



Ringwood School

Ringwood School Behaviour Policy – including rewarding and exclusion

POLICY DETAILS

Policy Name	Behaviour Policy (including rewarding and exclusion)
Policy Category	Statutory
Replacing/Updating	<ul style="list-style-type: none">• Updated 2017 V2 – including update in Jan 2018 on searching pupils and confiscation in relation to electronic devices.• Behaviour policy – February 2018 v3.• Behaviour policy – October 2021 v4.
Author	Assistant Headteacher – Personal development, behaviour and welfare
Statutory, regulatory and/or contractual considerations	Statutory - required by education legislation
Authorised By	Student Welfare Committee – Governing Body
Authorisation date	October 2021
Implementation Date	October 2021
Next Review Date	October 2023 (or earlier if advice changes)
To be reviewed by	Assistant Headteacher – Personal development, behaviour and welfare

Ringwood School's Behaviour policy

“Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Good behaviour is a necessary condition for effective teaching to take place.” (DfE 2014)

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Ringwood School believes that every student has a right to equality as laid out by the Equality Act 2010. Students will not be discriminated against because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy/maternity or because of a gender reassignment.

Ringwood School will ensure that when applying this policy, safeguarding and mental health will be taken into account and reasonable adjustments will be made for students with Special Educational Needs and Disabilities.

Behaviour policy

1. Circulation

This policy is addressed to all staff, all students and parents/carers. It also applies to the wider school community. A copy of this policy can be found on the school website. Parents/carers will be reminded of this on an annual basis through the school newsletters and through the website.

This policy will be reviewed every 2 years, earlier if government legislation changes. This policy can be made available in large print or other accessible format if required.

2. Ethos and policy statement

The Government grants schools the powers they need to provide a safe and structured environment in which all teachers have the right to teach and all students have the right to learn. All members of the Ringwood community: parents/carers, students, staff and governors, have an important role to play in ensuring that we share a commitment to fulfilling our aims, which are to:

- Learn all you can
- Achieve all you can
- Help others whenever you can

In order to achieve this we need to ensure Ringwood School is a happy, safe and successful school where our students thrive.

As a school we believe that positive behaviour is achieved and promoted by:

- An ethos of mutual respect and courtesy, where all members of the school community relate well to and with each other, and where effective and successful learning can take place
- Strong relationships with parents/carers through regular contact to celebrate success and inform parents if a behaviour issue arises
- Parents/carers encouraging their children to show respect and to support the school's authority to discipline its students
- The Leadership Team supporting the authority of their staff to discipline students and ensuring that this happens consistently across the school
- Developing in all students a sense of fair discipline and acceptance of responsibility for their own actions
- Using a code of classroom and school-wide behaviour conduct which is clear consistent and fair to all
- Rewarding positive attitude, achievement, responsibility, contribution and behaviour

- Dealing with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation
- Every teacher being active in managing and improving children's behaviour

3. Application

The Governors and the Leadership Team intend that the school rules and the sanctions provided in this policy shall also, in appropriate circumstances, be capable of regulating the conduct of students when they are away from school premises, travelling to and from school and outside of the jurisdiction of the school, especially if they are identifiable as a student at the school. Discipline beyond the school gate covers all non-criminal behaviour off the school site that is witnessed by a member of staff or reported to the school.

This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public, or which brings the school into disrepute.

In all these circumstances the Headteacher will also consider whether it is appropriate to notify the police. School staff will also consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this section, the school will follow its safeguarding policy.

The behaviour policy applies to all students at Ringwood School including those with additional needs. We use our best endeavours to support the development of an individual's toolkit of behavioural strategies and techniques. We may do this by working with the students, staff, families and external agencies (where relevant) to make reasonable adjustments so that students can succeed.

4. Roles and Responsibilities

Students: are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting undesirable behaviour e.g. incidents of bullying and misbehaviour. Students will be taught how to behave well and attend school regularly and punctually.

No student has the right to disturb the learning of others.

Students will be consulted through Student Voice.

Staff: including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

Mutual support amongst all staff in the consistent implementation of the policy is essential.

Members of staff have a key role in advising the Leadership Team on the effectiveness of the policy and procedures.

They also have responsibility, with the support of the Leadership Team, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Headteacher supported by the Leadership Team will provide the policy that encourages excellent behaviour, positive behaviour for learning, regular attendance and discourages bullying. The Headteacher and the Leadership Team will be responsible for the implementation and day to day management of the policy and procedures.

Governors: The Governing Body will establish, in consultation with the Leadership Team, how this policy is promoted and communicated to ensure the desired behaviour and keep it under review. It will ensure that this is communicated to students and parents/carers, is non-discriminatory and the expectations are clear.

Governors will support the school in maintaining high standards of desired behaviour of students and staff and through the decisive part they play in the appointment of staff.

Parents and carers: Parents play a crucial role in shaping the attitudes which produce good behaviour in schools. We therefore endeavour to keep parents 'informed' at every opportunity and encourage them to take full advantage of all appropriate formal and informal ways of communication with our school.

It is assumed that all parents whose children enter Ringwood School are prepared to accept these sanctions and to support the staff in maintaining high standards of discipline and respect for others.

We aim to keep parents informed about progress and successes: where problems arise we want to involve them in finding the right solution. Parents are encouraged to contact their child's tutor or head of year for pastoral concerns and their child's subject teacher for subject concerns.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour and attendance of their child both inside and outside the school. The school will encourage parents/carers to work in partnership with the school to assist it in maintaining high standards of desired behaviour for learning and attendance by:

- Ensuring that their child goes to school, on time and properly equipped
- Support the school policies and guidelines for behaviour and discipline
- Letting the school know about concerns or problems that might affect their child's work or behaviour
- Contacting the school in a calm and appropriate manner
- Taking an interest in the work their child does and encouraging high personal standards
- Providing conditions that support and encourage home learning and other opportunities for independent learning
- Attending parent consultation evenings and other appropriate meetings organised by the school
- Asking the school for help e.g. parenting advice and courses

The Governing Body, Leadership Team and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

5. Teaching and Learning

Ringwood School recognises that there are links between the content and delivery of the curriculum and the motivation and behaviour of students.

As a school we aim to ensure:

- All students have a relevant and stimulating curriculum to meet their needs
- Staff are aware of the individual needs of students and plan their lessons accordingly
- Development of students' behaviour for learning is delivered through tutor time and PSHE
- All students develop a resilience to their learning and gain a positive growth mind set approach to their learning
- That students develop social and emotional skills through PSHE and work within tutor time
- Through PSHE, SMSC and fundamental British values, we promote values that enable our students to become independent, responsible, tolerant and respectful

In addition, all staff also have the responsibility of promoting these skills through their lessons.

6. Student conduct

Ringwood School has high expectations for student **behaviour** and **student behaviour for learning**.

Behaviour is student conduct on and around the school site and community.

The School expects that students will display outstanding **behaviour** by:

TO SPEAK RESPECTFULLY TO OTHERS by:

- Speaking politely to other students
- Thinking before you speak
- Keeping quiet if you have nothing pleasant to say
- Using appropriate language – foul or abusive language, including racially abusive language will never be tolerated at Ringwood School.
- Keeping 'street language' out of school

TO BEHAVE RESPECTFULLY TO OTHERS by:

- Using language and behaviour that would not encourage bullying (e.g. excluding anyone from a group, name calling, physical contact)

- Wearing school uniform correctly, with pride both in and to and from school
- Modelling good manners and integrity at all times
- Showing consideration in the corridors
- Holding doors open for other people
- Moving around school in a sensible, thoughtful and responsible way
- Queuing quietly and in an orderly manner
- Respecting duty instructions from the student leadership team and staff by doing as you are asked the first time
- Behaving in a manner which protects the health, safety and well-being of themselves and others i.e. no smoking/vaping, no physical contact with others and making healthy food and drink choices (energy drinks such as Monster or Red Bull are not permitted on school site).
- Respecting other students' space and possessions

TO RESPECT THE SCHOOL ENVIRONMENT by:

- Putting litter in the bins provided
- Looking after and having pride in your school environment
- Keeping the school tidy, clean and free from graffiti
- Reporting any damage to a member of staff
- Making sure you are in the right place at the right time, including at lunchtimes
- Eating and drinking only in the designated area
- Not bringing chewing gum onto the school site.

This also includes:

- Keeping mobile technology switched off and out of site when on the school site or school trips, unless permission is given by a member of staff to use the technology.
- Not using any social networking site to make negative comments about other students or members of staff in the school
- Not using mobile technology or any other form of media e.g. social networking sites to make negative comments about other students or staff including taking photographs of others without their permission

Behaviour for learning is the behaviour that a student needs in order to learn effectively and make great progress. In a classroom, behaviour for learning is the active engagement of students, where they are stretched and challenged academically, where they apply resilience and a positive mind set so that they enjoy and achieve due to their focus, efforts and participation.

Each classroom uses the STARS expectations – see appendix 2

The School expects that students will display outstanding **behaviour for learning** by:

- Not disrupting the learning of other students
- Be actively engaged in their learning by working hard and achieving their very best both in classwork and home learning
- Showing resilience and a positive attitude towards work that is initially challenging
- Bringing all books and materials appropriate to lessons each day
- Keeping all work, home learning and controlled assessments up-to-date

- Attending school regularly (with a target of over 95%) and on time, unless genuinely ill
- Catching up on any missed work due to absence
- Not using mobile phones in lessons unless asked to do so to support learning by the teacher in class

7. CCTV

For the safety of staff and students Ringwood School has CCTV operational in several key areas of the school. The CCTV system can also record audio in some places, as well as video in key areas. Full details of the CCTV operated by the school can be found in the CCTV policy on the school website

8. Student Support

All students at Ringwood School have access to a support network in school. Students with concerns can speak to any member of staff and can see their Tutor, Head of Year, a member of the On Call Team or Student Support (in the Hive) before school, at break, at lunch time or after school.

Our attendance officer also provides support with maintaining high levels of attendance and punctuality.

Appropriate conduct and behaviour for learning is addressed through all lessons, through PSHE, and through assemblies with Heads of Year and the Leadership Team. Students who find self-regulation difficult are identified and are given extra support to help them manage their behaviour in school.

Where a student repeatedly finds it difficult to self-regulate, referral to our SENCO or Assistant Headteacher will occur as well as potentially seeking advice from external agencies, including alternative provision providers, Early Hub, CAMHS, Educational Psychologists, Social Services, Child Protection Team, local police, New Forest Attendance Panel, our feeder schools and GPs.

9. Rewarding

The role of rewards in recognising and promoting Ringwood School's 3 aims is a key part of developing the potential of young people by giving encouragement and praise. Students are rewarded for:

Learning all they can

Achieving as much as they can

Help others whenever they can

At Ringwood School we believe in taking every opportunity to celebrate the many successes of our students. Responsible behaviours and learning styles are best promoted and developed by positive drawing attention to and rewarding well-behaved students. Verbal and written praise needs to be used appropriately, consistently and sincerely, and should link to tangible examples of a student's strengths. Praise is a key component of good teaching and strong relationships between staff and students. Staff reward students using our House Points rewards system, where points are intrinsically linked to the House values.

Single house points are given for a range of reasons – the table below shows which House they relate to:

Brunel	Anning	Hardy	Thornhill	Nightingale
Excellent independence	Great use of initiative	Risk taking	Excellent collaboration	Active engagement in class
Resilient approach to learning	Excellent use of questioning	Thorough planning	Courage	Reflectiveness in target work
Zero strikes in a half term (excellent organisation)	Great progress in learning	Respect	Embracing challenge	Positive attitude
Students can also be awarded house points for:				
Contribution to School	Contribution to House Zero DTs in a term	Student of the half term Excellent literacy	100% attendance	

Ringwood School understands that rewards can be more effective than consequences in motivating students and aims to recognise positive behaviour wherever possible. Praise and encouragement should far outweigh the frequency of consequences.

Positive behaviour for learning is encouraged, recognised and rewarded. Ringwood School is committed to promoting and rewarding positive behaviour and may do so in many ways including:

- Verbal praise
- Encouraging language and non-verbal cues
- House points
- Reward milestones (certificates and badges)
- Telephone calls home
- Postcards home from departments, tutors and heads of year
- Praise letters
- Certificates
- Scholar awards
- House celebration assemblies
- Celebration evening
- Sports awards evening

10. Use of disciplinary sanctions

Sanctions are designed to promote positive behaviour and attendance rather than as a consequence to poor behaviour choices. The greater part of our effort should be encouraging good behaviour rather than sanctioning bad behaviour. A clear distinction needs to be made between minor and more serious offences and a clear distinction in the consequences. Students need to be aware that the failure to rectify a particular behaviour trait leads to consequences.

Ringwood School understands that the use of sanctions must be consistent, reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual student needs in determining the appropriate use of such sanctions, including the student's age, any special educational needs or disability and any religious requirements affecting the student.

Our School's Behaviour policy has the following range of disciplinary sanctions that may be implemented as appropriate and are not necessarily incremental, e.g.: a first offence could lead to any one of the actions stated below:

- Reminders and warnings as appropriate by staff
- Use of seating plans
- Requesting that a student's diary is placed on the member of staff's desk
- Use of on-call
- Use of buddy rooms to withdraw a student from a lesson
- After school detentions (3.00-4.00pm)
- Leadership Team detentions after school on a Friday (3.00-4.30pm)
- Detentions may be set on INSET days if appropriate
- Tiered report card system
- Individual Pastoral Support Plans or behaviour contracts
- Confiscation of banned items
- Time in inclusion – students are expected to work in the inclusion room for a set period of time, at a given desk, hand over their mobile phone, complete all work set to a high standard, and complete reflection and support work – see more detail below.
- Extended days – through an early start (8am) and/or a late finish (4.30pm). This is usually completed alongside time in the inclusion room.
- Alternate Provision for Learning
- Twilight timetables
- Fixed term exclusions
- Managed Move to an alternate school – short term and permanent
- Alternative education provision (offsite)
- Permanent exclusions.

Inclusion room:

In the inclusion room students are expected to complete a specific program for the day where there are clear expectations for the work completed and behavioural standards. A personalised daily program is provided for the student, which includes reflection and support work, as well as different school day timings to the other lessons in school.

For those students that access school food provision, arrangements are made for this as part of the personalised day. SEND and medical needs are also be accounted for.

Mobile phones are handed to reception at the start of the day. Failure to meet the clear expectations of the room will result in the sanction being repeated or a further sanction being applied.

Students will meet with a member of pastoral staff prior to their return to their usual lessons to aide a successful return to lessons.

We seek to investigate serious incidents in an open and transparent manner. We will inform and involve parents/carers in these investigations as much as possible, though we ask parents/carers to understand that it may not always be practical or possible to contact them at the outset of an investigation.

Ringwood School recognises that strong relationships between school and parents/carers are vital to support improving behaviour. For after school detentions, we provide 24 hours notice, through recording in the student's dairy and contacting home through an email or a phone call to inform parents / carers. Where appropriate and possible parental approval maybe gained by telephone to detain students earlier (e.g. on the same day). The school recognises that it does not legally require parental permission to keep students after school, however as we strongly value our relationships with our parents/carers we recognise the courtesy of 24 hours notice to maintain these strong relationships. Where students travel using school transport (e.g. bus, taxi) parents are responsible for making alternative transport arrangements if students are required to stay after school.

In all cases of misconduct, including those outside of the school, the Assistant Headteacher will consider whether the police or youth crime prevention team should be notified of the incident and the disciplinary action taken. The police and parents/carers will always be informed where the student's behaviour is criminal or poses a serious threat to a member of the public. Where behavioural issues give cause to suggest that a child is suffering or is likely to suffer significant harm, the school's safeguarding and child protection procedures will be followed.

Behaviour incidents are recorded on SIMS by staff and monitored by tutors, heads of year, Subject Leaders and the Leadership Team to allow for early intervention.

Strategies to avoid continued poor behaviour:

- Developing the students' understanding and practice of appropriate social behaviour
- Providing opportunities for individual students to have additional support and guidance e.g. mentor, emotional, literacy support social skills group, timetable modification, and the behaviour support team
- Implementation of a pastoral support plan or behaviour support plan
- Liaising with external organisations to provide further curriculum intervention and/or social and emotional support

- Co-ordinating individual education planning meetings

11. Anti-bullying

Bullying is a behaviour by an individual or a group, **repeated over time** that is **deliberate and persistent** and is based upon **an intention** to hurt, control or adversely affect another person either physically or emotionally. It can include: name calling, taunting, making offensive or prejudicial comments, threats, cyber-bullying, violence, taking belongings, producing offensive graffiti, sarcasm, innuendo, repeating inappropriate memes and lyrics, unwanted physical contact or sexually abusive comments, exclusion from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometime called online or cyber-bullying. Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.

Bullying is often motivated by prejudice against particular groups and might be motivated by actual difference between children, or perceived differences. These are called prejudice based abuse.

Bullying can include behaviours linked to:

- Race, religion, nationality or culture
- Special Education Needs or Disability (SEND)
- Appearance or physical / mental health conditions
- Sexual orientation (homophobic and transphobic bullying)
- Different home circumstances
- Gender

- Technology (Online / Cyberbullying)

Ringwood School believes there is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Every student has a right to enjoy his/her learning and leisure time free from bullying and as a school, it will not tolerate any behaviour that causes distress to any member of its community.

Measures and strategies taken to prevent all forms of bullying amongst students:

The school will take seriously and investigate any incidents of bullying or intimidation which a student reports. Appropriate sanctions will be put in place and restorative approaches will be applied where appropriate. Students will be offered support in order to ensure their well-being (see prevention of bullying policy on the school website).

Strategies adopted to prevent bullying include:

- Whole school ethos
- Promoting the House values
- Focused assemblies
- Tutor time activities
- PSHE lessons
- Peer mentoring programme
- Sixth form Mental Health Ambassadors – signposted through student dailies
- Targeted intervention for specific students / groups of students in school and through external agencies including Prevent.

Response to all forms of bullying and prejudice based abuse is found in the prevention of bullying policy.

12. Child protection

The Designated Safeguarding Lead or Deputy Safeguarding Leads should be consulted in all cases involving child protection.

13. Exclusion

The school will follow government guidance on exclusions, unless there is a good reason to depart from it. The school aims to operate within the principles of fairness and natural justice. Please see the school's Exclusions policy (Appendix 4).

In very serious cases, and in accordance with Local Authority and National policies, it may be necessary to exclude a child. The exclusion will either be for a set period of time, or permanently, with parent's right of representation to the governing body.

Following a fixed term exclusion and in keeping with our philosophy of inclusion, students will be reintegrated into mainstream school for all or part of their timetable as soon as appropriate following a successful reintegration meeting.

14. Ringwood School is a Drug Free Zone

Possession of, use of illegal drugs or any drug paraphernalia or known association with illegal drugs is not tolerated at Ringwood School; neither will any drug related behaviour which may damage the learning environment or endanger others in our community. Ringwood school reserves the right to bring detection dogs into school and deploy them (with their handler) around the school site with no prior notice given to students or parents / carers with the aim of keeping our school free of illegal substances and safe for all of our students. Students will not have direct physical contact with detection dogs.

Everyone connected with the school community needs to know that the consequence of such conduct is exclusion.

15. Attendance and punctuality

For a child to reach their full educational achievement, a high level of school attendance is essential. We are committed to providing an education of the highest quality for all our students and endeavour to provide an environment where all students feel valued and welcome. Parents / carers and students play an important part in making our school so successful. Every child has a right to access the education to which he/she is entitled. Parents / carers and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

It is our duty to consistently strive to achieve a goal of 100% attendance for all children. Every opportunity will be used to convey to students and parents / carers the importance of regular and punctual attendance.

Students that are repeatedly late to tutor time or their lessons (3 or more times in a week) are sanctioned with a Leadership detention to discourage lateness and the impact that it has on learning and to encourage the employability skill of good time management.

Students are responsible for and expected to catch up on any work missed.

For our children to take full advantage of the educational opportunities offered, it is vital your child is at school, on time, every day the school is open, unless the reason for the absence is unavoidable. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

The full attendance policy and information on attendance can be found on the school

website.

16. Use of electronic devices

Students are responsible for ensuring that they use ICT (including mobile devices) in an appropriate manner both on and off the school site.

During school, teachers will guide students toward appropriate materials. Outside of school parents/carers have responsibility for this guidance.

Ringwood School's policy is that mobile technology should be switched off when on the school site, unless instructed by a member of staff to use it to support their learning in class.

Mobile phones / technology will be confiscated if it is seen on the school site. The device will be able to be collected at the end of the day from reception. A second or subsequent confiscation in a term will result in a leadership detention. A third confiscation requires a parent / carer to visit the school to take possession of the device.

In line with updated information from the DfE in January 2018, if an electronic device has been confiscated, a member of staff can examine data or files and delete these where there is good reason to do so. There is no need to have parental permission to search through a young person's mobile phone. If content is thought to be of a safeguarding nature, staff are advised not to look at it, but to pass the electronic device to a member of the safeguarding team.

If an electronic device is seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as possible. Material that is suspected to be relevant to an offence should not be deleted before giving the device to the police.

If the staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any file or data from the device, or whether to retain the device as evidence of a breach of school discipline.

The internet is provided for students to support learning, conduct research and communicate with others. Access is a privilege, not a right and all students are expected to use the access provided responsibly. Individual users of the internet are responsible for their behaviour, and communications over the network, including via email and must be carried out in an appropriate manner. Students must not use their own devices to establish ad hoc networks or hotspots.

Staff may review students' files and communications to ensure that users are using the system responsibly. Students should not share anything on the network which is not school-related (e.g. images, music, videos).

The following are not permitted when using the school network during school time or from home:

1. Sending or displaying offensive messages or pictures
2. Using obscene language
3. Harassing or insulting others
4. Damaging computers hardware or software systems
5. Violating copyright laws or plagiarising works
6. Using or attempting to change other students' passwords
7. Trespassing in others' folders, work or files
8. Attempting to install or use 'spyware' or 'exe' files onto the school system
9. Intentionally deleting other students' work

It is a criminal offence in law to break rules 1-8.

Internet and Email

- The internet is provided to support learning and conduct research.
- Email systems are provided to allow communication between members of the school community.

Use of email and the internet is ***a privilege, not a right***. They must both be used appropriately and professionally, for school activities only.

Privacy

Staff may review students' files and communications to ensure that use of the school system is appropriate and responsible. Students should not share anything on the network that is not school related work for example: images, music or videos unrelated to school activities.

Anything saved on school systems, including cloud based systems, is the property of Ringwood School.

Appropriate Material

At school teachers will guide students towards appropriate material, at home this is the responsibility of the parent / carer.

Responsibility

Students are **fully** responsible for their choices, behaviour, and communications, whilst using the school computer systems.

Sanctions

Violation of the above rules may result in temporary, or permanent, removal of access to school computer systems; email, internet, computer access. Offenders will be reported to the Assistant Headteacher and the IT Manager for consideration. Parents will be contacted and in the case of damaged items may be asked to pay for damages. In serious cases parents may be asked to make an appointment with the Headteacher. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour. In matters relating to e-safety or other illegal offences, the school safeguarding

team, the police or local authorities will be involved. Students caught misusing the school systems risk exclusion from school and/or the school network.

Ringwood School recognises that “Cyber bullying” is a form of bullying and is therefore unacceptable and won’t be tolerated (see Prevention of bullying policy). Incidents of Cyber bullying will be dealt with in line with the prevention of bullying policy.

The school works closely with the ‘safer internet’ team (police) and will seek advice and support from them if necessary.

Access to social media sites are not permitted or accessible through the school network or school Wi-Fi. Students accessing these sites are doing so through their own mobile devices and are therefore contravening our school policy of not using mobile devices on the school site.

17. Support Systems

Support systems for staff

Support must be available for staff who feel they need it. Initially this should be provided by the Subject Leader. More serious incidents will involve the Head of Year or member of Leadership Team. Ways to support staff experiencing difficulties with students should be discussed by Subject Leaders with their Line Manager. Regular CPD on behaviour and attendance is provided, particularly to new staff who are appointed to the school, so that consistency is maintained.

Support Systems for Students

Students most at risk are identified by regular line management meetings with heads of year, review and report information and close monitoring of data linked to behaviour and motivation. PSPs (Pastoral Support Plans) will be the primary tool to support students at risk of exclusion.

The school operates many forms of in-school support to ensure students’ needs are met. This can be through classroom teachers, tutors and heads of year. The Hive provides an in-school support base for students, where practical strategies and intervention can be provided by an experienced team. This support can be for a wide range of needs including emotional well-being, learning needs, behaviour and attendance.

Support for Parents

Same day phone calls for absence allows the school to challenge unauthorised absence and (when necessary) establishes the child is safe. To support parents we offer voluntary parenting courses. Parents are always welcomed into school to share concerns about their child.

18. Communication policy

Ringwood School has a communication policy, to ensure parental contact is appropriate. The governing body and staff of Ringwood School encourages close links with parents / carers and the community. It believes that students benefit when the relationship between home and school is a positive one.

The vast majority of parents / carers and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse to include use of intimidating language online towards members of school staff or the wider school community.

All members of staff have the right to come to work without fear of violence, abuse and intimidation (verbally and in writing). We ask that this is respected in order that school staff are better able to meet everyone's needs.

The Governing Body expects and requires its members of staff to behave professionally in these difficult situations and attempt to defuse the situation where possible, seeking the involvement as appropriate of other colleagues.

See the communication policy on the school website for further detail.

19. Student Conduct Outside of School

Should misbehaviour outside of Ringwood School be reported, the school may feel it appropriate to use sanctions. Specifically this would be if the behaviour has an impact on the orderly running of the school, threaten a member of the school body or public, or adversely affect the reputation of the school.

Such sanctions could apply to inappropriate behaviour on journeys to and from school, including on all forms of school transport.

20. Screening and searching

Ringwood School searches students in line with the "Searching, Screening and confiscation – Advice for Headteachers, School staff and Governing Bodies" (DfE – January 2018)

Informed consent: The school staff may search a student with their consent for any item. The ability to give consent may be influenced by the students' age or other factors.

If a member of staff suspects that a student has a banned item in his / her possession, they can instruct the student to turn out his or her pockets or bag. If the student refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, as defined below, the Headteacher, and staff authorised by the Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.

Prohibited items: knives or weapons, alcohol, illegal drugs, drug paraphernalia, tobacco / cigarettes / cigarette papers, matches / lighters and e-cigarettes / any form of vapes, fireworks, pornographic images, stolen items and any other items as defined as such from time to time or that may cause injury to or a person or school property.

This list may be amended to include additional items without prior notice.

Searches generally: If staff believe a student is in possession of a prohibited item, it may be appropriate for a member of staff to carry out one or more of the following:

- A search of outer clothing
- A search of school property, e.g. students' lockers
- A search of personal property (e.g. bag or pencil case)

Searches will be conducted in line with Article 8 of the European Convention on Human Rights, so that they are in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff. Where a student is searched, the searcher and the second member of staff present will where possible be the same gender as the student. Where the staff find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance Screening, Searching and Confiscation (DfE-00056-2011).

Where there is a repeated allegation of concerns raised about a student's possession of a prohibited item depending upon the severity, the police may be called and their assistance requested.

21. Confiscation of Property

Ringwood School will confiscate student property (in line with legal guidance) if it is felt the property is harmful, it contravenes a school policy or is detrimental to school discipline or is inappropriate for school. Property will either be returned to the student at a later date, returned to parents / carers or disposed of following discussion with either the parent / carer or student. If the property is illegal in any way, then the police will be involved.

Further information on electronic device confiscation is on page 14.

22. Use of reasonable force

On occasions it may be appropriate for a member of staff to use reasonable force. Any use of force by staff will be reasonable, proportionate and lawful. This means using no more force than is needed and the use of force may involve passive physical contact or active physical contact.

Reasonable force will be used in accordance with the DfE guidance "Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies" (DfE- 00060-2011) and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- committing a (criminal) offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom or elsewhere

Where restraint is used, staff would take into account any disability or Special Educational Need of the student. Individual behaviour plans and other forms of proactive behaviour support are used to reduce the need for reasonable force. The restraint is recorded in writing and the student's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment.

23. Malicious allegations against staff

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with this policy. Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

24. Monitoring behaviour

The school will evaluate and monitor performance:

- Annually by the Assistant Headteacher responsible for the pastoral care, in liaison and dialogue with the Headteacher and Leadership team and through the governors' committee
- Through annual and ongoing dialogue with students throughout the year via individual meetings with students and through student voice
- Through annual monitoring by the Assistant Headteacher of the rewards systems to ensure consistency and effectiveness

By evaluating the success of the policy the school will consider to what extent:

- Students demonstrate positive respect for others
- Students demonstrate high levels of a positive attitude and effort in their studies
- Students demonstrate good attendance

25. Consultation Monitoring and Evaluation

The policy will be monitored through the student welfare committee of the Governing Body.

This policy should be read in conjunction with the following documentation:

Acceptable use of ICT policy
Attendance policy
Communication policy
Complaints procedure
Drug, alcohol and substance misuse policy
Equality policy
Mobile technology policy
Prevention of bullying policy
Privacy notice for students
Safeguarding policy
SEND policy
Supporting students with medical needs policy

With DFE Guidelines on:

Article 8 of the European Convention on Human Rights
Behaviour and Discipline in schools - 2016
Education Act - 2011
Education and Inspections Act 2006 – section 89
Searching, screening and confiscation: advice for 'schools - 2018
The use of reasonable force – 2013

And alongside:

British Values at Ringwood School
Curriculum policy
Relationships and sex education policy
SMSC policy
Teaching, learning, assessment and home learning policy

Appendix one: Behaviour at Ringwood School

Expectations in the classroom

- Meet, greet and seat students
- Students enter in silence
- Starter task ready for students to begin on arrival
- Student diaries will be on each desk
- Use and refer to STARS expectations

The detention system cannot be the only tool to manage behaviour across the school. Sanctions must be balanced by rewarding those students consistently displaying excellent behaviour for learning.

Warnings are given in class when a student's behaviour disrupts the learning of the class or when a student is not engaged in their learning.

This warning is a student's opportunity to settle and to make better choices for their learning and their peers in the classroom.

A further warning means that behaviour is continuing to disrupt the learning of all students in the classroom or that a student remains disengaged from their work. An after school detention will be set.

	Student Behaviour	Consequence for Student	Action required from member of staff
1	First incident of disruption/lack of engagement with class work (failure to meet STARS expectations)	Student diary on the teacher's desk	This warning does not need to be recorded on SIMS
2	Second failure to meet STARS expectations, following removal of diary	After school detention the next day 3.00-4.00pm (60 mins)	Write detention in student diary on day of detention Add onto SIMS as a behaviour and add "after school detention" in the status box; add the detention to the system (see appendix) Contact home (phone or email) to inform parents/ carers
3	Persistent failure to meet STARS expectations, even after detention has been set (in the same lesson)	Sent to department buddy room Student must return to their class teacher at the end of the lesson	Write detention in student diary on day of detention Add behaviour onto SIMS and add "leadership detention" into the status box

		Leadership detention – Friday after school	Add the leadership detention to the system (see appendix) Contact home by department
4	Refusal to go to the buddy room	Sent to on-call On-call will escort to buddy room Isolation and extended day until 4.30pm	Notify reception student has been sent to on-call Add behaviour leading to refusal onto SIMS and “on-call and extended day” into the status box Contact home by department Pastoral support will organise isolation and extended day with Head of Year

Sixth Form behaviour management in the classroom

	BEHAVIOUR	SANCTION	FOLLOW UP
1	Disruption / lack of engagement with class work (STARS)	Warning given	Class teacher to discuss with student – either in class or at the teachers convenience (but before the next lesson). Record on SIMS as “STARS” with status “discussed with student”.
2	In the same lesson, a further infringement of STARS expectations following initial warning.	Student will be asked to leave the lesson	Record on SIMS as “STARS” with “Sixth Form clinic” in the status box. Set a Sixth Form clinic for the next Thursday (through the detention box) (see appendix). Record in student diary on the day of the clinic. Teacher contact home (phone or email) to inform parents / carers.
In subsequent lessons	Subsequent poor behaviour / lack of engagement in lessons	Student will be asked to leave lesson.	Record on SIMS as “STARS” with “Sixth Form clinic” in the status box. Set a Sixth Form clinic for the next Thursday (through the detention box) (see appendix). Record in student diary on the day of the clinic. Head of Year to contact home and will have meeting with student (clinic 2). Student placed on learning contract and will report daily to tutor.
	On going poor behaviour / lack of engagement in lessons that disrupts the learning of others	Student will be asked to leave lesson.	Record on SIMS as “STARS” with “Sixth Form clinic” in the status box.

			<p>Set a Sixth Form clinic for the next Thursday (through the detention box) (see appendix).</p> <p>Record in student diary on the day of the clinic.</p> <p>Director of Sixth Form to contact home and meet with student (clinic 3).</p> <p>Isolation and extended day (until 4.30pm).</p> <p>Second and final learning contract issued.</p>
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Appendix 2 – STARS Expectations



Ringwood School

At Ringwood School,
to learn and achieve all we can, we:

Start as we mean to go on:

On time, dressed correctly, with the right equipment.
When invited in, we enter silently and start learning quickly
once asked to sit down.

Are expected to:

Sit up, listen and engage.

Track the speaker at all times.

Ask and answer questions like a scholar.

Respond to instructions and requests from
the teacher without question or comment.

Show respect - one voice at a time without
disturbing the learning of others.

End well:

Sensibly, quickly and quietly packing away all equipment. Ensuring our uniform is
correct and that we have met all the requirements of the lesson. When asked to, we
stand silently behind our work places until asked to leave.



Appendix 3 – Home learning sanctions.

Full information on home learning is found within the ‘teaching, learning, assessment and home learning policy’.

Home learning sanctions reset every half term for Year 7-11.

	Student Behaviour	Consequence for Student	Action required from member of staff
HL1	First home learning failure for the subject in the half term	Bring completed work in for next day/lesson as agreed with class teacher	Record in diary Record on SIMS as HL1 No detention set
		Failure to bring in work on the agreed day results in a ASDT and is recorded as a HL1X	Record on SIMS as HL1X Add ASDT to SIMS Record ASDT in student diary <i>Automated email goes home to inform the parent/carer</i>
HL2	Second home learning failure for the subject in the half term	After School detention (next day 3.00-4.00pm)	Record on SIMS as HL2 Add ASDT to SIMS Record ASDT in student diary <i>Automated email goes home to inform the parent/carer</i>
HL3	Third or subsequent home learning failure for the subject in the half term.	Leadership detention (Friday 3.00-4.40pm)	Record on SIMS as HL3 Add LTDT to SIMS Record LT DT in student diary <i>Automated email goes home to inform the parent/carer</i>

For Y12 and 13 – these do not reset each half term as in main school.

	Student Behaviour	Consequence for Student	Action required from member of staff
HL1	First home learning failure for the subject	Bring work in for next day/lesson as agreed with class teacher	Record in diary Record on SIMS as HL1
		Failure to bring in work transfers to Sixth Form clinic and is recorded as HL1X on SIMS	Record on SIMS as HL1X Add Sixth Form clinic to SIMS Record Sixth Form clinic in student diary <i>Automated email goes home to inform the parent/carer</i>
HL2	Second home learning failure for the subject	Sixth Form clinic (Thursday 3.00 - 4.00pm)	Record on SIMS as HL2 Add Sixth Form clinic to SIMS Record Sixth Form clinic in student diary <i>Automated email goes home to inform the parent/carer</i>
HL3	Third or subsequent home learning failure for the subject	Sixth Form clinic (Thursday 3.00 - 4.00pm)	Record on SIMS as HL3 Add Sixth Form clinic to SIMS Record Sixth Form clinic in student diary Automated email goes home to inform the parent Meeting with Progress leader and Learning Contract issued

Appendix 4 - Ringwood School Exclusion Policy

- 1. RATIONALE:** This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a student may be excluded on a fixed term or permanent basis from Ringwood School. The policy applies to all students at the school. The school views the exclusion of any student to be a serious matter. The school will act with fairness, being proportionate and with a view to the best interests of the student concerned, other students, members of staff and the school.

The school has clear systems in place (ref: Behaviour for Learning Policy) to respond to poor behaviour. Exclusion is the most serious sanction the school can apply.

1.1 Support and Advice

The following sources of advice about exclusion from school are available for further information:

- Inclusion Officer, Hampshire County Council on 01962 869611
- <https://www.hants.gov.uk/educationandlearning/educationinclusionsservice/exclusion>
- The Coram Children's Legal Centre aims to provide free legal advice and information to parents on state education matters. Phone: 0808 802 0008. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24st December to 1st January. <http://www.childrenslegalcentre.com>
- Department for Education statutory guidance on exclusions 'Exclusions from maintained schools, Academies and pupil referral units in England' 2012.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>

1.2 This policy takes account of the School's public sector Equality Duty set out in section 149 of the Equality Act 2010.

1.3 Interpretation: The definitions in this clause apply in this policy.

Headteacher: references to the Headteacher include Deputies and Assistant Headteacher for student behaviour, personal development and welfare and Assistant Headteacher, SENCO and Inclusion.

Parent: includes one or both of the parents/ carers or a legal guardian.

Exclusion: means a dismissal from the School for a fixed term or permanently following serious misconduct. A fixed term exclusion can be from 1 day to up to 45 days in a School year.

2. POLICY STATEMENT

2.1 Aims: The aims of this policy are:

- To support the School's Behaviour for Learning policy
- To ensure procedural fairness and natural justice
- To promote co-operation between the School and parents

2.2 Misconduct: The main categories of misconduct (this is not an exhaustive list) which may result in exclusion are:

- Supply / possession / use of / association with certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco
- Theft, blackmail, physical violence, intimidation, abuse (verbal or written), racism, prejudicial language or bullying
- Misconduct of a sexual nature; supply or possession of pornography, revenge porn
- Possession or use of unauthorised firearms or other weapons e.g. knives, lighters
- Vandalism
- Computer hacking
- Inappropriate use of ICT
- Other serious misconduct which affects the welfare of a member or members of the school community (single or repeated episodes) on or off School premises
- Persistent defiance and/or persistent disruption to learning, including receiving four Leadership detentions in a half term.
- Bringing the name of the school into disrepute in the local / wider community

An exclusion can be for a single or repeated episodes.

2.3 Behaviour related to a disability: the school will make reasonable adjustments for managing behaviour which is related to a student's disability. Where exclusion needs to be considered, the school will ensure that a student with a disability is able to present his or her case fully where the disability might hinder this.

3. PRACTICE

3.1 Investigation procedure

• **Incidents / Complaint(s):** Investigation of an incident, complaint or rumour about serious misconduct will normally be co-ordinated by either the head of year, senior member of staff or a member of the Leadership Team (Assistant Headteacher or Deputy Headteacher). The outcome will be reported to the Headteacher for a final decision. Parents will be informed of a fixed term exclusion and if a complaint is still under investigation of a nature that could result in the student being excluded as soon as reasonably practicable.

• **Interview:** A student may be interviewed formally by a member of staff to establish whether there are grounds for a potential exclusion and further investigation of the incident/rumour or complaint. Notes of the student's statement will be recorded in writing by the interviewing member of staff, which the student will be asked to then read and sign. Alternatively the student maybe asked to write their own personal statement.

• **Fixed term exclusion:** A student may be subject to a fixed term exclusion and would be required to stay at home for the duration of up to and including five school days. A student may also be required to stay at home whilst a complaint is being investigated or while an investigation is adjourned, see 'adjournment of an investigation' below. Should a fixed term exclusion continue for a period of more than five school days, the school is required to make and put in place arrangements to ensure the continuing education of the student. This may include education at another educational establishment for the duration of the remaining

exclusion length. The relevant **Head of Year** or member of the Leadership Team will coordinate these arrangements with the student's parents/carers or guardians. Parents/carers or guardians should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Work will be provided within one day for exclusions of over three days. Work will be set either through hard copy or set on Microsoft Teams under 'assignments', by email to the student, or teachers may choose to live stream their lesson. Alternatively, the student may be placed in the inclusion room on school premises whilst further investigation of the complaint, allegation or incident takes place.

For serious incidents with the potential outcome being a permanent exclusion, the student's parents will be contacted with the opportunity for the parents to attend the formal interview and accompany their child. Prior to any formal meeting the student will be placed in the inclusion room.

- **Ethos:** An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- **Alternatives to exclusion:** Where an alternative to exclusion is more appropriate, these can take the form of:
 - Restorative conversations
 - Mediation
 - Internal exclusion
 - Managed move
 - Referral to alternate provision

• **Extending an exclusion:**

It may be necessary to extend an initial exclusion period for a number of reasons for example where:

- External agencies such as the police or social services are involved and have advised that this is necessary in order to make further enquiries
- The full events surrounding the situation need further investigation or further information has come to light
- A multi-agency planning meeting needs to be arranged.

3.2 Involvement of the Headteacher

3.2.1 Preparation: Investigation documents will be given to the Headteacher to include:

- A statement setting out the points of complaint against the student
- Written statements and notes of the evidence supporting the complaint, and any relevant correspondence
- The student's file and conduct record (Behaviour Log)
- The relevant School policies and procedures.

3.2.2 Proceedings: The Headteacher will consider the incident/complaint and the evidence, including statements made by and / or on behalf of the student. Unless the Headteacher

considers that further investigation is needed, she will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be the civil standard, i.e. 'the balance of probabilities'.

If the complaint has been proved (on balance of probability) the Headteacher will decide on the appropriate sanction. The student's disciplinary record will be taken into account. If a decision to exclude is taken, the student's parent/carer will be notified immediately and asked to collect their child. If it is not possible at the time, permission can be given by the parent for the child to go home or, the student will be isolated with a senior member of staff until they can be collected / sent home.

3.2.3 Notification: The parents will be notified of the exclusion immediately by telephone by either the Head of Year or member of the Leadership Team, where possible, and followed up with a letter including the reasons for the exclusion, the date it will take effect and the period of the exclusion. The formal letter is normally sent by first class post on the day of exclusion, with copies to the Chair of Governors, Assistant Headteacher Guidance and Achievement, the County Inclusion Officer and any other relevant outside agency.

All information regarding the incident will be entered onto the SIMS system which holds students electronic records.

The Headteacher will inform the Governing Body and the relevant local authorities of fixed term and permanent exclusions, within one school day of the decision. The Governing Body will automatically meet to review a decision to exclude a student which results in him/her missing a public exam.

There is no right of appeal for a fixed term exclusion, however, where the exclusion results in the student missing between five and a half and fifteen school days in the term, or missing a public examination, the parents may request a meeting with the Governing Body. The letter informing the parents of the exclusion will explain who the parents should contact to arrange this meeting. Parents are not entitled to request a review meeting by the governors where the exclusion is for five days or less. If parents wish to make representation about such a decision, they should write to the Chair of Governors. The Governing Body are not required to meet with parents and cannot direct reinstatement. The Governing Body will automatically meet to review exclusions which result in the student missing more than fifteen school days in the term and permanent exclusions.

The Assistant Headteacher for Student Behaviour, Personal Development and Welfare will review all the exclusions that have taken place each year with due regard to categories of student who have been excluded to ensure that no one category of young person appears to be excluded more than another. If a trend is detected, an action plan will be put in place to address it.

3.2.4 Re-admission Meeting after a fixed term exclusion

The school will arrange a re-admission meeting with the parents and students for all fixed term exclusions. At least one of the child's parents is expected to attend the meeting. The purpose of the readmission meeting is to enable positive behaviour management to be

reinforced with a discussion about any strategies needed to try to ensure the readmission is successful.

Work will be set by the student's teachers during the exclusion period. This work will either be emailed directly to the student, given as hard copy or set on Microsoft Teams. Students are responsible for returning the completed work on Teams, or at the re-admission meeting. The teachers' names should be clearly written on all hard copy work.

On rare occasions a student is not re-admitted to school following the exclusion, the student returns home with the parent, while the exclusion is extended. The reasons for the extension are clearly stated in a second exclusion letter. If this failure to re-admit a student takes the exclusion over 5 days, the right to alternate provision will be established.

3.3. Automatic Review by the Governing Body

The panel of Governors automatically meets to review a decision to exclude where:

- A student is excluded permanently from the school
- A student is excluded for more than fifteen days in a term
- A student would miss a public examination as a result of an exclusion.

A meeting of a committee of at least three governors will be held before the fifteenth school day after the date the Governing Body was informed of the exclusion. Where parents have requested such a meeting, it will be held by the fiftieth school day after they were informed of the exclusion. Parents will be invited to the meeting, told in advance of the date and location and will be given the opportunity to make representations at the meeting.

Where legally required to consider an exclusion, the role of the Governing Body is to:

- Uphold the fixed term exclusion or
- Direct the student's reinstatement either immediately or on a particular date.

The civil standard of proof applies e.g. it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'.

Where the exclusion is upheld by the Governors, the parents will be informed by a letter posted within three working days, explaining the reasons for the decision and details of the review procedure.

4. INDEPENDENT REVIEW PANEL – FOR PERMANENT EXCLUSIONS

The role of the panel is to review the Governing Body's decision not to reinstate a permanently excluded student. In reviewing the decision the panel must consider the interests and circumstances of the excluded student, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school.

The panel must apply the civil standard of proof, (i.e. 'on the balance of probabilities' it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

4.1 Independent review panel (IRP): The school will conduct this procedure in accordance with the law and relevant guidance. An Independent Review Panel should be provided to parents upon request if the Governors have upheld a decision to permanently exclude a student. Parents also have the right to request that an SEN expert attends the IRP and should make this request at the time of requesting a review. Parents may also at their own expense, appoint someone to make written and / or oral representations to the panel and may also bring a friend to the review meeting.

4.2 Request for a review: A request for a review must be made in writing setting out the grounds on which it is made. The letter from the Governors will indicate the latest date by which a review may be lodged. This is within fifteen school days of notice being given to the parents by the Governing Body of their decision to uphold a permanent exclusion.

4.3 Timing: A review panel will meet to consider the review no later than the fifteenth school day after the day on which the review was lodged. Parents will be informed of the date and location of the hearing. The hearing may be adjourned if the panel consider that it would not be appropriate to proceed, for example where additional information is required.

4.4 Composition of the panel: The review panel will consist of three or five members and will be appointed in accordance with government guidance. A clerk to the panel will also be appointed who can provide independent advice to all of the parties and will circulate all written evidence to the parties at least five school days before the hearing. Parents should contact the clerk if they have any questions about this procedure. If requested by parents in their application for an independent review panel, the school must appoint a SEN expert to attend the panel meeting. This SEN expert will not have or at any time have had any connection with the school, parents or student.

4.5 Role of the panel: The review panel will hear all of the facts of the case, including any fresh evidence. A review panel may:

- uphold the decision to permanently exclude or
- recommend that the Governing Body reconsider their decision or
- quash the decision and direct that the Governing Body reconsiders the exclusion.

4.6 Conduct of hearing: The hearing will be conducted in a suitable venue and informal manner. Parents may be accompanied by a friend or representative. All parties will have the opportunity to put forward their case. The clerk to a review panel should ensure that minutes of the proceedings are taken, including details of the attendance, the voting and the decision. The minutes are not public documents but should be retained by the Academy Trust for a period of at least five years, as they may need to be seen by a court or (in the case of maintained school) by the Local Government Ombudsman.

4.7 Procedure: The panel will decide on the balance of probabilities whether the student did what he or she is alleged to have done and the basis for the Headteacher's decision and the procedures followed having regard to :

- Whether the Headteacher and Governing Body complied with the law and relevant guidance in deciding to exclude the student
- The School's Behaviour for Learning Policy, Equal Opportunities Policy and, if appropriate, the Special Educational Needs Policy and the fairness of the exclusion in relation to the treatment of any other students involved in the same incident.

The panel will make their decision and apply the civil standard of proof. They will also consider the Governor's decision in light of the principles that apply to judicial review.

4.8 Decision: The panel's decision is binding on the student and parents, the Governing Body the Headteacher and the Academy Trust. All parties will be informed of the decision and the reasons for it by the end of the second working day after the hearing. If the exclusion is upheld, the clerk will immediately inform the relevant local authorities.

The panel may only quash the decision where it considers that it was flawed when considered in the light of the principles applicable on an application for judicial review.

4.9 Complaint: If parents have a complaint about maladministration by the appeal panel, they should contact the Education Funding Agency (EFA) given the School's academy status.

4.10 Parental Rights: Parents have the right to make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disabilities) if they believe the exclusion to have been made as a result of the disability discrimination.

4.11 Referral back the Governing Body: If the IRP requests that the Governing body reconsiders their decision the Governing Body must reconvene to do so within ten school days of being given notice of the panel's decision. Notice is deemed to have been given on the same day if it is delivered directly or on the second working day after posting if it is sent by first class mail.

In the case of either a recommended or directed reconsideration, the Governing Body must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:

- The parents;
- The Headteacher;
- The Local Authority.

5. MONITORING

This policy will be monitored on an ongoing basis throughout the year as appropriate via Leadership Team and when exclusions are made to ensure that correct practice is followed. This policy will be evaluated and reviewed by the Leadership Team annually.

Related Policies:

- Behaviour
- Equal Opportunities
- SEND

This policy has been written to take into account and effect the Exclusions legal requirements September 2012 and updates in 2017.

The exclusion policy is written in relation to the following guidance:

- Exclusion from maintained schools, academies and pupil referral units in England – September 2017
- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.