the floor in front of you. If you have brought a coat to school this should rest on your bag. You must not wear your coat or have it on your lap.
- You will be asked to take part in a 'Minute of Reflection' in each assembly. You must be reflective during this 'Minute of Reflection' because this is when we prepare ourselves for the day ahead and show that we have good intentions in all that we do. You may bow your head, pray or simply think about the reflection introduced by the assembly speaker.
- You must sit in the area indicated by staff.
- You must listen carefully during each assembly.
- You must respect the speaker and/or speakers.
- You must not make silly and/or inappropriate remarks/gestures in assembly.
- You must listen carefully to music played in assembly. We play a wide variety of music to educate pupils and to develop their appreciation for music.
- You must leave each assembly when instructed in an orderly manner. You must wait in silence until dismissed and leave the Assembly Hall in silence.
- In our school we like to show appreciation in a positive spirit. If you are asked to clap please do so sensibly with no calling out, whistling or booing.

## **CODE OF CONDUCT FOR PUPILS**

### **BEHAVIOUR IN TOILETS**

We understand and value the importance of hygiene and health and safety at Platanos College. Therefore we spend a lot of money on maintaining cleanliness in all parts of the school. This is none more so the case in the toilets in the school.

- Toilets should be used in a respectful manner. They should be left as clean as when you entered.
- Food and drink is not allowed to be taken into toilets.
- All pupils must flush toilets after use. They must not place their hands into toilets, block toilets or urinals with tissue or other objects.
- All pupils must wash their hands for around 15 seconds after using the toilets so as to minimise any germs being spread in the school.
- Pupils are not allowed to loiter in toilets. This is unhygienic. Toilets should be used for the intention they were made.
- Toilets in the school are not public bathing facilities. Sinks are there for washing hands only.
- Unless extraordinary circumstances, such as having a medical condition that the school is aware of, pupils will not be allowed to use the toilet during lesson time.
- Whenever a pupil is outside of a lesson they require a note from a member of staff detailing why they have been given permission.

## **GROSS MISCONDUCT BY PUPILS**

'Gross Misconduct' means a serious breach of the school's behaviour policy.

You should be aware that even if it is the first time that you have demonstrated this type of behaviour it will still be considered as gross misconduct.

Gross misconduct could result in your permanent exclusion from our school.

- Repeated warnings about behaviour (Note: Pupils who receive a third and/or fourth warning).
- Verbal abuse of a pupil.
- Verbal abuse of an adult.
- Abusive behaviour.
- Threatening behaviour towards a pupil.
- Threatening behaviour towards an adult.
- Physical assault against a pupil.
- Physical assault against an adult.
- Theft/Petty Theft.
- Drug and/or alcohol related behaviour.
- Carrying anything construed to be a weapon, such as a knife, gun/replica gun, hammer, screwdriver and so on.
- Illegal activity (e.g. drugs, use of knives and offensive weapons) or anything construed to be a weapon.
- Trading/ selling goods in school.
- Gambling or encouraging others to gamble.
- Gender Abuse
- Homophobic Abuse.
- Racial Abuse
- Damage to personal or school property.
- Attempted arson/arson.
- Supplying an illegal drug.
- Sexual abuse or assault.
- Persistent failure to follow the School Rules/ Code of Conduct.
- Bring fireworks onto school site/ selling fireworks/ use of fireworks in school uniform.

- Bringing the school name into disrepute.

### **CONSEQUENCES OF GROSS MISCONDUCT**

All incidents of gross misconduct are investigated and statements taken to ensure that we comply with the legal 'burden of proof' in case the police are involved in individual cases. It is also to ensure that objective evidence is presented to exclusion appeal panels.

Most incidents of Gross Misconduct will result in a higher sanction, such as an internal exclusion, a fixed-term exclusion or a permanent exclusion from school.

### **YOUR RIGHT TO COMPLAIN FOR PUPILS**

If a pupil believes that they have received the wrong sanction or punishment they have a right to complain. In the first place, the complaint should put in writing to the relevant teacher or Pastoral Manager. If a pupil is not satisfied with the result, they have the right to appeal to the Senior Leadership Team. It is a good idea to put the complaint in writing. The Senior Leadership Team will always ask other members of staff for their views about the complaint.

If a pupil does not agree with the way in which the Senior Leadership Team has responded to the complaint they have a right to appeal to the Headteacher. Once again, it is a good idea to put the complaint in writing to the Headteacher.

If a pupil does not agree with the way in which the Headteacher has responded to the complaint they have a right to appeal to the Chair of Governors and Chief Executive Officer of the Platanos Trust. Once again, it is a good idea to put the complaint in writing to the Chair of Governors and Chief Executive Officer (CEO) of the Platanos Trust.

The Chair of Governors and CEO has to respond to your appeal.

If they do not agree with the outcome of the appeal to the Chair of Governors and CEO, they can contact the Complaints Office at Lambeth Children and Young People's Service, International House, Canterbury Crescent, London, SW9 7QE.

## **DETENTIONS**

### **EXPECTATIONS AND PROCEDURES**

***CLASS TEACHER DETENTIONS***

***SAME DAY DETENTIONS***

***DEPARTMENTAL DETENTIONS***

***FRIDAY DETENTIONS***

***SATURDAY DETENTIONS***

## **DETENTION**

The school has a statutory power to put pupils under the age of eighteen (18) in detentions at lunchtime, after school and on some weekend and training days.

- All adults in the school in lawful control or charge of pupils are allowed to put pupils in a lunchtime or end of day detention.
- The school can set weekend detentions except on a Saturday or a Sunday which fall during or on a weekend immediately preceding or immediately following a half-term break.
- Pastoral Managers and the Senior Leadership Team have the power to place pupils in same day after-school detentions, and formal detentions which are held on Fridays (3pm – 4pm) and Saturdays (10am – 12pm) and on some INSET (training) days.
- Pupils and parents/carers are informed of the date/time of these detentions. Full school uniform is compulsory.
- Pupils who fail to attend a Friday Detention are automatically transferred to a Pre-Exclusion Saturday Detention.
- Failure to attend a Pre-Exclusion Saturday Detention will result in a one day fixed term exclusion from school except where the original offence is for non-attendance at school.

## IMMEDIATE DETENTIONS

A member of staff who is on corridor duty is entitled to hold a pupil who has broken a school rule when moving around the building.

- Members of staff will keep the pupil next to them for two minutes.
- The name of the pupil will be recorded in the member of staff's blue notebook. The teacher will then add demerits onto SIMS when they return to a computer.
- If a pupil is late to their lesson as a result of the Immediate Detention then they will receive demerits for punctuality to lesson.
- Parents/ carers will not be informed.
- If a pupil refuses to follow these instructions they will be referred for a Same Day Detention.

**Immediate detentions are not held for pupils running in the building or leaning over balconies. These behaviours will be referred immediately to the Senior Leadership Team who will arrange the fixed term exclusion of the pupil who breached the school rule.**

## TEACHER DETENTIONS

If a pupil has exceeded the second classroom warning stage, the class teacher is entitled to keep pupils behind for 15 minutes at lunchtime or after school. This is a good opportunity for the teacher and pupil to restore justice from the lesson.

- If a pupil refuses to attend this detention the then teacher will refer them to their Director of Learning for a Departmental detention.
- Parents/ carers will be informed at the discretion of the class teacher.
- Teachers must inform the reception of the pupil(s) they are keeping behind if they are holding a teacher detention.

## SAME DAY DETENTIONS

There are several reasons for why a pupil may be referred for a Same Day Detention. These detentions must be served on the same day that they are given.

If a detention is issued before lunchtime, the detention must be served at lunchtime. If a detention is issued after lunchtime, the detention must be served after school.

Detentions run for half an hour. They are supervised in the LSU by the LSU manager or the duty manager.

- Disruptive behaviour (after the first two classroom warnings)
- Failure to line up
- Eating or drinking in the school (other than designated areas as mentioned in this policy)
- Breaches of the uniform code or wearing makeup.
- Parents/ carers will be informed by writing for referral for Same Day Detentions.

Failure to attend a Same Day Detention will result in a referral for a Friday Detention.

### **DEPARTMENTAL DETENTIONS**

Departmental Detentions are placed on a weekly rota that is agreed at the start of the academic year. Parents/ carers are informed prior to the detention in writing. The detentions run for half an hour at the end of the school day.

- Missing a teacher detention.
- Poor behaviour in a teacher detention.
- Poor effort in a lesson (after the second classroom warning).
- Poor homework effort or failure to complete/ hand in homework.
- Disruptive behaviour in a lesson (after the second classroom warning).
- Damage to school equipment or classroom furniture.

Failure to attend a Departmental Detention will result in a referral for a Friday Detention.

### **FRIDAY DETENTIONS**

This is a Formal Detention held on Fridays between 3pm and 4pm in the main hall. Pupils are expected to sit and work formally and silently throughout the hour long Detention.

Friday Detentions are supervised by Directors of Learning.

Referrals for Friday Detentions are made by Pastoral Managers and the Senior Leadership Team. Any member of staff can make a request to a Pastoral Manager for a pupil to be placed in a Friday Detention.

Please note: If there is an INSET day or Bank Holiday on a Friday, the Friday Detention will run on a Thursday instead.

- Failure to attend a Departmental Detention.
- Failure to attend a Same Day Detention
- Extremely poor behaviour within a lesson which affected the learning and Health and Safety of others.
- Extremely poor behaviour outside of lessons.
- 3 or 4 incidents of disruptive behaviour in a week.
- Key Stage 3 - infringements of examination conditions (during Formal Examination weeks).

Failure to attend a Friday Detention will result in an automatic Pre-Exclusion Saturday Detention.

## **PRE-EXCLUSION SATURDAY DETENTIONS**

This is a Formal Detention held on Saturday mornings between 10am and 12pm. Pre-Exclusion Saturday Detentions are supervised by Pastoral Managers or the Senior Leadership Team.

Referrals for Pre-Exclusion Saturday Detentions are made by Pastoral Managers and the Senior Leadership Team. Any member of staff can make a request to a Pastoral Manager for a pupil to be placed in a Pre-Exclusion Saturday Detention.

- Pupils should bring a reading book with them when attending the detention. However, academic work will be set to complete during the detention. Pupils will also complete a reflection for why they have received the detention and how they will amend their behaviour in future.
- Parents/ carers are automatically written to when a pupil is referred for a Pre-Exclusion Saturday Detention.
- Failure to attend a Pre-Exclusion Saturday Detention will result in an automatic one day fixed term exclusion from school.
- Pupils must attend the Pre-Exclusion Saturday Detention in full school uniform.
- Pupils must be punctual. If a pupil is late to the detention they will be sent home and the detention rescheduled for the next week.

## **TERMLY BACK TO BASICS**

At the start of each term and half term the Senior Leadership Team:

- Meet with all staff in the school
- Meet with all pupils in Whole School Assembly

in order to reiterate the Back to Basics drive.

This is where all parties in the school are reminded of the school's expectations on learning and behaviour. We will never let our high expectations of pupils and staff falter.

As a result of the Back to Basics drive our monitoring of staff and pupils intensifies with the Senior Leadership Team increasing the amounts of learning walks and behaviour walks. Additionally, all staff are expected to be on duty in between lesson changeover.

During the Back to Basics drive:

- Detailed equipment checks are undertaken.
- Detailed homework checks are undertaken.
- Detailed checks on pupil books, including marking and the quality of work produced.
- Detailed checks on pupil uniform.

Pupils are rewarded and sanctioned as per the Rewards and Sanction section of this policy.

## **DAILY PASTORAL BRIEFINGS**

The Headship Team meet with the Pastoral Managers every morning at 8am.

The meetings reflect what has taken place during the previous day in terms of pupil behaviour and learning which has been recorded on behaviour and learning walks.

The meetings provide a forum for discussion and decision. Every pupil or class recorded on the behaviour and learning walks are discussed. Sanctions and interventions are decided upon at these meetings.

The meetings ensure that our standards remain high and that members of staff and pupils are accountable for outstanding behaviour in Platanos College.

The meetings are proactive and preventative in their approach. We are able to tackle whole-school issues quickly, e.g. congratulating pupils both individually and collectively for positive behaviour at whole school, year group or house assemblies where we are able to discipline together.

The meetings are a model of good practice.

**IMPLEMENTATION, SUPPORT  
AND MONITORING**

## **SCHOOL SUPPORT STRUCTURES**

- Pastoral Managers, who are non-teaching members of staff, play a vital role in monitoring and supporting pupils.
- Pastoral Managers will continue to be the main point of contact within the school and will work closely with pupils, parents, tutors and teachers to utilise support strategies and structures for individual pupils and groups of pupils.
- Pastoral Managers play a prominent role in our termly Back to Basics drive and are responsible for making decisions about the allocation of support strategies and structures.

### **THE LEARNING SUPPORT UNIT (LSU)**

The Learning Support Unit (LSU) exists to enable a wide range of 'support' services for pupils to be co-ordinated.

The LSU will support staff day-to-day through the monitoring of alternative education, internal exclusions and pupil Support.

The LSU Manager works with Reflective Coaches and others to implement challenging targets.

The LSU supports pupils who have been referred for displaying rude and defiant behaviour towards members of staff.

The LSU provides a safe space for pupils are unable to circulate the school for a variety of reasons which include:

- Failure to amend breaches of the school uniform policy
- Serious behavioural investigations
- Internal exclusions
- To allow pupils respite from lessons where they struggle to meet the expectations in regards to behaviour, this is always used alongside restorative work to ensure that there is a successful reintegration back into the lesson.
- To help support pupils who have persistently breached the school behaviour and are at risk of a fixed term exclusion.
- Pupils who are suffering from emotional turmoil.

### **INCLUSION SUPPORT SERVICES**

The school has developed educationally inclusion provision to the advantage of all pupils.

This extensive provision includes the following:

<ul style="list-style-type: none"> <li>• Social Skills Training</li> <li>• Counselling</li> <li>• Mentoring/Coaching</li> <li>• Saturday School</li> <li>• Gifted and Talented</li> <li>• Target-Setting</li> <li>• After-school clubs and societies Restorative Justice</li> <li>• Buddy System</li> <li>• Anger Management</li> <li>• CHABOP</li> <li>• Young Carers</li> <li>• Parents for Inclusion</li> <li>• External agencies supporting parents</li> <li>• Family support workshops</li> <li>• Princes Trust</li> <li>• Individual's experiencing emotional turmoil</li> <li>• ASDAN</li> </ul>	<ul style="list-style-type: none"> <li>• SEN/EAL</li> <li>• Revision Classes</li> <li>• Individual Education Plans (IEPs)</li> <li>• Regular reviews</li> <li>• Literacy Workshop</li> <li>• Police School Liaison Officer</li> <li>• School Welfare</li> <li>• Educational Psychologist</li> <li>• Prefects</li> <li>• Presidents/Vice Presidents</li> <li>• Trainee Leaders</li> <li>• Civil Responsibility</li> <li>• Girls Groups</li> <li>• Safeguarding</li> <li>• Equality and diversity workshops</li> <li>• Boys Group</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-Gang Work/ Boys to Men</li> <li>• Residential for catch-up learning</li> <li>• Support from specialist groups, such as the Pupil Referral Unit (PRU)</li> <li>• Speech and Language Therapy</li> <li>• Learning Support Unit (LSU)</li> <li>• Pastoral Managers</li> <li>• Personalised Curriculum</li> <li>• Leadership Programmes</li> <li>• Nurture Group</li> <li>• Restorative work for pupil's experiencing difficulty with both peers and staff</li> </ul>
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## **DAILY REPORTS**

One of the most effective ways of monitoring pupils' behaviour is the use of a Report Card. When a pupil is placed on report it is a serious matter and should not be taken lightly. However, it has proved necessary to have different levels of daily reports in order to constantly improve our school.

At Platanos College we are inclusive and aware that all pupil behaviour and the reasons for this behaviour is subjective. As a result, when a pupil is placed on report they are issued with a mentor. Mentors will meet with pupils at the start of the report period and agree a set of 3 SMART targets. Additionally, pupils and mentors agree a reward system for successful reports on a daily basis, and a sanction system for poor reports. This can be in line with the standard school Discipline and Behaviour Policy. As a result our monitoring of pupils on report is transparent and bespoke to the pupils.

### ***A Tutor Report Card***

This is where a tutor monitors a pupil with a report card. It indicates that the pupil has caused enough concern to warrant a period of monitoring. The timescale will usually be for a period of two weeks. At the end of that time the concern will be reviewed.

A report card might also be issued by the Director of Learning to monitor behaviour within a particular subject area. In this case the Pastoral Manager will be informed when a pupil is placed on report.

### ***Pastoral Report (White Report Card)***

The Pastoral Manager Report indicates a more serious situation. The card will be issued by the Pastoral Manager. Again the initial period of the report will be specified and a review will take place before the pupil is taken off report. A pupil who returns from a fixed term exclusion is also monitored by use of the Pastoral Report.

### ***Red Report Card***

The Red Report Card is used within Key Stage 4. This is a daily report card that is to be collected from the pupils tutor upon their arrival for registration each day and is to be signed by all teachers throughout the school day. Pupils are monitored by a Senior Manager/ Pastoral Manager who they will have to report to at lunchtime and at the end of the school day. Behaviour and attitude to learning is closely monitored. Any negative behaviour is logged on the report card they will immediately be sanctioned as stated above. A pupil will be placed on the red report card for a fixed period of time before a review is conducted and a decision made regarding next steps.

### ***Behaviour Court Report***

When a pupil has appeared before the Behaviour Court as a result of serious behavioural concerns or consistent breaches of the school's Discipline and Behaviour Policy they will be placed onto a Behaviour Court Report. This is a daily report card that has to be picked up at reception upon arrival at school and signed by all teachers throughout the day. The Behaviour Court Report also includes a self-reflection task for each lesson encouraging the pupil to reflect regarding on the behaviour they are displaying lesson by lesson and the impact it has on their own learning and the learning of others. The pupil will have a Senior Manager that they will have to report to at lunch and at the end of the school day ensuring that their behaviour is closely monitored, if there are any negative behaviour reports logged on the report card they will immediately be sanctioned. Failure to successfully complete the Behaviour Court Report will result in the pupil going back before the Behaviour Court where more serious sanctions will have to be considered, including being referred to the school's Governing Body or the recommendation for a Permanent Exclusion.

## **BEHAVIOUR AND LEARNING WALKS**

The school conducts daily behaviour and learning walks. These monitoring walks take place every lesson of the school day. These walks are undertaken by:

- Pastoral Managers.
- Middle Managers.
- Directors of Learning.
- Senior Managers.

The monitoring walks serve to inform the day to day running of the school. It helps identifies pupils of concern or classes that require additional behaviour for learning support.

The data from these walks is consolidated daily and form the discussion for the Pastoral Managers meetings with the Headship team every morning. The daily and weekly analysis of this data allows the team to discuss bespoke interventions and targeting monitoring of classes and individual pupils.

## **BEHAVIOUR SIMS DATA**

SIMS behaviour data (merits and demerits inputted for pupils by members of staff) is updated and scrutinised on a weekly basis. This helps to give a more holistic view of pupil behaviour across the school.

- Pupils are ranked from highest to lowest in terms of disruptive behaviour across the school (in lessons and around the school).
- Pastoral Managers use milestones to implement certain actions. These actions are intended to be preventative, so that a pupil's behaviour is addressed before it gets worse. As a result of a pupils hitting certain milestones for disruptive behaviour Pastoral Managers complete SIMS behaviour investigations.
- Pastoral Managers complete the investigation sheet to document discussions held with parents/carers and pupils. The agreed next steps are also documented.
- Investigations take into account the social context of the child, the patterns of disruptive behaviour (for example, if disruptive behaviour is inconsistent over a significant period of time) and individual circumstances. In some cases it is not appropriate to action the suggested sanction from the behaviour milestones. It is an investigation for the reasons for disruptive behaviour.

- Outcomes from the investigations can include, but is not exhausted to: a communication strategy with parent(s)/ carer(s), Inclusion support strategies (e.g. mentoring, counselling), pre-exclusion Saturday detentions, being placed on monitoring report, receiving a fixed term exclusion, referral to behaviour panel (Behaviour Court), referral to the Governors for a permanent exclusion.
- Weekly data is scrutinised. Pupils in Key Stage 3 who receive three or four disruptive demerits in a week receive an automatic one hour Friday detention. Pupils to accrue five or more disruptive demerits in a week receive an automatic two hour pre-exclusion Saturday detention.

### **INTERNAL EXCLUSIONS**

The latest guidance on Internal Exclusions is available from the DfE.

Internal Exclusions are an integral process within the school and is used when the objective is to remove pupils from class.

- It is a formal process within the school, but it is not a legal (external) exclusion.
- It is used as a sanction to accommodate those pupils who have been removed from lessons for a short period.
- The purpose is to provide appropriate supervised education, not simply a punishment. It is designed to secure improvements in pupils' behaviour.
- It offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted.
- Staff must ensure that there is available evidence to support an Internal Exclusion.
- Internal Exclusions will not become long-term respite care or a 'dumping ground' for pupils.
- Internal Exclusions are not a fast-track to Permanent Exclusion.

### **AUTHORISATION**

An Internal Exclusion must be authorised by the Senior Leadership Team.

- All Internal Exclusions will be reported to the Headteacher (Governors).
- Parents will be notified about the seriousness of this sanction.
- Pupils will complete planned and structured work.

- The Internal Exclusion will operate at different start and finish times compared to the rest of the school.
- Pupils will be asked to consider the consequences of their actions and how they might put a situation right during the time they spend on Internal Exclusion.
- Formal letters will be sent to parent(s)/carer(s) and indeed parent(s)/carer(s) will be interviewed and PSPs negotiated and agreed.
- Pupils will have access to counselling/ mentoring support.

Pastoral Managers and the Senior Leadership Team will monitor Internal Exclusions and reports will be provided for the Governors of the Trust.

### **MULTI-AGENCY WORK**

This multi-agency initiative aims to target vulnerable pupils and support them individually and/or in small group situations. Pupils who are involved in the project will have been identified as having difficulties with either one or a combination of the following

- Truancy from school.
- Truancy from individual lessons.
- Risk of exclusion.
- Peer group interaction.
- Violent/destructive behaviour.
- Criminal behaviour.

This support aims to significantly reduce permanent and fixed term exclusions.

We also aim to provide a short-term positive learning experience within a welcoming environment by offering a small structured environment geared to specifically address individual needs such as;

- Learning to control temper.
- Identify stress levels.
- Understand the consequence of their actions.
- Transform aggression into assertion.
- Increase personal motivation to learn.

This will be achieved through various specialised programmes, for example listening skills, social skills, training for empathy and anger management. The pupils will be closely monitored during and after they have completed their individual programmes.

This allows pupils to meet their true academic, social and emotional potential. Through circle-time activities and counselling we hope to encourage the pupils to

become independent learners who can return to the “mainstream” as soon as possible. In addition, we hope that pupils will have a greater understanding of the impact of their behaviour on themselves as well as those around them and ultimately become better citizens within and beyond the school. At present the impact of the behaviour of some pupils profoundly affects the ability of other pupils to access the curriculum.

This work is committed to equality of educational opportunities and outcomes, which enables pupils to achieve their full potential.

Promoting equality of opportunity is central to the effectiveness of the project. The view that everyone involved is equally valued cannot be overstated. Learning is best achieved through positive experience within a safe caring environment where individual differences are not only acknowledged but also incorporated into the learning process.

### **PASTORAL SUPPORT PROGRAMME (PSP)**

The use of the Pastoral Support Programme is consistent with the view that the best place to educate pupils is in school, but that with some pupils additional support may be needed. Where PSPs are effective, pupils will not be permanently excluded.

- A PSP is a planned school-based intervention prepared by the school in discussion with parents.
- The PSP provides an opportunity to ensure that all available strategies are attempted and that there is help to prevent further exclusion and reduce disaffection.
- A formal PSP meeting also provides an opportunity for review where we believe that all available strategies have been used and there is help to prevent further exclusion and reduce disaffection.
- A PSP can be set up alongside other plans, in particular Individual Education Plan (IEP) or Care Plans (for Looked After Children).

#### ***PSPs WILL BE SET UP AT PLATANOS COLLEGE IN THE FOLLOWING SITUATIONS:***

- There is a serious risk of a pupil being permanently excluded. The purpose of the PSP will be to help prevent further exclusion.
- Following a series of fixed term exclusions.
- Where there is a marked and rapid deterioration in the behaviour of the pupil.

## **THE PROCESS**

The following people should attend a PSP meeting;

- The Pastoral Manager and a member of the Senior Leadership Team
- The pupil
- The pupil's mentor/ key worker (if applicable)
- The pupil's parent(s)/carer(s)
- A representative of the LEA (if applicable)

### **BEFORE A PSP MEETING THE SCHOOL WILL:**

- Identify the staff who should be involved and make contact with parents and outside agencies and if necessary the Local Authority.
- Identify a member of staff who can fulfil the role of mentor within the school.
- Arrange a meeting as quickly as possible to avoid further likelihood towards permanent exclusion.
- Give all concerned, especially the pupil, parent(s)/carer(s) and outside agencies reasonable notice of the meeting.
- Assess the learning needs of the pupil.
- Check the medical history and monitor the classroom behaviour.
- Identify agencies that have had an involvement with the child (e.g. EP, EWS, Social Services, Child Guidance).
- Identify strategies which have been tried.
- Try to obtain the pupil's point of view.

### **DURING THE PSP MEETING THE SCHOOL WILL:**

- Explore underlying issues which may not have been identified, e.g. bullying, access to the curriculum, domestic issues.
- Identify adults and peers both in and out of school who may have a good relationship with the pupil and may be able to help in the PSP.
- Set out some key objectives to be met during the programme.

- Identify targets for the pupil to meet. These should be short term (e.g. will parents be able to help with these targets? Who in the school will discuss the targets and monitor progress?).
- Consider practical strategies to reinforce the programme at home.
- Identify behaviour to be rewarded.
- Consider how to implement the programme within the school in order to involve appropriate staff and ensure a consistent approach from all staff.
- Consider who in the school will manage the plan and monitor progress.

Generally, PSPs will be planned for a period of 16 working weeks. The timescale, however, will depend on the individual programme.

The PSP will be regularly reviewed. If a programme is 16 weeks, there will be an interim review set for 8 weeks into the programme.

The school will complete the PSP and ensure that copies are sent to the parents, the Local Authority and other agencies who have an involvement.

The Governing Body will monitor all PSPs through termly reports from the Deputy/Assistant Headteacher (Pastoral).

### **MANAGED MOVES**

Where a pupil is at serious risk of a permanent exclusion and all forms of intervention and support has failed to make the required impact the school will consider a managed move if deemed appropriate.

An arrangement will be made with another secondary school giving the pupil the opportunity to start afresh without a permanent exclusion, the move will be monitored by both schools for an agreed upon period of time.

If the move is successful the pupil can be formally transferred to the new school. If the move is unsuccessful the new school can terminate the move and the pupil will return to the original school. Due to the seriousness of the situation before the pupil returns the case will be reviewed before a decision is made regarding possible next steps.

## **MONITORING OF SUPPORT STRUCTURES AT PLATANOS COLLEGE**

- The Policy outlines the high impact monitoring at a day-to-day level, including the termly Back to Basics Drive.
- Also, the Policy is explicit under the section on overall Implementation Strategy about the monitoring reports from Pastoral Managers to the Pupil, Parents and any external partnerships in particular.
- The Inter-Service meetings will co-ordinate the work of all the support structures operating in the school including the Pastoral Manager, as well as outside the school to monitor pupils causing concern, who have marked individual needs, are vulnerable and/or who are on the Child Protection Register.

## **INTER-SERVICE MEETINGS**

The Inter-Service meetings will include Pastoral Managers, the SENCO, LSU Co-ordinators, the EAL Co-ordinator, the School Counsellor and a member of the Senior Leadership Team.

The Committee will meet once per term in order to discuss and review the following:

- Review Pastoral initiatives.
- The use of the Referral Room.
- Groups of pupils/ individual pupils causing concern.
- Review respite and internal as well as external exclusion.
- Assess the impact of inter-services on the management of behaviour.
- Attendance and Punctuality.
- Looked After pupils.
- Pupils on the Child Protection Register.
- Restorative Justice.
- Make recommendations to the Headteacher and the Governors' Resources Committee regarding current resources and future programmes.

**ANTI-BULLYING CHARTER  
BY PUPILS FOR PUPILS**

## **BULLYING CHARTER BY PUPILS FOR PUPILS**

Platanos College will not tolerate the bullying of any member of the school community.

The Platanos College community is made up of pupils, parents/carers, governors and all staff.

We must all agree to report any incidents of bullying and anyone found guilty of bullying will be punished up to and including exclusion, depending on the seriousness of their behaviour.

The following charter was written by the School Council.

In our school we take bullying seriously and recognise there are different forms of bullying, all of which can cause pain and upset.

Our school has a dream that we will show how proud we are that our school is one where

- There is no name-calling.
- There are no threats.
- People do not talk about others in a negative way.
- People do not pass notes about others.
- People are not pushed in the dinner line.
- People do not exclude others from their groups.
- We report those who bully others.
- People do not make racist, sexist or homophobic comments.

Our school has a dream and commitment to see that those who disrespect others and make others feel unhappy or excluded will not have a place in our community. We have a dream that all of us here will work hard to follow our agreement not to harm others with words or actions.

We are pleased to be part of our dream and community.

**DRUGS/SUBSTANCE USE  
AND MISUSE**

# **DRUGS/SUBSTANCE USE AND MISUSE**

## **SCHOOL STATEMENT**

- The school does not tolerate or condone the misuse of drugs and alcohol by any member of the school.
- The school does not tolerate or condone the illegal supply of drugs and alcohol by any member of the school community.
- The school is committed to the Health and Safety of all in the community and will take action to protect and safeguard their well-being.
- The school will support pupils in need or at risk.

The school will inform and educate pupils about the consequences of drug and substance misuse.

Through its links with Drugs Education and pastoral care, the school is proactive in respect of this matter, believing that health education is a vital part of the Personal, Social and Health Education (PSHE) of every pupil.

We will work closely with parent(s)/carer(s) and outside agencies by keeping them informed and involved at all times which is key to the successful implementation of this Policy.

We recognise that we have a Duty of Care and will be sensitive to situations.

### **OUR AIMS ARE:**

- To help young people resist drug and substance misuse in order to achieve their potential.
- To enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills, e.g. in decision making.
- To provide accurate information about drugs and substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To encourage an understanding that certain people need drugs to sustain a healthy lifestyle.

- To widen understanding about related health and social issues e.g. sex, sexuality, crime, sickle-cell, thalassaemia, HIV and AIDS.
- To develop and enhance pupil's decision making and assertiveness skills to aid them in resisting drugs and substances.
- To enable pupils to identify sources of appropriate personal support.
- To provide a basis for evaluation of the effectiveness of the school's approach to education and the management of drug related incidents.

### **THE ROLES OF THE HEADTEACHER AND THE GOVERNING BODY**

The Headteacher takes overall responsibility for the Policy and its implementation, for liaison with the Governing Body, parent(s)/carer(s) and appropriate outside agencies, especially through our Healthy Schools Partnership.

The Pastoral Managers will monitor any incidents of substance misuse that may occur.

The Headteacher will ensure that all staff dealing with drug and substance issues are adequately trained and supported.

### **CONTEXT**

Drug and substance education will be provided in the broader context of the teaching of PSHE. It will take account of the age, sex and cultural/social background of the pupils at which it is targeted. It will aim to involve the parents and encourage them to take an interest.

### **OUR APPROACH AT PLATANOS COLLEGE**

It will be delivered in a clear and honest manner that informs without encouraging drug and substance misuse. Active pupil participation will be encouraged with adequate teacher supervision. To maximise its effectiveness it will be provided at regular intervals throughout the school career in a manner appropriate to the age of pupils and will draw upon the additional support of outside agencies.

While PSHE will take a continuous valuable lead in the approach to implementation of this policy, Platanos College has a desire to implement through a whole school approach. To that end, many of the following strategies will be adopted across the school throughout the academic year.

- Entering into National Health events such as World AIDS Day, No Smoking Day, Mental Health Day, European Drug Prevention Week, drink-drive campaigns, etc.
- Assembly topics.
- Theatre in Education.

- Health weeks within the school.
- Debates as part of Citizenship.
- Drug education across the curriculum e.g. in PE lessons, literacy, Citizenship etc.
- Parents' evenings.
- Letters home or school newsletters.
- Drop-ins.
- Workshops.

We work with parents via the following methods:

- Meetings.
- Displays in the foyer.
- Letters home.
- Prospectus.
- Pupil planners.
- Workshops in Years 7 to 11.

### **VISITORS AND OUTSIDE AGENCIES**

Before involving visitors in drug and substance education, or any aspect of health education, the following will be considered:

- Does the visitor share the school's values and approach to health education?
- Will the information be impartial?
- Is the contribution from a visitor appropriately planned with preparation and follow up work?
- Is the visitor appropriate for the age and maturity of the year group?
- How much does the visitor cost?
- Does the Local Authority recommend the visitor?

Visitors will not be left alone with pupils. The teacher needs to be part of the experience so that they can provide appropriate follow up work and to ensure the safety of the pupils.

## **DRUG EDUCATION PROGRAMME OF STUDY**

### **a) Aims**

Drug education will:

- Provide accurate and comprehensive information.
- Correct misunderstanding.
- Build on knowledge and understanding.
- Explore attitude and values towards drugs, drug use and drug users.
- Develop pupils' understanding of rules and laws.
- Develop pupils' interpersonal skills.
- Develop pupils' self-awareness and self-esteem.
- Explore the risks and consequences of their own and others' actions relating to drugs.
- Be relevant to the needs of pupils and the school community.
- Enable pupils to make healthy, informed and safe choices by increasing knowledge, challenging attitudes and developing skills.
- Provide accurate and comprehensive information about substances.
- Increase understanding about the implications and possible consequence of drug use.
- Enable pupils to identify appropriate support.
- Teach skills that help resist pressure on young people to use/misuse drugs.

### **b) Organisation**

Drug education issues are addressed through PSHE programmes in Key Stages 3 and 4 and within other curriculum areas such as RE, PE and Science. The programme has been developed and delivered by the PSHE Department together with representatives from external agencies, including the Youth and Community section of the Metropolitan Police. The Scheme of Work for Drug Education is available in the PSHE Department.

### **c) Content**

Curriculum planning for Drug Education appears in the PSHE units of work for each year group and pupils are consulted by a needs assessment, surveys and through School Council representatives. It builds on the work carried out by colleagues in primary schools.

Planning has taken account of SCAA Drug Education, Curriculum Guidance for Schools 1995, the DfE Circular 4.95, Drug Prevention and Schools and the Science National Curriculum orders.

### **d) Visitors and Outside Agencies**

The school will have a Code of Practice to inform its work with external agencies.

### **e) Learning, Teaching and researching**

A variety of approaches will be used including whole class discussion, focused small group work and individual activities supported by resources such as external agencies, videos and specialist teaching materials. Supporting resources held in the PSHE resource base areas are appended to this policy.

### **f) Methodology**

Drug education shares features of well-taught lessons in all subjects. In addition, the following good practice guidelines underpin effective drug education.

- Establish ground rules.
- Start with pupils' experiences.

Use an active learning approach.

### **g) Drug Education in the Curriculum**

For an outline of what should be taught, Platanos College refers to the QCA Guidance on Drug, Alcohol, Tobacco Education (2003). These guidelines need to be adapted to pupils' needs and abilities and provide clear outcomes for each Key Stage as part of the revised National Curriculum. An example of an education scheme of work is given in Appendix 4 and this provides some suggested learning outcomes for a scheme of work. This is guidance and not meant as a prescriptive scheme of work.

#### **For example**

The school is committed to providing an accurate drug education curriculum that meets the statutory requirements as set out in the National Curriculum Science Order September 2000 (see page 6 section 1.7). Further, to go beyond that to include a wide-ranging scheme of work that empowers our pupils to make healthy, informed choices about drugs and alcohol throughout their lives.

We are guided by the 1988 Education Reform Act which asks schools to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

The curriculum will reflect a balance between:

- Personal and social skills.
- Knowledge and understanding.
- Attitudes and values.

### **h) Resources**

Resources will be bought with reference to the document, 'The Right Choice: Guidance on Selecting Drug Education materials for Schools' and the school's Equal Opportunities Policy so that they are accessible and relevant to all the students.

The drug resources will be catalogued and kept in the PSHE Department. This will be made clear to the teaching staff. The Head of PSHE will be responsible for maintaining the resources.

**i) External contributors to drug education**

When involving external agencies, the school will use the Healthier Schools Partnership's 'quality Assurance Framework'.

**j) Staff Training and INSET requirements**

As part of the school's commitment to providing a comprehensive scheme of work, the training needs of the staff will be monitored regularly as part of the regular review of the Drug Education Policy. Basic training will be updated on a regular basis to all teachers of PSHE. More detailed training will be made available to the lead for Drug Education in the school and those that request additional support. The Drug Education Policy will be included in staff induction.

**k) Smoking**

Since July 2007 the school has been a smoke-free site.

## MANAGING DRUG-RELATED INCIDENTS

### a) Context

- Staff set examples and are role models.
- The school has clearly established rules concerning the possession of legal/illegal drugs.
- Exchange and supply of legal/illegal drugs.
- Being under the influence of legal and illegal drugs.
- The administration and storage of all medicines.

When dealing with a drug incident the relevant policies will be taken into account. These may include:

- Confidentiality Policy
- Child Protection Policy
- PSHE Policy
- Behaviour Policy
- Health and Safety Policy
- Medicines Policy
- Working with external agencies

### b) The school has developed a range of options for responding to the identified needs of those involved in a drug incident.

Examples include:

- Pastoral Support Programme.
- Early intervention.
- Referral.
- Behaviour contract.
- Inter-agency programme.
- Fixed period exclusion.
- Counselling or other interventions through appropriate agencies.
- Mentoring.
- Supervised break times.
- Involvement in extracurricular activities.
- Family conferences.
- Research project on drugs or related topics.
- Involvement in after school clubs.
- A managed move.
- Providing appropriate literature for children of drug using parents/carers.
- Parents/Carers may benefit from referral to a parenting support programme or group.
- Keeping open communication between the school and parent/carer on the child's progress.

### c) Authorised Drugs

Medicines or 'legal' drugs must be authorised by the Headteacher or a delegated member of the Senior Management. If they are to be allowed in school, storage of such drugs will be the responsibility of Welfare Supervisor in the office.

#### **d) Unauthorised Drugs**

Most drug incidents are likely to involve legal substances such as tobacco, alcohol or volatile substances.

Existing school behaviour, disciplinary and health and safety policies should inform the management of drug incidents and these policies should take into account the guidance offered here. Sanctions used will be consistent with those in place for other breaches of school rules of similar severity.

Similar sanctions are applicable if incidents occur on trips, residential visits or any other exercise that involves off school site experience.

**e)** Finding drug related paraphernalia on school grounds e.g. needles/syringes procedure ring 020 7926 8888 Lambeth Rapid Response Team.

#### **f) Defining and Identifying Drug Incidents**

What constitutes a Drug Incident needs to be clearly defined within the Policy.

Drug Incidents could fit into the following categories

- Drugs or paraphernalia found on school premises.
- Pupil in possession of drugs or paraphernalia on school premises.
- Pupil supplying drugs on school premises.
- Pupil under the influence of drugs on school premises.
- Sale or supply of drugs is believed to be taking place close to the school.
- Pupil disclosure about their own or family member/friend's/drug misuse.
- Pupil disclosure that friends or parent/carer are supplying drugs.
- Parent/carer of staff member's suspected drug misuse.

**g) Sanctions** applied to pupils involved in drug-related incidents will be applied fairly and consistently.

**h)** The member of staff responsible for management of drug-related incidents is the Pastoral Manager.

#### **i) Confiscation of Substances**

Where the pupil is believed or known to be in possession of legal/illegal drugs we will confiscate and retain them as evidence. The law permits schools to temporarily hold all such substances until they are destroyed by the school or handed to the SIO. These substances should be sealed in an envelope, which is dated, signed and countersigned by a witness and then kept in a secure place. The secure place for this purpose needs to be identified in the policy.

Please see the Policy on Screening and Searching pupils which is part of the overall Policy. The Policy will apply to Drugs.

### **j) Storage**

Any substance confiscated must be stored in a secure place. It should be separately packaged with the date, time and place of finding noted on the packaging. The finder should sign his/her name on the packaging and should be witnessed by a colleague. Packaging should be "tamper proof".

Special consideration should be given to the storage of solvents as some solvents can create a health and safety risk.

### **k) Analysis**

Once a substance has been confiscated it may be necessary to identify it. Do not taste or touch it. The police SIO/SSPO will arrange for it to be identified/tested if necessary. 101

### **l) Disposal**

Certain substances need to be disposed of under controlled circumstances. We will work with the police to dispose of illegal substances as effectively and as safely as possible.

## **USEFUL CONTACTS**

### **Lambeth Drug Education Team**

Lambeth Drug Education Team (LDET) is part of the School Improvement and Development Division and works with primary and secondary schools, supporting them to deliver drug education including drug policies and curriculum development.

It provides the following

#### **Advice and structured support regarding**

- Drug policy development.
- Drug education curriculum development.

#### **Training for:**

- Teachers
- Governors
- Learning mentors and other support staff
- Other professionals providing drug education in schools

#### **Support for drug education in schools by:**

- Demonstrating model lessons for teachers to observe.
- Supporting teachers delivering model lessons.
- Contributing to peer education programmes in schools.
- Encouraging young people's participation in drug education.
- Providing information for schools listing Lambeth approved organisations who can deliver drug education in schools.
- The provision and production of drug education resources for schools and information on resources to support the delivery of drug education.

**Contact**

Arabella Yapp and Simone Lane: 020 7926 9837

## **GUIDANCE ON EXCLUSIONS**

## **INTRODUCTION**

Exclusion is approached through the perspective of 'inclusion', a commitment on the part of Platanos College to educate all mainstream pupils and to use all reasonable strategies to encourage positive behaviour and to discourage and combat poor behaviour.

Fixed-term exclusion and permanent exclusion are the two most serious steps in the Discipline and Behaviour system of Platanos College.

## **EXCLUSION PROCEDURE**

Most exclusions are of a fixed-term nature and are of short duration.

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed-term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

The Governors have also established arrangements to review fixed-term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion, parents are contacted immediately where possible. A letter will be sent by post or email giving details of the exclusion and the date the exclusion ends. Parents have the right to make representations to the Governing Body as directed in the letter.

A return to school meeting will be held following the expiry of the fixed-term exclusion and this will involve the pupil's Pastoral Manager.

It is usual school practice to place the returning pupil on report to the Pastoral Manager to monitor behaviour and work. In the case of a fixed-term exclusion a Pastoral Support Plan (PSP) will usually be drawn up. This needs to be agreed with the school, pupil and parents. The Pastoral Manager and other support staff will decide on how a pupil will be reintegrated, supported and nurtured.

During the course of a fixed-term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility as parents/carers.

Permanent exclusion will generally be used as a last resort when all other reasonable steps to try to avoid permanently excluding a child have been taken and where allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil or to that of the others at the school.

Usually but not always, a pupil who is to be permanently excluded has shown a prior pattern of serious misbehaviour or disturbance. In these cases the school will have worked closely with the pupil and his/her family to try to prevent permanent exclusion. We use a variety of strategies as appropriate including the 'Pastoral Support Programme' (PSP) strategy, mentoring, social skills, curriculum modification, family therapy, individual counselling and group counselling according to the needs of the individual pupil.

Occasionally, permanent exclusion can be used for a single very serious incident. This might be an assault on a member of the school staff, a violent assault on another pupil, or the use of a dangerous weapon. These are just examples. In such a case the PSP and other strategies may have had time to run their course or may not even have been initiated.

### **AUTHORITY TO EXCLUDE**

The Headteacher is the only person with the authority to exclude a pupil (or in the absence of the Headteacher, the Deputy who is the acting Headteacher in that situation).

### **THE LEGAL PERSPECTIVE**

The school operates within the requirements of all relevant legislation and guidance.

The current relevant government guidance is "*Exclusion from maintained schools, Academies and pupil referral units in England*". This can be found online.

The relevant government regulations are:

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

The school's legal powers to exclude are in the Education Act 2002.

The school will, where relevant, also have regard to "*Special educational needs and disability code of practice: 0 to 25 years*".

### **THE REPORTING OF EXCLUSIONS**

The school reports all permanent exclusions to the Local Authority.

All exclusions, of either type and of any duration, are reported regularly to the Chair of Governors and also to the Full Governing Body at its termly meetings.

The Governors' Pupil Disciplinary Committee, which usually consists of three members drawn from a pool of available Governors, has a number of functions in connection with exclusions.

- To offer advice to the Head on serious pupil behaviour which might lead to exclusion.
- To meet pupils and their parents, in order to review circumstances which might lead to exclusion, and to offer advice to all parties.
- To review exclusions and to receive representations from parents about exclusions, according to DfE guidelines.
- To help the school to formally review exclusions. To set targets for the positive use of exclusion and, where possible, for reducing exclusions; and to make representations to the LA and other bodies concerning exclusion and the destination of excluded pupils.

### **APPEALS TO INDEPENDENT REVIEW PANELS**

Parents have fifteen school days from notice being given by the Governing Body of its decision to uphold a permanent exclusion to apply for an independent review panel hearing to review the decision.

Parents can ask the College to appoint a SEN expert to attend the Panel, which cost will be met by the College. The SEN expert's role is to provide impartial advice to the Panel about how SEN could be relevant to the exclusion.

The Independent Review Panel has the power to (1) uphold the exclusion decision (2) recommend that the governing body reconsiders their decision or (3) quash the decision and direct that the governing body considers the exclusion again.

The Panel does not have the power to direct a governing body to reinstate an excluded pupil.

Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents/carers can also make a claim to the First-Tier Tribunal (for allegations of disability discrimination) or a County Court (for other forms of discrimination).

### **LIAISON WITH PARENTS/CARERS**

When a pupil is excluded he/she is excluded directly into the care of her/his parent(s)/carer(s). The parent is contacted by the Pastoral Manager, normally by telephone and clear arrangements are made, as well as reasons for the exclusion being given. No child is removed from the school premises unless the parent/carers can accept responsibility for the child's care and safety.

The verbal contact is followed up immediately with a letter setting out the reasons for the exclusion via an Incident Report. It also explains the arrangements for the consideration of the pupil's re-admission, arrangements for the setting of work for the excluded pupil and the right for the parent to make representations about the exclusion to the school's Governors and how to contact the Governors. A copy of the letter accompanies the form reporting the pupil's exclusion to the Local Authority and others.

### **EXCLUSION AND EQUALITY LEGISLATION**

The same approaches to exclusion will be used by the school irrespective of the gender, race or cultural background of the pupil.

The school is aware of the need to demonstrate that its exclusion processes are fair and do not result in the exclusion of disproportionate numbers of any identifiable group. The school has put robust systems in place to monitor exclusions.

The school endeavours at all times to comply with the requirements of the Equality Act 2010.