

PLATANOS COLLEGE



DISCIPLINE & BEHAVIOUR POLICY

2022 – 2023

CONTENTS

Introduction	3
Statement of Intent	3
Our Behaviour Policy Ethos	3
Pastoral Roles and Organisational Bodies	4
Statutes and Regulations	5
1. Rights And Responsibilities	7
1.1 The Rights of the School	7
1.2 The Responsibilities of the School	7
1.3 The Rights of Pupils	8
1.4 The Responsibilities of Pupils	8
School Rules and Code of Conduct	9
1.5 Behaviour and Courtesy	9
1.6 School Uniform and Appearance	16
Our Reward System	18
1.7 CHABOP Explained	18
1.9 Merits	18
2. Our Discipline and Behaviour Policy	20
2.1 Disciplinary Powers	20
2.2 Searching, Screening, Confiscation and CCTV	20
2.3 Confiscation of Items	22
2.4 Disciplinary Measures	23
2.4.1 Demerits	24
<i>Classroom warning system</i>	24
2.4.2 Detentions	28
2.4.3 Community Service	31
2.4.4 Reasonable Force	31
3. Exclusion Policy	34
3.1 Fixed Term Exclusion (Suspension)	37
3.2 Permanent Exclusion	38
3.3 Gross Misconduct	38
3.4 The Local Governing Board (LGB)	39
3.5 An independent review panel	40
3.6 School registers	41

3.7	Managed Moves	42
4.	Special Educational Needs and Disabilities	43
	Trauma, Illness, Injury: Changing Needs	43
	Appendices	45
5.	Home-school Agreement	45
6.	Anti-Bullying Charter: For Pupils, by Pupils	48

INTRODUCTION

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.”

OUR BEHAVIOUR POLICY ETHOS

- We have a **commitment** to educate all mainstream pupils and to use all reasonable strategies to encourage positive behaviour and to discourage and combat poor behaviour.
- We have an **understanding** that behind all children’s behaviour, including unacceptable behaviour, there may be complex social and psychological factors.
- We take our **duty** to protect and make reasonable adjustments for vulnerable pupils seriously, and offer behavioural support according to each pupil’s needs.
- We have a **responsibility** to ensure equality of opportunity, and the elimination of all forms of discrimination.
- We recognise our **role** is to promote consistency, mutual respect, and fairness throughout the implementation of this policy.
- We will **ensure** that our positive ethos and belief that ‘Attitude Determines Altitude: Everybody Can Be Somebody’ remains at the centre of our school.
- We have **pride** in the cultural diversity of our school and encourage tolerance and respect for every individual.

PASTORAL ROLES AND ORGANISATIONAL BODIES

Individuals:

SENCo: responsible for the pastoral welfare of any pupils with Special Educational Needs (SEN).

Pastoral Manager: non-teaching members of staff who play a vital role in monitoring and supporting pupils. Responsible for making decisions about the allocation of support strategies and structures.

Learning Support Unit (LSU) Manager: promotes the LSU as a safe place for all pupils in need of its resources, and works with Reflective Coaches, staff and pupils to implement challenging targets.

Directors of Learning: Leaders of individual subjects who supervise and manage departmental and Friday detentions.

Reflective Coaches: coaches for pupils who struggle with controlling their behaviour.

Organisational Bodies:

The Learning Support Unit (LSU): Supports staff and pupils with regards to alternative education, internal exclusions, and pupil support. The LSU provides a safe space for any pupils:

- Suffering from emotional turmoil.
- In breach of the behavioural policy, including uniform breaches.
- In need of restorative work to ensure there is successful reintegration back into lessons.

School Within a School (SWS): Supports pupils in improving their behaviour by providing respite for pupils, and aims to help pupils improve their social skills, whilst having access to education.

STATUTES AND REGULATIONS

The school operates within the requirements of all relevant legislation and guidance. Throughout this document, we refer to several statutes and regulations, which provide the legal basis for our policy:

<u>Statute</u>	<u>Weblink</u>
The School Discipline (Pupil Exclusions and Reviews) (England) Regulations, 2012	http://www.legislation.gov.uk/uksi/2012/1033/made
The Education (Independent School Standards) Regulations 2014	https://www.legislation.gov.uk/uksi/2014/3283/schedule/made
The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations, 2007	http://www.legislation.gov.uk/uksi/2007/1870/contents/made
Special educational needs and disability code of practice: 0 to 25 years, 2014	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Exclusion from maintained schools, Academies and pupil referral units in England, 2017	https://www.gov.uk/government/publications/school-exclusion
Behaviour and discipline in schools	https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
Searching, screening and confiscation at school	https://www.gov.uk/government/publications/searching-screening-and-confiscation

Use of reasonable force in schools	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Supporting pupils with medical conditions at school	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
What academies, free schools and colleges should publish online	https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online
Education and Inspection Act, 2006	http://www.legislation.gov.uk/ukpga/2006/40/contents
Equality Act, 2010	http://www.legislation.gov.uk/ukpga/2010/15/contents

1. RIGHTS AND RESPONSIBILITIES

1.1 THE RIGHTS OF THE SCHOOL

1. The school, Platanos College, has the statutory power (i.e. the legal power) to discipline pupils under the Education and Inspection Act 2006.
2. The School also has the right to enforce the School Behavioural Policy, including all rules and disciplinary measures.
3. The school has the right to ensure that violent, threatening or abusive behaviour by pupils or parents is not tolerated in any shape or form, and the right to prohibit pupils or parents who engage in such behaviour from entering the school premises.
4. The school has the right to involve external agencies such as the police where appropriate.

1.2 THE RESPONSIBILITIES OF THE SCHOOL

1. Consult key stakeholders about the principles of the school Discipline and Behaviour Policy.
2. Ensure that the school Behaviour Policy does not discriminate against any pupil on the grounds of a protected characteristic and that it promotes good relations between different communities.
3. 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.
4. Ensure that staff model good behaviour and are clear about the extent of their disciplinary authority and receive necessary professional development.
5. Promote positive behaviour through active development of pupils' social, emotional, moral, cultural and behavioural skills.
6. Deal effectively with reports and complaints about bullying.
7. Work with other agencies to promote community cohesion and safety.

1.3 THE RIGHTS OF PUPILS

1. Work together in consultation with the school with regards to the Discipline and Behaviour policy, thereby contributing to its development.
2. Receive high quality teaching in a safe environment conducive to learning and free from disruption.
3. Expect appropriate action from the school to tackle incidents of violence, threatening behaviour, abuse, discrimination or harassment.

1.4 THE RESPONSIBILITIES OF PUPILS

1. Follow reasonable instructions given by staff, obey the school rules and accept sanctions in an appropriate way.
2. Act as a positive ambassador when outside of the school premises. The school rules apply to all pupils when they are off-site.
3. Ensure that inappropriate or unlawful items are not brought on to the school site.
4. Show respect for all school staff, other pupils, school property and the school environment, and understand that all forms of harmful behaviour, including bullying, will incur sanctions.
5. Cooperate with and abide by any arrangement put in place to support behaviour such as Pupil Support Programmes (PSPs) and School Contracts.
6. Cooperate with staff to ensure the safety of both staff and pupils on and off-site.

SCHOOL RULES AND CODE OF CONDUCT

Our 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.

1.5 BEHAVIOUR AND COURTESY

General courtesy

- A high standard of courtesy is expected from all pupils at all times.
- Pupils must be polite to members of staff at all times – rudeness, including back chat, will not be tolerated
- Swearing and abusive language will not be tolerated.
- Pupils must show respect to staff and to each other at all times.
- Pupils should respect and show courtesy to all adults, including visitors to the school.

Being responsible citizens

- You are not allowed to gamble on the school site or when dressed in school uniform. The school is a 'gamble free' site.
- 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.
- 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 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.
- 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.

- Any pupil caught mistreating or defacing school property, including furniture, text books or computers must pay for the damage.

Creating an environment for outstanding learning in the classroom

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 class room 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/ carers 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 will not tolerate pupils who demonstrate rude or defiant behaviour.

Behaviour when moving around the school 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.
- 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.

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 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.

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.

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.

Behaviour in the 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 particularly the case with 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 minimalise 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 unusual circumstances apply, such as having a medical condition that the school is aware of, pupils will not normally 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.

The school jurisdiction

This policy applies to pupils at all times while they can be considered to be under the school jurisdiction. Aside from the normal school day, this may be when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from [the school/academy];
- wearing [school/academy] uniform;
- in some other way identifiable as a pupil at the [school/academy].

In addition to the above, the school is also permitted to sanction pupils for criminal behaviour which happens outside of the school, as well as for non-criminal misbehaviour or bullying which happens outside of the school which:

- could have repercussions for the orderly running of the [school/academy];
- poses a threat to another pupil, a member of staff or a member of the public;
- could adversely affect the reputation of the [school/academy].

When pupils are wearing school uniform, they are expected to wear it properly and to conduct themselves appropriately. When they are in uniform, they are identifiable as a Platanos College pupil and are expected to act as good ambassadors for the school. Should their conduct or appearance be challenged by a member of staff at any time while wearing their uniform, they are expected to respond appropriately, as they would if they were in the school.

1.6 SCHOOL UNIFORM AND APPEARANCE

1. Uniform is compulsory for all pupil in Years 7 – 11 in the school.
2. All pupils must wear their blazer at all times and get permission from a teacher before removing it during a lesson.

3. Shirts must be tucked in and the top button must be done up.
4. Ties must be knotted properly and be of a conventional length, such as to the waist band of trousers or skirts.
5. Pupils must wear plain black shoes at all times. Shoes must be flat and sensible for all pupils on the grounds of Health and Safety.
6. Trainers, boots and/ or canvas shoes are not permitted. There should be no logos on shoes.
7. Digital or analogue watches are permitted, but fashion jewellery is not allowed. Any such jewellery will be confiscated and returned at the end of the term.
8. Girls are permitted to wear one small, plain stud in the earlobe only. Multiple piercings are not permitted. Boys are not permitted to wear any earrings.
9. Facial piercings are not permitted.
10. Make-up, hair ribbons, coloured nail varnish, henna tattoos, fake nails or eye lashes and extreme hairstyles are banned.
11. All hair should be maintained at a reasonable length or neatly tied back or plaited.
12. Belts must be black. Large buckles on belts are not permitted.
13. Hijabs must be plain blue, black, grey or white.
14. Trousers must not be jeans, jeggings or joggers, and are to be worn correctly, not sagging below the waistline.
15. Girls' skirts must reach the knee.
16. Boys must wear black socks; girls must wear white socks.
17. All articles of clothing must be clearly marked with the pupil's name. Pupils must not borrow or lend clothing, particularly P.E. kit.

OUR REWARD SYSTEM

1.7 CHABOP EXPLAINED

We have a numerical system for rewarding good behaviour, and sanctioning behaviour which does not meet our expected standards. This makes it easy for pupils to monitor their progress and wellbeing within the school community. We award and sanction in accordance with the categories in the acronym CHABOP:

Classwork

Homework

Attendance

Behaviour

Organisation

Punctuality

CHABOP is recorded and logged on a computer system called SIMS, and the data is monitored weekly by Pastoral Managers. CHABOP notice boards are updated every six weeks, while the league tables are created and shared during assemblies.

1.9 MERITS

Merits are given in recognition of a pupil's exemplary behaviour, and are intended as a reward. They can be given for a range of reasons which can be seen in our Rewards and Sanctions booklet.

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

2. OUR DISCIPLINE AND BEHAVIOUR POLICY

2.1 DISCIPLINARY POWERS

The power of schools to discipline pupils is derived from the Education and Inspections Act 2006.

At Platanos College, the power to discipline applies to:

- All teachers
- Support staff
- Any other adult who has lawful charge of pupils (for example, parents/ carers who voluntarily supervise an event such as a football match or school trip).
- **However, only the Headteacher** can exclude a pupil from [the school].

It is important to note that this power to discipline cannot be given to prefects, Head Boy/ Girl, or any other pupils in the school. Under section 89(5) of the Education and Inspections Act 2006, the school can 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.

2.2 SEARCHING, SCREENING, CONFISCATION AND CCTV

On rare occasions school staff may need to search or screen pupils. The school always follows the guidance from the Department for Education in relation to searching, screening and confiscation.

The school has the power to search a pupil if the pupil agrees. The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds to suspect they are in possession of a prohibited item such as:

- Knives or other weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and/ or cigarettes
- 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

If prohibited items are discovered as part of a search, there will be a full investigation and an appropriate sanction outlined below will be issued.

The power to search on suspicion and without consent applies only to a personal search (i.e. the removal of outer clothing and searching of pockets). Only the police can conduct an extensive or intimate search.

This search can be carried out without consent, but where there is a risk that a pupil may resist the search physically, a staff member will call the police rather than attempting to search the pupil without consent.

No staff member can conduct a search without being trained, and a second adult must always be present during the search.

Screening for weapons

The school can also require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of pupils. If a pupil refuses to be screened, the school may refuse to have that pupil on the premises. This will be considered an unauthorised absence.

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'.

CCTV

Cameras are positioned in most classrooms, corridors, stairwells and around the school.

In extreme cases, we will hand CCTV images to the police as part of a criminal investigation.

Strip searching

A strip search is a search involving the removal of more than outer clothing (see paragraph 29). Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the decision to undertake the strip search itself and its

conduct are police matters, school staff retain a duty of care to the pupil(s) involved and will advocate for pupil wellbeing at all times.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

When conducting such a search of someone under 18, it must be done in the presence of an “Appropriate Adult” unless the child has expressly said they do not want that adult there and this has been documented. The attending police officers cannot act as an appropriate adult.

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

We will only confiscate an item if it:

- Poses a threat to others (e.g. a laser gun or pen)
- 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)
- Is against the school uniform rules (e.g. baseball caps and non-uniform)
- Poses a Health and Safety risk or threat (e.g. wearing of nose studs, rings, large items of jewellery)
- 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)

If an item has been confiscated, parents will be informed. 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.

2.4 DISCIPLINARY MEASURES

Sanctions

The vast majority of pupils at Platanos Collerge are a credit to the school, their families and themselves. Our pupils are routinely well behaved and meet our expectations and most behaviour or learning related issue can be tackled without the need for significant sanctions. Positive discipline provides a secure basis for a happy, secure and high achieving school. When there are cases of repeated poor behaviour, we will consider whether the pupil would benefit from some additional support. Where it is felt to be necessary or appropriate, such support will be put into place. For example, we may in some circumstances initiate a Pastoral Support Programme. Where appropriate reasonable adjustments will be made to support SEND pupils so that their behaviour also meets our expectations.

If a pupil is involved in an incident where they have used a weapon or an object that has acted as a weapon, then we may decide to involve external agencies as is appropriate.

If the need does arise to use sanctions, the school policies should be followed consistently and fairly by all staff. They should act quickly to try to resolve any issues and ensure that any punishment is proportionate to the behaviour involved. The sanctions used by the school are outlined below.

This is not an exhaustive list, and other sanctions may be used where appropriate.

If a staff member suspects that there has been criminal activity, this must be reported to a member of the Senior Leadership Team and then this will be reported to the police by the Headteacher or the next most senior member of staff available. Other organisations such as the police may also take action in relation to certain types of behaviour. The school disciplinary procedures under this policy are separate to any action taken by other organisations.

Pupils at Platanos are expected to follow the school rules and code of conduct at all times. Where there are breaches, proportionate and appropriate sanctions will be administered, acting within the statutory power of the school.

2.4.1 Demerits

Just as merits are used to reward a pupil's actions that are impressive, demerits are used as a warning to those who are falling short of the expected standards of behaviour. They can be given for a range of reasons which can be seen in our Rewards and Sanctions booklet.

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.

Classroom warning system

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>Please note: teachers will use their professional discretion before the first warning is given.</p> <p>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.</p>	<p>0</p>
<p>Second warning</p> <p>This takes place when a pupil has ignored their first warning.</p>	<p>The member of staff will inform the pupil that they have received demerits for ignoring 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>Lack of effort (classwork): -5</p> <p>Disruptive behaviour: -25</p>

	<p>Please note: teachers cannot demerit more than once for a particular behaviour type. This is deemed as sanctioning a pupil twice for one incident. This is not fair.</p> <p>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.</p> <p>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></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"> ● A Same Day Detention <p>OR</p> <ul style="list-style-type: none"> ● A Teacher Detention <p>OR</p> <ul style="list-style-type: none"> ● A Departmental Detention. <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>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 office.</p>	<p>Teacher Detention: 0</p> <p>Same Day Detention: -15</p> <p>Departmental Detention: -20</p>

	<p>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.</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>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.</p> <p>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.</p> <p>Please note: no additional demerits are issued at this stage.</p> <p>Please note: pupils must still attend the detention that was issued at the third warning stage.</p>	<p>0</p>

Pupils who argue with staff based on decisions derived from the above policy will be sent to the LSU and will remain there for the rest of the day.

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.

2.4.2 Detentions

Type of Detention	Referred by	Description
Immediate Detention	Staff Member on Corridor Duty	If a pupil breaks a school rule to do with moving around the building, they will be asked to remain with the staff member on corridor duty for 2 minutes. The pupil will receive demerits. Parents will not be informed.
Teacher Detentions	Class Teacher	Used as a second stage if a pupil has already been given a warning in class but has not corrected their behaviour. The class teacher can keep pupils behind for 15 minutes at lunch or after school. Parents may be informed, at the discretion of the class teacher. Reception will be informed of the names of pupils kept behind.
Same Day Detentions	Any Teacher and/or Senior Leadership Team (SLT)	Reasons for referral include disruptive behaviour, (after the first two classroom warnings); failure to line up; eating or drinking outside designated areas; and breaches of the uniform code. Parents/ carers will be informed by writing for referral for Same Day Detentions.
Departmental Detentions	Any Teacher and/or Senior Leadership Team (SLT)	Reasons for referral include missing or behaving poorly in a teacher detention; poor effort in a lesson (after the second classroom warning); poor homework effort; disruptive behaviour in a lesson (after the second classroom warning); and damage to school equipment or classroom furniture. Parents/ carers are informed prior

to the detention in writing. The detentions run for half an hour at the end of the school day.

Friday Detentions	Pastoral Managers and/ or Senior Leadership Team (SLT)	Formal Detention held on Fridays between 3pm and 4pm where pupils are expected to sit and work formally. Reasons for these include 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).
Pre-Exclusion Saturday Detentions	Pastoral Managers and/ or Senior Leadership Team (Any other staff member can make a referral to the Pastoral Manager)	Used if a pupil is consistently failing to amend their behaviour after the steps above have been taken. The detention is held on Saturday mornings between 10-12pm. Pupils will need to bring a reading book, complete a reflection for why they have received the detention and how they will amend their behaviour in future, and complete academic work. Parents/ carers are automatically written to. Failure to attend a Pre-Exclusion Saturday Detention will result in an automatic one-day fixed term exclusion from school.

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 pupil's 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.

2.4.3 Community Service

Community service may be administered as one of the sanctions in this policy. It includes picking up litter around the school site or assisting a member of staff with a reasonable task. Refusal will result in a higher sanction.

2.4.4 Reasonable Force

The use of physical restraint complies with the Department for Education guidance 'Use of Reasonable Force' 2013. It may be necessary at times for staff to use reasonable force as a last resort. 'Reasonable' means no more force than is required to prevent injury or harm coming to a member of the school. All members of staff have the legal right to use reasonable force. Reasonable force can never be used as a punishment, only as a preventative strategy.

Reasonable force is used to either control or restrain a pupil. Control generally implies passive physical contact such as blocking a pupil's path or physical contact, for example leading a pupil by the arm away from a situation that may escalate. Restraint means to hold back physically or to bring a pupil under control, such as dealing with pupils who are fighting and who refuse to separate.

At all times staff should try to avoid causing injury to pupils and themselves.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Incidents where physical intervention/positive handling has been used will be recorded and signed by a witness and immediately reported to a member of the Senior Leadership Team. The parent/carer will be informed of the incident.

2.4.5 Damage to school/academy property

When property is damaged by a pupil/pupil's it should be reported to a member of staff. Depending on the nature of the damage and whether it was inadvertent or deliberate the school will decide whether a charge should be made against those involved in line with our Charging and Remissions Policy. The extent of the contribution will be at the discretion of the Headteacher and this will be communicated formally to parents.

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 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 (and 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 Pupil Support Plans (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.

School Within a School

If a pupil's behaviour does not improve despite support and escalated sanctions - and the school's behaviour and discipline system has been exhausted (with the exception of a permanent exclusion), we will recommend a pupil to attend School Within a School – an alternative form of education on the school site.

School Within a School is intended to focus on improving a pupil's behaviour, is a form of respite for pupils and allows pupils to develop their social skills – whilst still receiving access to education.

School Within a School is a preventative intervention to avoid a pupil being recommended for a managed move or a permanent exclusion.

Parents/ carers will be invited to attend a meeting prior in order to agree a bespoke programme that may include a delayed start to the day, and an early finish.

Pupils who attend School Within a School are removed from circulation within the school. Pupils must prove that they are ready to return to school circulation and on conclusion of the programme a reintegration plan will be set up.

3. EXCLUSION POLICY

At Platanos, we are committed to creating an environment of inclusion, compassion and understanding when it comes to sanctioning pupils. However, there are occasions where the school will have to refer to the most serious step in the Discipline and Behaviour Policy: exclusion.

The Department for Education's statutory guidance "*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*" is always followed, together with the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

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

The following behaviours may lead to an exclusion:

- Behaviour that endangers the safety or welfare of the pupil, or another pupil, member of staff or member of the public;
- Actual or threatened violence, or aggressive behaviour, against another pupil, member of staff or member of the public;
- Sexual violence or sexual harassment of another pupil, member of staff or member of the public;
- Other offences against staff or others, such as those of a slanderous or libellous nature;
- Comments or behaviour of a discriminatory nature e.g. racist, sexist, homophobic etc;
- Causing damage to the property of school or others;
- Harassment;
- [Extremism;]
- Theft of any sort;
- Supplying (including socially supplying for no financial gain), being in possession of, using and/or being under the influence of an illegal drug or other substance including legal highs while under the school's jurisdiction;

- Bringing alcohol onto the school site, consuming alcohol on the school site, or being under the influence of alcohol while under the school's jurisdiction;
- Tobacco use while under the school's jurisdiction;
- Vaping or use of e-cigarettes while under the school's jurisdiction;
- Being in possession of an offensive weapon, or any other object which could be seen or used as a weapon;
- Disrespectful and/or defiant behaviour towards a member of staff;
- Misuse and/or abuse of the school's resources or property;
- Bullying or cyber-bullying;
- Cheating;
- Filming and/or photographing other pupils/staff members/incidents on mobile phones/similar devices and/or uploading films/photographs of other pupils/staff members/incidents to the internet or other inappropriate use of social media;
- Inappropriate use of IT and/or social media;
- Inappropriate use of and/or participation in dangerous or potentially harmful online trends or the inappropriate use of online gaming or the inappropriate use of other forms of communications.
- Use of and/or participation in the download and/ or sending of 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.
- Misuse of fire alarms;
- An act which brings the school into disrepute;
- Repeated acts of misbehaviour;
- An unco-operative response to a reasonable request or instruction;
- Malicious allegations against school staff. The school takes accusations against members of staff very seriously but if, after investigation, these are found to be malicious the pupil or pupils responsible will face a sanction which could be up to and including permanent exclusion.

This is not an exhaustive list, and there may be other types of misbehaviour where a fixed term or permanent exclusion is imposed.

There are two main types of external exclusion: fixed term and permanent. A decision to permanently exclude a pupil will be taken only as a last resort and:

- In response to serious or persistent breaches of the [school/academy's] behaviour policy, and

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is a formal sanction; it is unlawful to:

- exclude a child for a non-disciplinary reason
- informally or unofficially exclude a child from school by, for example, sending him/her home early to 'cool off', even if the parents agree to this.

Any exclusion of a pupil, even for a short period of time, must be formally recorded.

Off-rolling a pupil is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will ensure that the incident is fully and fairly investigated and will then:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs or a disability (SEND) for which reasonable adjustments are required to be made

The Headteacher should take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

The length of a fixed term exclusion will be decided on by the Headteacher who will take into account:

- the age of the pupil
- the disciplinary record
- the nature of the offence
- any exam obligations

In any exclusion, the standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The law does not allow for extending a **Fixed Term Exclusion** or 'converting' a fixed-period exclusion into a **Permanent Exclusion**.

Informing parents

When a decision has been taken to exclude a child, the Headteacher will:

- contact parents/carers immediately to inform them of the decision, the reasons for it and the length of a fixed term exclusion. If the exclusion is permanent, parents must be informed of this
- confirm the decision, details and expectations in writing within 24 hours
- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion (a fixed penalty notice of £50 can be imposed)
- undertake to set and mark work for that pupil for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed-term exclusion of six days or longer
- notify parents of their right to make representations about the exclusion to the LGB and how the pupil may be involved in this

Informing the Local Governing Board and the Local Authority

The Headteacher will, without delay, notify the Chair of the LGB and the Local Authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions regardless of the length of the suspension
- Exclusions which will result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the School is located, the Headteacher will also inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

The Headteacher should also inform the LGB and the LA of any fixed term exclusions at least once a term.

The school reports all exclusions, of either type and of any duration, to the Chair of Trustees and to the Full Governing Board at its termly meetings. They may also consult Governors, who may advise the Head, meet pupils at risk of exclusion and their parents, review exclusions, and receive representations about exclusions from parents.

The Headteacher may cancel an exclusion that has not been reviewed by the Governing Board.

When the Headteacher suspends or permanently excludes a pupil they will, without delay, notify parents. If a pupil has a social worker, or if a pupil is looked-after, the Headteacher will, also without delay after their decision, notify the social worker and/or VSH, as applicable.

3.1 Fixed Term Exclusion (Suspension)

1. Pupils who repeatedly breach the school rules and/or Code of Conduct (see pages 8-12) after going through the detention stages, will be given a **Fixed Term Exclusion**.
2. Parents have the right to make representations to the Governing Body as directed in their exclusion letter.

3. 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.
4. 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. The Pastoral Manager and other support staff will decide on how a pupil will be reintegrated, supported and nurtured.
5. 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.

3.2 Permanent Exclusion

1. This is the most extreme step in the Discipline and Behaviour system. Pupils who have continually breached the school rules or have committed an act of Gross Misconduct (a serious breach of the school's behaviour policy).
2. The school reports all Permanent Exclusions to the Local Authority.
3. Permanent Exclusion will be used as a last resort when all other reasonable steps to try to avoid permanently excluding a child have been considered and/or 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.

3.3 Gross Misconduct

In cases of 'Gross Misconduct' (a serious breach of the school's behaviour policy), pupils should be aware that even if it is the first time that they have demonstrated this type of behaviour, it could result in permanent exclusion from Platanos College.

All incidents of gross misconduct are thoroughly investigated and statements taken from the pupil concerned as well as any witnesses to the incident to ensure that appropriate action is taken in response to the behaviour concerned. It is also to ensure that the school is taking the right course of action and that the pupil is given an opportunity to provide their account.

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.

3.4 The Local Governing Board (LGB)

Responsibility regarding exclusions is delegated by Trustees to the LGB. Any panel set up to consider exclusions will consist of at least three (3) members and may be drawn from the LGB and/or Trustees.

A panel must meet and consider the reinstatement of an excluded pupil within 15 school days of notification of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which will bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public exam or national curriculum test. In this circumstance the exclusions panel must meet as soon as possible, before the date of the test or exam as far as reasonably practical. If this is not possible the Chair of Governors will consider the exclusion and decide whether or not to reinstate the pupil.

The LGB will follow the statutory guidance on exclusions current at the time of the exclusion and convene to consider the reinstatement of the pupil within 15 school days. The panel will comprise 3 or more members who have undergone appropriate training, drawn from the LGB and/or Trustees, and will be independently clerked.

The following parties must be invited to a meeting of the governing board and allowed to make representations:

- parents (and, where requested, a representative or friend);
- the head teacher; and
- where requested by the parent a representative from the local authority who may act as an observer.

In reaching a decision, the panel must consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed his/her legal duties. Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Chair of the panel will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the panel's letter of decision will also include the following:

- The fact that it is permanent
- Notice of parents' rights to ask for the decision to be reviewed by an independent review panel.

For fixed-term exclusions of five days or less:

- governors must consider any representation from parents but are not required to meet with them
- governors have no power to re-instate or overturn a decision, but can place findings on the pupil's record

For exclusions of 6-15 days in one term:

- governors must consider any representations from parents within 50 school days but only if parents request a meeting; governors can uphold an exclusion or reinstate the pupil (earlier or immediately). They cannot do so if there are no representations from parents

When considering reinstatement of an excluded pupil the panel can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

For permanent exclusions, the Local Authority is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion for pupils of compulsory school age.

3.5 An independent review panel

4. Parents have 15 school days, from the notice 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.

5. Parents have a right to require the appointment of a SEN expert to attend and advise the review Panel.
6. 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.
7. The Panel does not have the power to direct a governing body to reinstate an excluded pupil.
8. Where a panel directs or recommends that the governing body reconsider whether a pupil should be reinstated, the governing body must reconvene to do so within 10 school days of being given notice of the panel's decision. In reconsidering the decision, the governing body must follow the statutory guidance on school exclusions current at the time of the exclusion.
9. 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).

3.6 SCHOOL REGISTERS

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the LGB will wait until that review has concluded before removing a pupil's name from the register.

3.7 MANAGED MOVES

A 'managed move' is defined as being *"used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently"*.

- 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 and if we have the agreement of everyone involved, including the parents and the admission authority for the new school..
- 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 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.

4. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Our SEND framework underpins the statutory framework of equality of opportunity for pupils with SEN or disabilities. By law, a person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities (Equality Act 2010, Section 6).

The most important points to note about our Special Educational Needs and Disabilities (SEND) policy with regards to our behaviour policy are:

1. We make special educational provision for those pupils whose behaviour-related learning difficulties call for special educational provision to be made for them.
2. Staff are trained to understand disorders do not have to be officially diagnosed in order for a pupil to be classified as disabled.
3. We actively promote equality of opportunity. This includes promoting positive attitudes and the participation of disabled pupils and staff in the life of the school.
4. We take individual disabilities into account when imposing sanctions. We take account of needs and the level and quality of support given to individual pupils.
5. We do not to treat pupils with disabilities less favourably than others for reasons linked to a special educational need or disability.
6. Staff will be informed of, and expected to enact, any reasonable adjustments that need to be made in order to meet the needs of any pupils with SEN or disabilities.
7. The first stage of meeting a pupil's individual needs is to draw up an individual school plan, which will be updated whenever necessary. The Pastoral Manager, Middle Manager and Senior Managers will monitor these plans regularly.

TRAUMA, ILLNESS, INJURY: CHANGING NEEDS

Platanos College understands that there may be times where a pupil's level of need increases, whether this is due to family trauma, injury, life changes, illness, or any other difficulties.

We will endeavour to meet these changing needs, always having our pupils' welfare at the heart of our compassionate approach to enacting the behaviour policy.

Pupils should approach any member of staff they trust in order to discuss their needs, and this staff member will take appropriate steps. Such steps could include:

- Liaising with a Pastoral Manager to draw up a plan of support.
- Taking into account any mitigating circumstances when applying sanctions, and ensuring that poor behaviour is placed within its full context before the appropriate, proportionate response is selected.
- Placing exam results within their full context, and opening up honest dialogue with any pupils whose results are a concern.
- Referral to the Learning Support Unit, a space which is designed to offer extra support for any pupils who need it.

Application

This policy should be read in conjunction with:

- Equality and Diversity Policy
- Safeguarding and Child Protection Policy
- Assessment, Marking and Feedback Policy
- Home School Agreement
- Anti-Bullying Policy
- E-Safety Policy
- EAL Policy
- Educational Visits Policy
- SEND Policy

These documents may be accessed on the school website (or a copy can be provided by the school office). In applying the school Behaviour Policy, and other related policies as set out above, the school will comply with its legal duties under the Equality Act 2010 (including the duty not to discriminate against pupils with protected characteristics, and the Public Sector Equality Duty).

In particular, the school will make adjustments to the application of the School's Behaviour Policy, and other related policies as set out above, in relation to individual pupils, where it is reasonable to do so to avoid a substantial disadvantage the pupil is under because of their disability.

APPENDICES

5. HOME-SCHOOL AGREEMENT

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 unshakeable 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 'Attitude Determines Altitude' drives and shapes our commitment to ensuring that every pupil at the school realises 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.

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 where 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.

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.
- Cooperate with teachers and other members of the Trust staff at all times.

- Show mutual respect to school staff.

PUPILS WILL

- Attend school daily and on time, by 8.40am, every day 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.
- Cooperate 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 includes 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 pupils' 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

6. ANTI-BULLYING CHARTER: FOR PUPILS, BY 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, bullying will be punished up to and including exclusion, depending on the seriousness of the 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 that it 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.