




# Ulverston Victoria High School

## Student Behaviour (Discipline) Policy

Author/Owner:	Approved	Chair of Governors Signature:
M Hardwick	Yes	
Last updated: July 2024		

# Contents

1. Foreword .....	4
2. Policy Aims.....	4
3. School Conduct.....	4
4. Code of Conduct (Years 7 to 11) .....	5
5. UVHS Student Code of Conduct.....	5
6. Attendance and Punctuality .....	6
7. Uniform and Equipment .....	6
8. In Lessons .....	6
9. Around the School .....	6
10. During Break and Lunchtime.....	7
11. Sixth Form .....	7
12. Rewarding Good Conduct .....	7
13. Merit Points .....	7
14. The Engagement Centre.....	7
15. Support for Positive Behaviour .....	8
16. Senior Staff “On Call”: Yellow Card .....	8
17. Managing Behaviour .....	9
18. Involving Parents.....	9
19. Sanctions.....	9
20. Behaviour Management.....	10
21. Classroom Management .....	10
22. Outside the Classroom.....	11
23. Sanctions.....	11
24. Behaviour points .....	12
25. Behaviour Management Strategies.....	13
26. Searches.....	14
27. Mobile Phones .....	14
28. The Use of Reasonable Force .....	17
29. Relationships - Philosophy behind the Policy.....	19

30.	Relationships and Behaviour.....	19
31.	School Trips and Visits.....	19
32.	Serious Breaches of School Discipline .....	20
33.	Investigation Procedure .....	20
34.	Managed Transfers .....	21
35.	Maintenance of Data .....	24
	Appendix A:.....	25
	Appendix B: Sixth Form Learning Agreement.....	26
	Appendix C.....	29
	Appendix D .....	31

# STUDENT BEHAVIOUR POLICY

## 1. Foreword

The Governors of Ulverston Victoria High School recognised that a Behaviour Policy has to be dynamic and respond to any changing behaviour patterns, or extra-ordinary individual behaviour that arises during the school year. This policy is, therefore, not exhaustive and it does not prescribe any other legal actions taken by the Leadership and Management of UVHS to ensure the learning, progress and safety of its students. Actions can then be considered for policy ratification at the appropriate date. Policy dictates must not prevent effective action.

## 2. Policy Aims

The aims of this policy are

- to support effective teaching and learning
- to enable all students of whatever ability, age, gender or background to enjoy their time in the school, participate in extra-curricular activities and achieve their full potential
- to promote good behaviour, self-discipline and respect in line with the school's code of conduct
- to enhance and protect the school's reputation

## 3. School Conduct

The school aims to develop in its students the ability to exercise self-discipline and procedures are designed to achieve this.

The school believes that typically there are underlying needs that need to be explored in order to identify the reasons for unacceptable behaviour and thus develop a strategic response to the individual.

We believe rewards are always preferable to sanctions and are powerful motivators. We encourage good behaviour and self-regulation through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students and staff.

UVHS has rewards in place to reinforce and praise good behaviour and positive conduct and clear sanctions for those who do not comply with the School's Behaviour Policy.

Expectations of behaviour at Ulverston Victoria High School are set out in the following documents:

- Victoria Values which forms our Home-school agreement for Years 7 to 11 (see Appendix I) - student and parent/guardian to sign and return to school
- School learning agreement for the sixth form (see Appendix II)
- See the school uniform and equipment policy for Years 7 to 11 incorporating the sixth form dress code
- See the ICT acceptable use policy

- See the anti-bullying policy
- See the drugs and substances policy
- See the attendance and punctuality policy

The school rules are kept to a minimum and students are expected to behave with respect, care, consideration and courtesy and to protect each other's property. They apply to all age groups and at all times when the student is at school, representing the school or wearing school uniform outside the school grounds, travelling to and from school or is in some other way identifiable as a student at the school.

#### **4. Code of Conduct (Years 7 to 11)**

It is expected that students of UVHS will show care, courtesy, respect and consideration for others at all times, both in and out of school. Students will be kind to one another, show consideration for others' feelings and belongings and speak and behave with courtesy and respect one another's differences.

#### **5. UVHS Student Code of Conduct**

We expect students to:

- Show exceptional *Behaviour for Learning* in the classroom.
- Behave in an appropriate manner elsewhere on the school site and on the journey to and from school.
- Work hard. Try hard.
- Complete all homework on time and to the best of their ability.
- Maintain an excellent attendance record.
- Arrive at registration and lessons on time.
- Come to lessons properly equipped for learning.
- Treat fellow students as they would wish to be treated.
- Be well behaved, courteous, thoughtful and respectful of others, regardless of their ethnicity, disability, sexuality, religion/belief or gender both here and elsewhere, including social media and other electronic communication.
- Work to enhance life in school and the wider community.
- Wear the school uniform in the correct manner and be tidy in appearance.
- Report any instance of bullying immediately to a teacher, peer mentor, or to a parent.
- Follow the school ICT policy and Mobile phone and devices policy.
- Keep themselves safe and not behave in a way which may threaten the safety of others.
- Follow instructions given to them by all members of staff.
- Respect the school buildings and equipment.
- Value and support the learning of others.
- Behave in a way that is inline with the expectations of behaviour in a civilised society, in school and in the local community.

Failure to meet these standards may result in a sanction.

## **6. Attendance and Punctuality**

It is essential to attend school daily. If students are absent parents are asked to telephone the school on each day of absence to let us know why.

Permission for authorised absence must be sought by parents/guardians from the Headteacher in advance for any planned absence.

Students must arrive at school in good time and should be punctual to registration. Students entering the form room after 8.50am are late and the register will be marked accordingly. Students entering the school after the end of registration must sign in at reception.

## **7. Uniform and Equipment**

Students are expected to look smart and wear the correct school uniform in line with the school's policy. A wristwatch may be worn.

Mobile phones and other devices (see section 30) must be switched off and out of sight during lessons and when moving around the school. They should not be used in the dining room or corridors, or anywhere on the school site unless you have permission from a member of staff.

Chewing gum is not allowed in school.

## **8. In Lessons**

Students should arrive promptly to lessons with all the required equipment, including their planner. They should enter the room quietly and immediately prepare for the lesson.

They should listen carefully to their teacher and to other students. They should participate fully in the lesson activities and work hard on the tasks set. They must follow their teacher's instructions and not disrupt the work of others. They must not leave the classroom until the teacher tells them to do so.

## **9. Around the School**

Students should walk quietly and calmly around the school, following the one ways systems when appropriate. They should show courtesy to others moving around the school, including holding doors open for others and waiting their turn. They should form an orderly queue on the corridor whilst waiting to enter science or technology rooms.

Students should take care of the furniture and fittings of the school. In particular, they should respect the work of other students which is on display in many areas of the school. They must follow all health and safety guidelines.

## **10. During Break and Lunchtime**

High caffeine energy drinks are not allowed in school. All food must be eaten in the dining room or cloister. Plates and litter should be cleared away after eating. No drink other than water should be consumed around the school. Water bottles may be filled at break and lunchtime only. The Sixth Form may consume hot drinks in the common room only.

Drugs, alcohol tobacco and vapes are forbidden in the school buildings and in the grounds of the school. Smoking or vaping are also not allowed outside the school grounds whilst wearing school uniform.

## **11. Sixth Form**

We do not have detailed rules for behaviour in the Sixth Form as we believe that it is part of the education of young adults to learn to behave in a responsible, courteous and considerate way, and in a manner which is appropriate to their age and membership of UVHS Sixth Form. Sixth form students are role models for younger students, represent the school and carry the school's good name with them. The Sixth Form school learning agreement can be found in Appendix III.

## **12. Rewarding Good Conduct**

High levels of motivation should be developed in various ways. In particular, the achievements and contributions of students, both as individuals and groups, should be recognised and commended. This can be done using:-

- individual praise – e.g. in private, in class, in assembly.
- the awarding of merit points (Years 7 to 11).
- subject achievers of the week.
- mention in the bulletin or newsletter.
- awarding of school prizes.
- presentation of achievement certificates.
- presentation of certificates in Achievement Assemblies.
- Headteacher WOWs.

## **13. Merit Points**

House points recognise effort, attainment and ability. Various certificates are awarded during the year if students achieve certain numbers of merit points and commendations.

## **14. The Engagement Centre**

Led and managed by the Director of Intervention.

At UVHS we care for and nurture the whole child and as befits that ethos we have a holistic approach to Pastoral Care. The Engagement Centre at UVHS is part of our integrated student support system. It forms the basis of the restorative behaviour management protocols which support and are used to provide an alternative to traditional sanctions.

The Engagement Centre also runs a 'core group' of students. They register in the Engagement Centre and will drop in at breaks and lunchtimes. The Centre is also available to any student in emotional need e.g. bereavement or family crisis.

The work in the Engagement Centre supports whole school attendance, behaviour and the safeguarding of vulnerable students.

Their work also includes academic tutoring and mentoring to support students with barriers to learning and to help them re-engage with their academic study.

Which aims:

- To support standards of learning and behaviour at Ulverston Victoria High School.
- To promote positive alternatives to some exclusions.
- To contribute to the moral dimensions of Ulverston Victoria High School.
- To support parents of students who experience emotional/and or behaviour difficulties.
- To promote and deliver direct and focused learning opportunities for Secondary SEAL, that underpins effective learning, positive behaviour, regular attendance and the emotional health and well-being of students.
- To provide a therapeutic environment to assist and direct students in changing their behaviour and attitude in school.
- To support, refocus and re-engage students who have barriers to learning

## **15. Support for Positive Behaviour**

The Special Educational Needs department (Townlands) works closely with the Engagement Centre to support positive behaviour and change behaviours where necessary. This is coordinated by Special Educational Needs Coordinator. This support may be through bespoke Support Plans and /or packages provided by external teams working with UVHS staff.

The Director of Intervention supports the learning of disaffected students and alternative provision for some students, organising work placements and alternative curriculum packages.

The Pastoral Team supports positive behaviour not merely through the sanctions system but by liaising closely with parents, internal and external teams and by implementing Early Help Assessments (EHAs) and Team around the Child (TAC) and Multi-agency meetings (MAMs). Academic progress is supported by Short Term Intervention Groups (STIG) which often identifies organisational issues and or behaviour as barriers to learning.

## **16. Senior Staff "On Call": Yellow Card**

1. The "on-call" rota for each lesson ensures a senior member of staff is always available to deal with emergencies or unforeseen problems. Although there are nominated "on-call" lessons on their timetables these are colleagues' non-contact periods.



2. If there is a serious incident of misbehaviour such that the teacher is unable to continue the lesson, then the on-call teacher should be sent for to speak to or remove the student, depending on the nature of the incident. All action taken will be recorded on SIMs and processed accordingly.
3. A member of the SLT will determine an appropriate sanction to deal with the incident of poor behaviour. This will be communicated to the teacher involved as soon as is practicable and or appropriate. The names of all students yellow carded are recorded and parents are informed. Pastoral Leaders will be informed by email of Yellow Cards issued to students in their Year Group.

## **17. Managing Behaviour**

Ulverston Victoria High School has a range of disciplinary measures. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility or place at the school prom.
- Break time detention.
- Detention including during lunchtime and after school.
- School based community service or a Restorative Justice approach – such as tidying a classroom; helping clear up the dining hall after mealtimes; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Isolation.
- In more extreme cases schools may use temporary suspension or permanent exclusion. **See Exclusion and Suspension** below.

## **18. Involving Parents**

Parents will always be kept informed of their child’s behaviour. The school believes that in working together it can achieve the best for its students; this includes behaviour. A telephone conversation, email or interview with parents can be very positive and constructive and can promote a change in the student’s attitude.

## **19. Sanctions**

It is the school’s policy to keep the use of sanctions to a minimum. Wherever possible students should be encouraged to behave well towards others both inside and outside the classroom and all systems should promote this. They should be shown that their achievements are recognised and rewarded. Where such positive encouragements do not seem to work, it is usually sufficient to express disappointment when dealing with poor behaviour or lack of effort. Where further sanctions become necessary, the school aims to apply them fairly and objectively and with due regard both to the circumstances of the individual and the need to maintain an orderly and safe environment for the good of all. Individual staff may use the sanctions of reprimands, behaviour points or detentions. The procedure for serious breaches of school discipline is set out below.

In line with the Education and Inspections Act 2006, a student may be disciplined “Beyond the School Gate” in line with this policy for any misbehaviour when the student

- is taking part in any school activity or
- is travelling to and from school or
- is wearing the school uniform or
- is in some other way identifiable as a student at the school.

In addition, a student may be disciplined for misbehaviour at any time, whether or not these conditions apply, if the behaviour

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In the most serious of these circumstances the head teacher should also consider whether it is appropriate to notify the police of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

**For drugs related offences see “Drugs and Drug Related Incident Policy”.**

## **20. Behaviour Management**

It is the responsibility of the staff as a whole to manage the behaviour of students in the school. It is only through fairness, consistency and communication that we will create the behaviour for learning required of an outstanding school.

Sanctions do not work in isolation but must be balanced with praise and reward. They must be applied whenever students choose to disregard the **UVHS Code of Conduct** (see below). The consequences of not following the Code of Conduct must be made clear – this is part of encouraging students to make positive choices and presenting the desired and appropriate way of behaving.

## **21. Classroom Management**

It is the responsibility of the classroom teacher to have and maintain high standards of behaviour and behaviour for learning in the classroom. Teachers should make use of appropriate consequences which are applied consistently and fairly. This should include punctuality.

Consequences should:

1. focus on the deed, not the person

2. be communicated in a firm but fair manner
3. be stated in a way that gives students a choice over behaving in the correct way or accepting the consequences.

Classroom management methodologies and consequences should be used by the classroom teacher and could include: seating plan, moving of seat, a reminder of rules, a discussion with the student outside the classroom etc.

However, there will at times need to be a hierarchy of actions available:

- **Admonishment:** Verbal warning by class teacher.
- **Lunchtime/breaktime detention:** Managed by the classroom teacher and recorded on SIMS.
- **Faculty Leaders' Detention:** Managed by the Head of Faculty and reported through Behaviour Monitoring Form in SIMS.
- **Yellow Card:** Issued when the lesson cannot continue due to the behaviour of a member of the class. Details entered on Behaviour Monitoring Form in SIMS.
- **Behaviour Reported to Pastoral Team:** Reported through Behaviour Monitoring Form in SIMS.

## 22. Outside the Classroom

- Behaviour management around the corridors and school must concern all staff on the site.
- It is the interventionism and professionalism of staff which will create and maintain a similar set of hierarchical sanctions. Staff are advised to ensure misbehaviour is dealt with using the most appropriate sanction.
- In the first instance of poor behaviour a verbal warning ought to be issued.
- Sanctions for misbehaviour around the site could involve the following:

## 23. Sanctions

### Classroom Teacher

- **Admonishment:** Verbal Warning by member of staff.
- **Break time detention:** Organised by the classroom teacher and reported through Behaviour Monitoring Form in SIMS.
- **Lunchtime detention:** Organised by the classroom teacher and reported through Behaviour Monitoring Form in SIMS.
- **Faculty detention:** Managed by the Head of Faculty and reported through Behaviour Monitoring Form in SIMS.

### Senior Leader or Pastoral Leader response

- **Removal of student from the classroom or scene of incident** and reported through Behaviour Monitoring Form in SIMS.
- **Report verbally to senior member of staff** and reported through Behaviour Monitoring Form in SIMS.

- **Admonishment by Pastoral Leader or SLT** and reported through Behaviour Monitoring Form in SIMS.
- **Lunchtime Isolation:** Issued by SLT and reported through Behaviour Monitoring Form in SIMS and then organised by the Pastoral Leader.
- **Pastoral Leaders' Detention:** Issued by Pastoral Leader or SLT and reported through Behaviour Monitoring Form in SIMS and then organised centrally. Staffed by Pastoral Leaders on a rota.
- **Lower School Detention (Wednesday Night Detention):** Reported through Behaviour Monitoring Form in SIMS and then organised centrally. Started by a KS3 pastoral leader and staffed by a rota of teachers who are not NQTs. Supported by a member of SLT.
- **Upper School Detention (Wednesday Night Detention):** Reported through Behaviour Monitoring Form in SIMS and then organised centrally. Started by a KS4 pastoral leader and staffed by a rota of teachers who are not NQTs. Supported by a member of SLT.
- **Report Card:** Issued by Pastoral Leader or SLT and reported through Behaviour Monitoring Form in SIMS and organised by issuer.
- **Subject Report:** Issued by Subject Leader and reported through Behaviour Monitoring Form in SIMS and organised by issuer.
- **Isolation:** Issued by SLT and reported through Behaviour Monitoring Form in SIMS and then organised centrally. This is used as one alternative to the use of fixed term suspensions for one of instances of poor behaviour.
- **Restorative Behaviour:** When students are demonstrating a pattern of poor behaviour they will be referred to the Engagement Centre who will deploy a number of strategies:
  - Production of a bespoke Support Plan.
  - Withdrawal for some lessons for supported study.
  - Withdrawal for some lessons for behaviour modification programmes.
  - Support during free time.
  - Management of alternative provision and modified timetables.
  - Support moving around the site.
  - Support in lessons.
  - One-to-one/Small group academic tutoring/support

**See below for Serious Breaches of the School's Disciplinary policy**

## **24. Behaviour points**

Behaviour point are not a sanction but a method of recording and monitoring breaches of the **Code of Conduct**. Normally sanctions are issued. Examples include:

- school uniform infringements
- inappropriate use of a mobile phone or other electronic devices (depending on the seriousness of the incident)
- chewing gum
- infringements of the code of conduct
- poor behaviour in class
- poor behaviour on corridors or communal areas between lessons, breaktime or lunchtime

- lateness to lessons or registration
- poor homework
- failure to submit homework
- bullying – face to face or cyber (depending on the seriousness of the incident)
- violence
- defiance or rudeness
- disruption of learning
- refusal to obey instructions of a member of staff
- breaking of health and safety guidelines
- punctuality
- verbal abuse
- swearing

## 25. Behaviour Management Strategies

**Pastoral lunchtime detentions** many be given by pastoral leaders for persistent poor behaviour both inside/outside the classroom, persistent lateness to registration, or uniform infringements.

**Faculty lunchtime detentions** may be given by subject leaders for persistent poor behaviour in class, lateness to lessons, poor homework or failure to submit homework on time.

**Lower/Upper School detentions** may be given for repeated breaches of the **UVHS Code of Conduct** (see below), bullying, smoking or vaping, misuse of mobile phones/ICT/electronic devices or other more serious incidents. They may also be given for repeated behaviours described in the lunchtime detentions.

At least twenty four hours' notice is usually given to parents for an after-school detention as a matter of good practice but this is not a legal requirement. Parental consent is not required for detentions.

### Missed Detention

A list of students who missed a detention should be reported to Pastoral Leaders and SLT to follow up.

### Report Cards

If a Subject Leader or Pastoral Leader receives regular or repeated complaints about a student from teaching staff, they will contact the student's parents to discuss the problem, inviting them to support the school in its attempts to change the student's behaviour.

Depending on the nature of the problem, the student may be placed on the appropriate report. Report cards are a supportive measure to give students the opportunity to improve their behaviour. Their work and behaviour will be monitored formally in each lesson over a fixed period of time.

### Removal from a Class or Group

In some situations, it may be appropriate to remove a student from a class or group, or for students to be isolated from their peers, for a fixed period of time. For example, students who

persistently disrupt lessons or form time may be removed temporarily from those lessons or form group.

## **26. Searches**

School staff can search a student for any item if the student agrees. In the course of carrying out an investigation into a disciplinary matter it may be necessary to search the belongings of a student.

Under the Education Act 1996, consent is not required to search for:

- knives or weapons
- alcohol or illegal drugs
- stolen items
- tobacco and cigarette papers
- cigarettes or vapes
- matches or lighters
- 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 there are reasonable grounds to suspect that a student is in possession of any of these prohibited items, a search may be carried out of a student's coat, pockets, bag or locker. Any such search must be authorised by the Headteacher or Deputy Headteacher and will be carried out in the presence of a witness. The members of staff conducting the search will be, if at all possible, of the same gender as the student concerned (or at least one member of staff will be of the same gender).

Any prohibited items found will be retained, disposed of, or passed on to the police in line with government guidance.

## **27. Mobile Phones**

**Acceptable Use of Mobile Phone and Electronic Devices Protocol (For the purposes of brevity the term mobile phone is used throughout to denote all portable electronic communication devices, including smart watches)**

### **Rationale**

The widespread ownership of mobile phones among young people requires that school administrators, teachers, pupils, and parents take steps to ensure that mobile phones are used responsibly at schools. This Acceptable Use Protocol is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

Ulverston Victoria High School has established the following Acceptable Use Policy for mobile phones that provides teachers, pupils and parents guidelines and instructions for the appropriate use of mobile phones during school hours.

Students and their parents or guardians must read and understand the **Acceptable Use Policy** before pupils are given permission to bring mobile phones to school.

The **Acceptable Use Policy** for mobile phones also applies to students, whilst on the school site at any time, during school excursions, and extracurricular activities.

### **Personal safety and security**

Ulverston Victoria High school accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. This also applies to children walking to school alone or travelling alone on public transport. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can contact their child if they need to speak to them urgently. However, smart watches and similar devices are not allowed under any circumstances.

### **Responsibility**

- It is the responsibility of pupils who bring mobile phones to school to abide by the rules outlined in this document.
- The decision to provide a mobile phone to their children should be made by parents or guardians.
- Parents should be aware if their child takes a mobile phone to school.
- Ulverston Victoria High School reserves the right to view the content of any child's mobile phone at any time in respect to issues regarding the safeguarding of children.

### **Mobile Phones in School**

Mobile phones should be switched off when pupils arrive on the school site. Parents are reminded that in cases of an emergency during the school day, the school office remains the appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

Pupils should protect their phone numbers by only giving them to trusted friends. This can help protect the pupil's number from falling into the wrong hands and guard against the receipt of insulting, threatening or unpleasant voice, text and picture messages.

Pupils are advised not to use their mobile phones as they walk to school, unless there is an emergency, as there have been traffic incidents involving pupils who are texting or talking on the phone and not paying full attention to their road use.

Pupils may use their phones to video and/or photograph if they have been given permission by a teacher who has received permission from the Headteacher/SLT to use them as part of a curricular activity. This will be a rare event.

### **Unacceptable Uses**

Unless express permission is granted by a senior member of staff, mobile phones should not be used to make calls, send SMS messages, surf the internet, take photos or use any other application during school time. Mobile phones are prohibited in examination rooms.

Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases it can constitute criminal behaviour.

It is forbidden for students to use their mobile phones to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website for public viewing. This also includes using mobile phones to photograph or film or record any student or member of staff without their consent. It is a criminal offence to use a mobile phone to menace, harass or offend another person and almost all calls, text messages and emails can be traced. The school will take action if the misuse takes place under its auspices and it will always encourage parents to contact the police if a complaint is made about such behaviour when the child is not under the care of the school.

Mobile phones are not to be used or taken into toilets or used in any situation that may cause embarrassment or discomfort to fellow pupils, staff or visitors to the school

Pupils with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking/sending photos or objectionable images, and phone calls. If this occurs during the school day, or during school activities the pupil will be subject to the school's Behaviour Policy.

Any student who uses vulgar, derogatory or obscene language while using a mobile phone will be subject to the School's Behaviour Policy.

### **Theft or Damage**

Mobile phones that are found in the school and whose owner cannot be located should be handed to Student Services.

- The school accepts no responsibility for replacing lost, stolen or damaged mobile phones.
- The school accepts no responsibility for students who lose or have their mobile phones stolen while travelling to and from school.

### **Sanctions**

Students who infringe the rules and use their phones during the day will have:

- The phone confiscated and a detention given. The phone can be reclaimed at the end of the day.
- If the phone is confiscated three times parents must come to school to collect the phone.



- Repeated infringements may result in the withdrawal of the agreement to allow the student to bring the mobile phone to school.

### **The Sixth Form**

Whilst this protocol applies to students in the Sixth Form, such students have the privilege of being able to use their mobiles in their Common Room and work area. It is important that the Sixth Form understand their responsibility as role models and do not use mobile phones (or earphones etc) outside of these areas.

### **Exceptional concerns arising from the confiscation of a mobile phone**

All students are expected to observe the rules on the acceptable usage of mobile phones. If a parent needs to contact their child then a call should be made to the school and the message will be passed on/other appropriate action taken.

### **Parents and Mobile Phones**

- Parents should never text or phone children at school.
- Parents should always use the school office for communication.
- Parents should never film or record staff or other students whilst they are engaged on school activities. (Parents should understand that they need the permission of other parents to film their children).

### **Confiscation of Inappropriate Items**

Members of staff may confiscate jewellery worn to school, mobile phones, earphones, smart watches or other hand-held devices, as set out in the school sanctions procedures. High caffeine energy drinks, sports drinks etc. and chewing gum are not allowed in school and will be confiscated and disposed of if found. Members of staff may also confiscate any item which they consider to be harmful or detrimental to school discipline.

## **28. The Use of Reasonable Force**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils

or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

#### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **Schools cannot:**

- Use force as a punishment – it is always unlawful to use force as a punishment.
- UVHS acknowledges our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) with regard to the Use of Reasonable Force.
- UVHS will inform parents about serious incidents involving the use of force. Serious incidents will be recorded on the School Behaviour System. It is up to schools to decide whether it is appropriate to report the use of force to parents.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

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

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

- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

## **29. Relationships - Philosophy behind the Policy**

Whilst acknowledging that it is quite normal for there to be friendships between students, the school does not believe that it is in the interest students for such friendships to be inappropriate in their familiarity or intensity. A school is a place of work. These guidelines are in place to ensure that the behaviour of students, vis-a-vis their relationships with one another, are appropriate and discrete.

The underlying principle in respect of students' relationships with one another is one of trust. However, these guidelines define the way in which students are expected to conduct themselves.

## **30. Relationships and Behaviour**

Public displays of affection are not allowed during the working day. Students may not hold hands while walking around the school. Kissing or embracing is not acceptable. More intimate sexual activity is not allowed and will be treated as a serious breach of discipline. At all times students must behave in a manner which will not cause offence or embarrassment to others.

The headteacher will apply the full range of sanctions (including suspension/permanent exclusion) to those who contravene the rules, taking into account the age of the students involved and the degree to which the school rules on sexual intimacy have been broken. Serious incidents will also be dealt with in line with safeguarding procedures.

## **31. School Trips and Visits**

When on a school day trip, evening visit, fieldwork or residential opportunity, the behaviour we expect from our students will be explained to them and to their parents. The students' health and safety must be our main priority and the reputation of the school must also be considered. Past behaviour will be taken into account before a student is considered for a place on a school trip and may prevent student participation in the trip. On any excursion outside of school, students of whatever age:

- must be polite and well-mannered to all.
- must not smoke or vape.
- must not enter into a relationship of a sexual or intimate nature.
- must not be on their own during their "free" time.
- must do as advised by their teacher.
- must not use or have in their possession alcohol/drugs/or any other illegal substances.

Depending on the severity of the offence students will be:

- reprimanded.
- spoken to on their return with their parents present.
- given a school sanction.
- not allowed to participate in further opportunities outside of school.

And, in cases of serious breaches on residential visits:

- sexual misbehaviour.
- use of alcohol/drugs/illegal substances.
- misbehaviour, refusal to obey a teacher which endangers their well-being or that of others.
- possession of weapons or instruments which could be used to cause harm.

Students may, if it is the decision of the lead teacher after discussion by telephone with the Headteacher or Deputy Headteacher, be removed from the trip and sent home at the parents' expense. Parents will be informed immediately and asked to collect their child.

### **32. Serious Breaches of School Discipline**

A serious breach of school discipline is an offence which might warrant a fixed term suspension or permanent exclusion. It is not possible to define every situation under the title of 'serious breaches of school discipline' but the most likely ones are as follows:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Continued refusal to obey instruction or follow school protocols
- Behaviour which is a safeguarding risk to any student.

Serious incidents will also be dealt with in line with safeguarding procedures.

### **33. Investigation Procedure**

The following procedures are for guidance and should be followed if a serious disciplinary offence is thought to have taken place. However, they may be altered if circumstances require, for example, if specific members of staff are unavailable or if the matter requires expeditious action.

- Investigations are required to establish "in the balance of probability" what events took place. Teachers are not police officers and have a different level of proof therefore an investigation should be carried out to the depth, in the opinion of the Headteacher or delegated member of staff, that the incident requires.
- It is imperative that serious disciplinary matters are investigated thoroughly. It is also important that serious disciplinary matters are investigated at a measured pace and that no premature judgements are made concerning the matter.

- Once an investigation for a serious offence begins it may be necessary for the student/students concerned to be supervised by a member of staff or isolated from other students.
- If in the course of an interview the perpetrator gives a full and frank admission of their wrong doing, further investigation **may** be no longer be required and further evidence, such as witness statements **may** no longer be needed.
- Any investigation should be conducted in as much privacy as possible within a working school.
- When a student is interviewed s/he should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of the interview that students are expected to tell the truth and that if facts need to be clarified they can expect to be interviewed again.
- Notes should be kept during interviews, these must be dated and signed.
- Individual written witness accounts should be completed and they must be dated and signed by the student concerned. These should be written by the student, or if deemed appropriate, dictated to an adult. Students writing accounts should do so away from other children and should be supervised. After the statement has been completed, students may be asked to clarify particular issues in their account but no undue pressure should be placed upon students.
- In their conversations with the parents, the SLT/Pastoral Leader should warn parents if suspension/exclusion is a possibility and make it clear to parents that the matter is being investigated.

### **Sanctions for a Serious Breach of the Schools Behaviour Policy**

- **Internal Exclusion** Issued by the Headteacher and reported through Behaviour Monitoring Form in SIMS and then organised centrally. This differs from Isolation in that it is used as an alternative to suspension and is expressed as such in the letter home to parents.
- **Fixed Term Suspension:** Issued by the Head Teacher directly or through the SLT, and reported through Behaviour Monitoring Form in SIMS and then organised centrally. **See Exclusion and Suspension** below
- **Permanent Exclusion:** Issued by the Head Teacher directly or through the SLT in the Headteacher's absence, and reported through Behaviour Monitoring Form in SIMS and then organised centrally. **See Exclusion and Suspension Policy**
- **Managed by a readmission meeting with student, parents, Pastoral Leader and senior staff.** Student placed 'on report' following re-admittance.

Any suspension will be recorded on the student's school record. A readmission interview, which parents should attend will be held prior to the students return to school.

## **34. Managed Transfers**

This section sets out the revised protocol for the Furness Education Consortium Managed Transfer process with effect from November 2021.

## **Rationale**

A child may fit the criteria for permanent exclusion, but, due to a usually exemplary behaviour and attitude record and that the reason for the permanent is a serious one-off, a school may request the offer of a permanent place at another school so that the child does not have a permanent exclusion on their record.

Managed Transfers should always be agreed in writing by the pupil's parents/carers.

## **Choice of school**

All schools will be included for consideration to receive a managed transfer regardless of oversubscription. Within this framework, every school will agree to consider pupils for a managed transfer, even if this means exceeding their published admission number.

Consideration of an appropriate alternative school should form part of the discussion at a meeting with parents.

When a managed transfer is under consideration, attention must be given to the data on moves held by the Inclusion Panel and if necessary, advice should be sought on appropriate schools so that such moves are equitably distributed and there is a fair flow across the consortium. A managed transfer is recorded in the same way as a Fair Access Pupil and is considered to be as such for the purpose of data recording.

Where the Inclusion Panel are asked to make a recommendation, this will be done as equitably as possible bearing in mind the specific circumstances of both the pupil and school. a school has the right to decline a request for a managed transfer if the school identifies that accepting such a pupil on roll might destabilise other members of the school population.

## **Principles**

The following principles should underpin all requests for managed transfers:

- A managed transfer request should normally be initiated by the pupil's current (home) school after it has confirmed the decision of a permanent exclusion.
- Full agreement of parents/carers must be obtained
- A managed transfer is a permanent solution and an alternative to a permanent exclusion.
- The home school should provide the receiving school with as much background information as possible by completing the FEC Managed Transfer Request Form (Appendix 1)
- The receiving school should admit the pupil with a plan tailored to the pupil's individual needs. This might, for example, include mentoring or a period of alternative provision alongside full mainstream school activities for a fixed period.
- Funding will be transferred to the receiving school on the first day the pupil attends the receiving school. This will be the AWPU funding for one full term.

## **Procedures**

The following procedures should be adopted:

- Initial discussions will be appropriate with the student, the student's parents/carers and relevant external agencies to determine the options available and the possibility of a managed transfer.
- At the meeting, the headteacher should consult parents/carers and the pupil about their views on a move to another school. Other professional advice may be sought as appropriate.
- If parents/carers agree that a managed transfer is appropriate, written consent should be obtained and they should also be asked whether they wish to nominate an alternative school(s). Parents should be informed that there is no guarantee that their request will be approved. The Inclusion Panel should be advised of such a request and may offer advice about its suitability.
- The home school will provide full supporting information relating to progress, attainment, behaviour and any other relevant information. The managed transfer process cannot be used for pupils with an EHCP because a school has to be named in the statement.
- If a managed transfer looks viable then a formal approach by the home school headteacher to the receiving school headteacher should take place.
- Schools will proceed with the permanent exclusion process whilst instigating a managed transfer, rescinding the permanent exclusion upon a successful transfer. This will ensure that 6th day provision can be put into place by the Pupil Referral Service should the transfer not go ahead. The 6th day information should be sent by email to the Pupil Referral Service as soon as possible when the PEx letter has been issued and if a transfer is being investigated will make the PRS aware of this possibility.
- An initial meeting with the receiving headteacher, or representative, should include the pupil and their parent(s)/carer(s) and other professional staff as appropriate.
- Managed transfers will be recorded by FIP alongside Fair Access and managed move placements.

If the parents and the pupil are in agreement that the transfer will take place, the following arrangements should be agreed and recorded using the LA Managed Transfer Request Form and form part of the pupil's support plan: (copies of the paperwork should be retained by the home & receiving schools and relevant support services)

- The starting date at the receiving school.
- Any agreed attendance arrangements e.g., a phased integration. It should be noted however, that from the agreed starting date, the pupil is on roll of the receiving school and attendance must be recorded.
- The transfer and availability of documentation.
- Any other issues needing clarification such as transport, learning support, involvement of LA officers and other professionals.

## **Transport**

When a change of school is considered necessary, decisions on transport will be taken by applying the same principles as those used for permanently excluded pupils and with regard

to the Consortium and Local Authority policy. Early notification to the Admissions Team should be made so that the most appropriate transport alternatives can be considered.

### **35. Maintenance of Data**

In order to monitor the frequency and effectiveness of managed transfers, these will be reported to the monthly Inclusion Panel meeting and a record kept of the circumstances and outcomes. 'Out of Consortium' referrals will also be recorded and arrangements will be made to inform and liaise with other consortia where a Consortium school is being unduly affected by the 'external' referrals. Furness Inclusion Panel may, from time to time, advise on the pattern of moves and future suitability so that schools can be better informed.





**Appendix A:**  
**Ulverston Victoria High School**  
**Victoria Values**  
**A Home-School Partnership**



**Safeguarding Statement**

Ulverston Victoria High School is fully committed to safeguarding and promoting the welfare of the children and young people in its care. All appointments to the school are subject to Criminal Record checks (DBS). The school has rigorous child protection policies and procedures in place and all interviews with prospective staff will contain questions on safeguarding children.

**Parents and students can expect:**

Equality of opportunity.

- Access to a broad and balanced curriculum.
- High standards of teaching and learning.
- High standards of care.
- To have their achievements recognised and rewarded.
- To be respected as an individual learner.
- A safe and welcoming environment which encourages young people to learn.
- Regular written communications about student's progress.
- An opportunity to meet formally with individual teachers to discuss progress at work.
- Homework which is regularly set and marked in accordance with school policy.
- Support for your child's special talents.
- Support for your child's specific difficulties.
- Extracurricular activities.
- Any reported cases of bullying to be treated and investigated seriously and sensitively.
- Their questions, comments or concerns to be heard in a constructive and mutually respectful way in the spoken word, writing and actions.

**We expect a student to:**

- Work hard. Try hard.
- Use your planner effectively.
- Complete all homework and on time to the best of your ability.
- Maintain an excellent attendance record.
- Arrive at registration and lessons on time.
- Come to lessons properly equipped for each lesson.
- Be well behaved, courteous, thoughtful and respectful of others, regardless of their ethnicity, disability, sexuality, religion/belief or gender both here and elsewhere, including social media and other electronic communication.
- Work to enhance life in school and the wider community.
- Wear the school uniform in the correct manner and be tidy in appearance.
- Report any instance of bullying immediately to a teacher, peer mentor, or to a parent.
- Follow the school ICT policy and Mobile phone and devices policy.
- Respect the school buildings and equipment.
- Value and support the learning of others.

**We expect a parent to:**

- Attend parents' evenings and take an interest in your child's progress.
- Provide support for your child's homework.
- Encourage your child to take a full part in school life.
- Support the school in the many events that take place out of school.
- Endeavour to take all holidays out of term time.
- Support the school's standards over behaviour, uniform, attendance and punctuality.
- Work in partnership and support the school in tackling any problems which arise in a constructive and mutually respectful way in the spoken word, writing and actions.
- Communicate with and support the school in dealing with instances of bullying.
- Contact school before 9.30 am on the first morning of a student's absence and to provide a note of explanation for absence upon return.
- Monitor and sign the student planner.
- Inform us of any changes in family circumstances which are relevant to your child's welfare.
- To assist your child in taking the opportunities provided by "The Pledge".

Student Name (Please Print): .....

Signed: ..... (Student)

..... (Parent)

..... (School)

## Appendix B: Sixth Form Learning Agreement ULVERSTON VICTORIA SIXTH FORM

# CONTRACT

### *Ulverston Victoria Sixth Form Home-School Agreement*

The Sixth Form represents a major transitional period in your lives during which you need to develop and make progress as you move towards adulthood. This can be a demanding time, as you are not only expected to gain academic qualifications but also show yourself to be reliable, develop new skills and take increasing responsibility for your own learning. We aim to ensure that you are aware of what is expected of you. To help you achieve your full potential in the Sixth Form, we have developed this agreement in conjunction with the school and students and ask for your parents to support us in this.

#### **Attendance \***

Full time attendance and punctuality are expected of all students. Students are expected to register every day with the Form Tutor at 8:50am and at 1:30pm.

- Absences – Students need to bring a letter signed by a parent when they return to Sixth Form explaining their absence. Alternatively, parents may telephone or e-mail confirmation of absence.
- Medical Appointments – A note from parents or the appointment letter needs to be shown to the Form Tutor.
- Known absences - When an absence is known in advance (e.g. interview, open day visits etc) a 'Sixth form leave of Absence during Term Time' form needs to be completed and is to be obtained from, and returned to, Reception.

We feel it is in your interest to closely monitor your attendance because we want you to make the best use of your time at the Sixth Form. If your attendance drops below 90%, in any of your subjects or you have been absent for 2 or more days without any formal contact and good reason, we will contact home.

We always aim to support students through their studies. However if we feel they aren't attending properly and/or have fallen significantly behind in their work we may:

Put the student on a subject contract

- Ask you to pay for the exam
- Withdraw the student from an exam
- Ask the student to leave the Sixth Form

#### **Holidays\*\***

We discourage students taking time off in term time. If it is unavoidable, you should complete an 'Extended Leave of Absence during Term Time' form. Permission is given at the discretion of Mr Rastelli/Mr Hardwick.

#### **Smoking/Vaping**

Smoking or vaping are not allowed on or within proximity of the school site.

**Alcohol**

Possession of alcohol on school premises and drinking of alcohol during the school day is not permitted. If alcohol is found on any student then they may be asked to leave the Sixth Form.

**Illegal drugs/Harmful substances**

Possession, use or supplying illegal drugs/harmful substances is unacceptable. Appropriate action will be taken if it is thought that an offence has been committed. Students may also be asked to leave the Sixth Form.

**Cars**

Students are only allowed to park in Woodgarth car park if they have filled in a sixth form parking permit and must drive responsibly at all times. Any infringement will result in this privilege being withdrawn.

**Behaviour**

Sixth Formers are expected to have high standards of behaviour at all times and to set a good example to younger students. Poor behaviour may result in a student being asked to leave the Sixth Form.

**Dress**

Students are expected to dress for a working environment that is respectful to themselves and the school. A full dress code can be found on the publications section of the school website under 'policies'.

**ICT**

Students are expected to adhere to the school's ICT acceptable use policy and not to abuse resources on offer.

**Sixth Form Security**

Students are expected to wear their Sixth Form Student ID lanyard at all times whilst on the school premises.

***By signing this agreement, you are agreeing to adhere to the above responsibilities outlined in this document.***

Name of Student:.....

Student signature: .....

UVHS Sixth Form:.....

Parent Signature: .....

### UVHS Sixth Form

#### **Parents and students can expect**

- Good teaching in a safe, supportive environment.
- To be listened to.
- Arrive to lessons on time.
- Students to be informed of a known absence in advance and appropriate work to be left.
- Clear deadlines for work to be completed.
- Marked and constructive feedback to be given on assignments/homework within a reasonable time period.
- Suitable study areas to be provided.
- Textbooks and other suitable learning resources to be provided.
- Parents to be informed of any unexplained student absence.
- Parents to be informed of any concern/problems regarding the student.
- Opportunities to be provided for students to participate in Sixth Form enrichment/extra-curricular programme.
- A tutorial programme and careers advice to be made available along with access to learning mentors.

### Students

#### **We expect students to**

- Always work to the best of your ability.
- Ask for help when you need it.
- Tell us when you have a problem.
- Listen to and act upon advice.
- Arrive to all lessons on time.
- Attend all lessons, tutorial periods and assemblies.
- Be organised for every lesson.
- Inform the school on the same day of an absence.
- Not take holidays during term-time\*\*
- Complete work on time and meet deadline dates.
- Commit the required amount of independent study to each subject each week.
- Limit part-time working hours so as to not interfere with Sixth Form studies.
- Make effective use of study time.
- Respect all Sixth Form facilities.
- Be a positive role model to younger members of the school.
- Take part in at least one enrichment activity.
- Return all books in good condition.
- Agree to parental notification of student absences.
- Ensure, as far as possible, that all students' routine appointments (e.g. dental/GP) and driving lessons are taken outside of teaching time.

### Parents

#### **We expect parents to:**

- Support students through their studies.
- Attend parents' evenings.
- Keep school informed of any problems which may affect student progress.
- Inform the school of any absence on the first day of absence\*
- Not take holidays during school time\*\*
- Ensure, as far as possible, that all students' routine appointments (e.g. dental/GP) and driving lessons are taken outside of teaching time.
- Agree to support the Sixth Form should students build up unauthorised absences.
- Provide supporting evidence for student illness/appointments etc.

## Appendix C



# Reintegration Contract

## Readmission following a Fixed Term Suspension

Name		Form
------	--	------

<b>Date</b>				
<b>Present</b>				
<b>Reason for suspension:</b>				
<b>No of days</b>				
<b>Is the student at risk of Permanent Exclusion?</b>	Yes/	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; padding: 5px;">Reasons</th> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> </td> </tr> </table>	Reasons	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reasons			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>				
NO				

Long Term Objectives
----------------------

--

Supportive measures and reasonable adjustments
--

Measure	By Whom?

<b>Managed Move Considered?</b>		<b>Early Help in place or needed?</b>	
---------------------------------	--	---------------------------------------	--

<b>EHCP Status</b>	
<b>External Agency Referrals</b>	
<b>Parent comments and requests</b>	
<b>Student comments</b>	
<b>Students are expected to maintain Victoria Values</b>	<ul style="list-style-type: none"> <li>• Work hard. Try hard.</li> <li>• Use your planner effectively.</li> <li>• Complete all homework and on time to the best of your ability.</li> <li>• Maintain an excellent attendance record.</li> <li>• Arrive at registration and lessons on time.</li> <li>• Come to lessons properly equipped for each lesson.</li> <li>• Be well behaved, courteous, thoughtful and respectful to others, both here and elsewhere.</li> <li>• Work to enhance life in school and the wider community.</li> <li>• Wear the school uniform in the correct manner and be tidy in appearance.</li> <li>• Report any instance of bullying immediately to a teacher, peer mentor, or to a parent.</li> <li>• Follow the school ICT policy.</li> <li>• Respect the school buildings and equipment.</li> <li>• Value and support the learning of others.</li> </ul>

Signed (student):		Date:	
Signed (parent):		Date:	
Signed (Teacher):		Date:	

## Appendix D



### Serious Behaviour Breach Meeting



<b>Date</b>	
<b>Present</b>	
<b>Student</b>	
<b>Has there been a serious breach or persistent breaches of the school <u>behaviour</u> policy?</b>	
<b>Explanation</b>	
<b>In line with statutory guidance the Inclusion Team should consider the following:</b>	
<b>Has the offending student given their verbal and written account?</b>	
<b>Did the incident(s) occurred as reported, <u>taking into account</u> evidence presented?</b>	
<b>Accounts taken from <u>pupils</u>? (In own words, signed and dated)</b>	
<b>Notes made by investigator (signed and dated)</b>	
<b>CCTV viewed if appropriate</b>	
<b>Other (Please describe)</b>	
<b>Conclusions based on the investigation.</b>	
<b>Where there is doubt or contention, governors must use the civil burden of <u>proof</u>: the balance of probability.</b>	
<b>Would allowing the pupil to remain in school seriously harm the education or welfare of the pupil or others in the school?</b>	
<b>Does the <u>behaviour</u> warrant the most serious response? (Could a lesser sanction be imposed)</b>	
<b>Are there mitigating circumstances, either presented by the parents or pupil or known by the school, which need to be <u>taken into account</u>?</b>	
<b>If <u>Yes</u>, what is this?</b>	
<b>Are there any other strategies to support the pupil that could be tried?</b>	
<b>Possible strategies</b>	

If <b>No</b> for either question, what sanction is appropriate?	Fixed term suspension	
	Internal Exclusion	
	Isolation	
	Detention	
	Engagement Centre	
Detail Length, dates etc		
What risk does the pupil present to the education and welfare of others, if reinstated, and what risk management strategies remain available to reduce this?		
Is this sanction being issued because of the student's special educational needs or disability		
Have reasonable adjustments been made in regard to the Special Needs code of practice and the Equality Act in the case of the student		
Adjustments made.		
Have the school exhausted all strategies to support the pupil and is permanent exclusion a last resort		
Have alternatives to permanent exclusion, for example a managed move or alternative education provision been explored?		
Strategies employed.		
Permanent Exclusion issued		
Has the permanent exclusion been issued in accordance with the school behaviour policy, exclusion policy and any other policy pertinent to the pupil?		
Headteacher's Comments		

Signed	(Headteacher)	Date
--------	---------------	------