

## Behaviour Policy and Procedures

### **Rationale:**

The following two statements are taken from our governing documents (Articles of Association and Funding Agreement) and are included in our school improvement plan. They are the key principles on which the school was founded and state our purpose and intentions:

- a) to advance for the public benefited education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum ("The Academy"); and
- b) to promote for the benefit of individuals living in Odiham, Hook, Hartley Wintney and the surrounding area who have need by reason of their age, infirmity or disability, financial hardship or social and economic circumstances for the public at large the provision of facilities for recreation or other leisure time activities in the interest of social welfare and with the object of improving the condition of life of the said individuals.

Robert May's School (an academy trust) is an exceptional place where students, staff, governors and parents are wholly committed to the school mission, which is to provide excellence each and every day, with learning at the centre of all that we do. We are proud of our heritage, and have been serving the local community since 1694, when Robert May, a local Mercer, bequeathed "the sum of Six Hundred Pounds of Lawful English Money to be paid...for the maintenance of a Free-School in the Town of Odiham."

We aim to ensure that students leave Robert May's School as confident, accomplished, knowledgeable, rounded individuals by:-

-helping all students to discover all their abilities and talents and to develop them in the most positive and constructive manner. We aim to support and encourage their development during the years of adolescence so that they are prepared for their roles as adults in the wider world.

-promoting the skills and understanding necessary for students to achieve the highest possible individual, academic achievement and a critical awareness of their natural, aesthetic, historical ethical and technological environments.

-encouraging them to develop qualities of self-discipline, confidence, inquiry, moral compass, creativity and sensitivity. We actively seek to encourage them to respect the needs and rights of others, taking British Values as our key reference point, in which democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The desired outcome of our work is that Robert May's students leave our school as accomplished, knowledgeable, rounded individuals who will not only go on to succeed in life but also will make a positive contribution to the lives of others, locally, nationally and worldwide. We are committed to achieving these aims for all students, irrespective of their race, religion, beliefs, sex, social background and any disability or special need and we do this by creating a purposeful atmosphere of mutual regard and respect.

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We wish to promote good, positive relationships within the school and between Robert May's and the wider community. We therefore aim to promote good communications between all concerned with the school and greatly value the contribution of students, teaching and non-teaching staff, Governors, parents and others related to the school.

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### **Principles**

The Governing Body has laid down these principles to govern the school's approach to ensuring good behaviour:

- That all members of the school cultivate respectful attitudes towards each other
  - That teachers and adults in positions of authority will be mindful of students' individual needs
  - That school rules provide a framework that supports good order and an environment conducive to learning well
  - That the school will be consistent in rewarding good behaviour and providing sanctions for poor behaviour
  - That the Headteacher and key members of the school will refer to the most recent Statutory Guidance and Law provided by the Department for Education when using and revising this policy
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### **Purpose**

The purpose of this policy is to promote positive behaviour that will further the mission of Robert May's School. This is to support students in their learning, and personal development, support staff in teaching and in all other work ensure that every member of the community is welcome, at home, appreciated and feels safe. This policy will be used by all members of the school community to communicate our expectations of each other, to reinforce these and to ensure fairness and consistency in responding to positive and negative behaviour.

### **Promoting positive behaviour**

The school promotes positive behaviour by:

- Providing students with a positive and effective education and wider experience of community in the school
  - Providing opportunities for every student to achieve success, to be valued and appreciated and to take part in a wide range of worthwhile and interesting lessons and other activities
  - Dealing promptly, fairly and effectively with poor behaviour and rewarding positive behaviour
  - Involving students in review and development of school policies and practice
  - Working with parents to praise students wherever possible and to share concerns and approaches when necessary
  - Providing guidance and support to all students to support good behaviour
  - Providing specific support for students who find good behaviour challenging or who find access to the curriculum difficult
  - Publishing, reviewing and communicating this policy and ensuring that it is followed consistently and fairly
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### **Who may act or make decisions on behalf of the school?**

The Headteacher delegates authority to impose discipline within the school community. The

policy makes clear specific areas of delegation (e.g. which members of staff may impose which sanctions or take which decisions) but otherwise any adult either employed by the school or to whom the school has given a “duty of care” for students (e.g. a volunteer who is helping with students) can apply both the specific provisions of this policy and the general responsibility to promote and ensure good order and safety (e.g. any adult may “tell off” a student for running down a corridor, being unhelpful or otherwise failing to meet basic expectations). Any adult acting in this way is fully protected by the school and a student’s failure to co-operate with them is a serious disciplinary offence.

All responsible adults on site who are employed by the school, or who are working in the role of volunteers, known and registered by the school, have the same authority as teachers in explaining and frame-working disciplinary matters with students. What this means is that any paid employee or known volunteer may take action to improve student behaviour. For example, a member of the site staff can “tell off” a student for kicking a ball onto the gym roof, or for damaging a piece of school property. They can suggest a suitable sanction to the teacher in charge if reparation is needed. Qualified Teachers, members of the Leadership Team and Learning Support Associates decide sanctions and run detentions.

For any offences committed by students that are in breach of the law, the police will be informed. This is clarified below.

### **Code of conduct (incorporating Home/School Agreement)**

We always expect the highest standards of conduct from every member of Robert May’s School. We want our school to be a warm, good humoured, friendly, safe and hard-working place which everybody can enjoy. In particular:

<b>Students MUST...</b>	<b>Students MUST NOT</b>	<b>Category</b>
<ul style="list-style-type: none"> <li>▪ attend school and all scheduled lessons unless there is very good reason (e.g. genuine illness)</li> <li>▪ treat staff and other students with respect and consideration at all times</li> <li>▪ obey all reasonable instructions given to them by members of staff</li> <li>▪ make every effort to complete all work set and to do it to the best of their ability</li> <li>▪ take care of and respect the property of others and the school</li> <li>▪ obey specific school rules and policies currently in force, such</li> </ul>	<ul style="list-style-type: none"> <li>▪ commit crime</li> <li>▪ attack, abuse, threaten or intimidate another student or member of staff whether physically or verbally for any reason</li> <li>▪ set out deliberately to cause harm or to demean, upset or isolate another student or group of students or to help others to do so (bullying)</li> <li>▪ sell, possess or use illegal substances or do “deals” related to these; possess or use any items of equipment related to the preparation of illegal substances;</li> <li>▪ bring to school any intoxicating or illegal substance, solvent, any form of tobacco, matches or lighters, any vaping materials, any materials that could be</li> </ul>	<p><b>Serious</b> – acting contrary to these expectations is a serious breach of school discipline and threatens safety and good Order. Students must meet these expectations in order to remain at Robert May’s School</p>

<p>as the school code and the home/school agreement</p> <ul style="list-style-type: none"> <li>▪ demonstrate exemplary behaviour in school and outside when they are selected/drawn to attend an overseas or residential study visit or trip</li> </ul>	<p>construed as vaping materials</p> <ul style="list-style-type: none"> <li>▪ deliberately disrupt, upset or otherwise cause harm to the learning of others and to the organisation and running of lessons</li> <li>▪ verbally or otherwise abuse any member of the school community</li> <li>▪ bring to school any form of weapon, including replica weapons or items which could be used as weapons, nor any other item which could be dangerous or which might disrupt learning.</li> <li>▪ act in a sexually offensive and/or indecent manner</li> <li>▪ gamble or use the school as a place for buying and selling for private and/or personal gain</li> <li>▪ bring anything to school which is offensive to many (eg, any form of pornography or racist literature).</li> <li>▪ leave the premises without permission during the school day or at lunchtime</li> <li>▪ use the school or personal computers, tablets and/or mobile phones to communicate anything negative about other persons in the school or the wider community; cause dismay or alarm to other students; send or receive indecent images; pressurise another/others into sending/receiving indecent images</li> <li>▪ Do or say anything that gives rise to concerns from the school about the need for PREVENT measures- such as celebrating acts of terrorism, studying terrorist materials</li> <li>▪ Refuse to comply with reasonable requests of staff</li> </ul>	
<ul style="list-style-type: none"> <li>▪ be on time for school and lessons</li> <li>▪ be polite, friendly and</li> </ul>	<ul style="list-style-type: none"> <li>▪ smoke in school, during any activity organised by the school or while in school</li> </ul>	<p>Important – these are “normal” and reasonable</p>

<p>helpful to all</p> <ul style="list-style-type: none"> <li>▪ wear the correct school uniform while in Years 7 to 11 (Please note: Year 11 has a different uniform from the rest of the school).</li> <li>▪ bring all necessary books, equipment and kit to lessons</li> </ul>	<p>uniform (please note: smoking in a public place on publicly owned land is against the law. Please see the first bullet point above).</p> <ul style="list-style-type: none"> <li>▪ chew or eat in lessons. Food can be eaten only in the dining area, outside or in designated form rooms</li> <li>▪ bring chewing gum to school</li> <li>▪ drop litter or leave waste behind</li> </ul>	<p>expectations which ensure that school runs safely and smoothly</p>
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### Other school rules

The school will make rules or policies from time to time to support safety and sensible operation. Details will be on the school web site. Any changes to these will be well publicised within the school (via assemblies and other means) and shared with parents via the school web site and the newsletter. Key documents are:

- The ICT acceptable use policy (which details how ICT is to be used by staff and students)
- The uniform policy
- The policy on mobile technology (phones, mp3 players etc)
- The Safeguarding and Child Protection policy, including matters concerning FGM, Child Exploitation and the Prevent strategy
- The Behaviour Contract for study visits and trips

There is a general policy that when any area of movement within the school is busy (e.g. corridor or staircase) everyone will “keep to the left” and there will be no running indoors. We expect everyone to be helpful (e.g. holding doors open to allow someone through) whenever moving around the school. We also expect everyone, whoever they are, to be polite on the school site.

### Crime

The law applies just as much in school as it does anywhere else. Robert May’s School policy is normally to report any crime which occurs in school, or in connection with the school community, to the Police. **We will always do this immediately if there is a threat, express or implied, of any form of violent crime, sexual abuse, where others outside school are believed to be involved, where there is any involvement with weapons, illegal substances, terrorism or improper use of the internet.** Where we report suspicions about a particular student to the Police, we will inform (but not ask permission of) the parent(s)/carer(s) as soon as possible, unless we are specifically asked by the Police to hand responsibility for this to them: in which case the Police will decide when and how to involve parents/carers. The school will co-operate positively with the Police in investigating crime whether or not this has occurred in school. We will pass basic details of students to them when asked and we will provide careful and objective information about our experience of a particular student when asked to do so. We will also provide professional references and statements about a student when asked by a court or a lawyer: such “expert witness” statements will always be honest and objective and careful never to take sides. We will not normally allow the Police access to students in school for the investigation of crimes not linked to the school (though the Police have power to arrest and question a student whether at school or not). So far as is possible, we will insist that the Police should involve parents at the earliest possible opportunity, though we have no control over or responsibility for Police actions.

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In the case of relatively minor crime where the school is able to resolve and deal with the issue quickly and fairly (e.g. a small theft where the goods are recovered and the thief comes forward) the Head is permitted to deal with the matter without formally reporting the crime, though we will often informally involve the Police (e.g. by involving a community officer to explain the consequences had the Police taken up the case). It is also possible for the Police to accept a report of crime (from the school or a parent), but “dispose” of it by accepting the school’s imposition of discipline.

We work closely with the Police who will usually involve the school in any investigation or concern directly related to the school. It is often better for parents to raise any concerns with the school than directly with the Police and we are always happy to discuss such difficult issues with parents without in any way restricting a parents’ right to report crime or suspicion of it to the Police. This may include parents and/or students meeting informally with the school’s community Police officer.

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### **Rewards**

We reward good behaviour, effort and academic success by...

- Giving certificates and commendations in end-of-term celebration assemblies
  - E-praise points and awards
  - Letters and post-cards of commendation home to families
  - Annual prize giving event for Year 11
  - Headteacher/Deputy Headteacher certificates for effort
  - Sports Award evening celebration event
  - Headteacher’s letters to families for significant and far-reaching excellence in any given area, such as elite sports
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### **Sanctions**

In responding to breaches of the code of conduct, or other school rules, the school will apply the following sanctions. Every case has to be considered on the facts and context at the time. Sanctions may only be applied to individuals never to whole groups (though if all the individuals in a group were felt to share responsibility, the same sanction could be imposed on all of them). The decision as to which sanction should be applied is for the designated person to make based on the details of the case and whether there is any aggravation or mitigation which makes what has occurred more or less serious.

**Aggravation: any issue becomes more serious and may attract stronger sanctions if any of the following factors were involved:**

- Deliberation and planning – that is, the poor behaviour has taken place after thought, planning or with deliberate intent (e.g. a fight that has been planned will be dealt with more severely than one which “just happened” as will a fight in which someone set out to deliberately cause harm)
- Repetition – if poor behaviour (or multiple types of poor behaviour) are repeated or there has been a pattern of bad behaviour. Doing the same thing after being sanctioned for it is very serious.
- “Hatred” – if the poor behaviour is driven or influenced by racism, homophobia or any other form of discrimination
- Acting with others – poor behaviour organised and participated in by a group is more serious than similar poor behaviour done on one’s own.

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- Aggression – if the poor behaviour was motivated by a deliberate wish to harm or intimidate another
- Non-compliance – if the poor behaviour occurs in spite of staff instructions or warnings. Failure to heed such a warning is very serious in itself
- Behaviour directed at staff – if the poor behaviour is aimed at or directed at staff
- Retaliation – it is much more serious if the poor behaviour is designed to avoid the consequences of previous poor behaviour (e.g. by intimidating witnesses or by retaliating towards someone believed to have “got someone into trouble”)
- Failure to co-operate with resolving the issue – if a student seeks to mislead the investigation, withholds key information or is found to be dishonest. In school discipline, students have an over-riding duty to co-operate with the school, even if this leads them to suffer sanctions.

**Mitigation: issues may be seen as less serious and less strong sanctions may be applied if any of the following factors were involved:**

- Provocation – there were circumstances or events which made it more difficult for someone to avoid the poor behaviour (e.g. a physical assault was provoked by insults, or a student was under pressure)
- Self-defence – the behaviour was (fully or partly) an attempt to defend against or respond to the poor behaviour of others. Self-defence may not be a complete mitigation. For example, if a student was defending himself initially, but goes on to continue a fight with the person who “started it” he may still be liable for sanctions.
- “Spur of the moment” – where things “just happened” without planning or the opportunity for thought Co-operation to resolve the issue – a student seeks to be open and truthful (e.g. admitting guilt) to aid a swift and fair result when poor behaviour has occurred
- Remorse – a student recognises their wrongdoing and is determined that it will not happen again Reduced capacity to avoid poor behaviour – while special or emotional needs can never excuse poor behaviour it can be appropriate to recognise that these were a contributory factor e.g. if a student was less likely to be able to understand the likely consequences or less able to control a developing situation
- Special educational need- no protected characteristic allows any person to be rude or aggressive towards another. However, in estimating the amount of harm that has occurred to an aggrieved party, the school will also assess the level of understanding that the alleged perpetrator has, and their ability to respond appropriately. This section is in accordance with the Department for Education School Exclusion guidance.

<b>Sanction</b>	<b>When and why it may be imposed</b>	<b>Who may impose it</b>	<b>Notes</b>
<i>Minor Sanctions</i>			
Verbal warning	For very minor breaches of the code of conduct or any other occasion when a student's minor misbehaviour is interfering with a lesson or with others' right to enjoy the school in peace and safety. Also when it appears to a member of staff that a student is at risk of behaving badly.	Any member of staff	Verbal warnings are not recorded. Students should comply immediately if they are warned – or a written warning will follow
Written warning	When a verbal warning has	Any member	Warnings are recorded in the

in homework diary	failed to correct minor misbehaviour or a student has breached the code of conduct in a minor way which does not cause significant harm or when a student has otherwise acted in an unhelpful, thoughtless or mildly hurtful way	of staff	homework diary. When, in routine checking, a tutor or the Head of Year discovers three or more warnings during the same term, a suitable intermediate sanction (e.g. detention) will be imposed.
Being sent home to change	When a student's uniform or appearance is in clear breach of the uniform rules and requires to be changed immediately	Head of Year, Assistant Head	Parents are informed (e.g. by telephone) that the student is required to change into correct uniform and agreement is sought to allow this to happen quickly. Where immediate change is not possible, a student will be loaned uniform or kept in isolation.
<i>Intermediate Sanctions</i>			
Break-time detention of up to 20 minutes	When a student's behaviour has hindered learning or caused a significant problem to others in the class or group	Any teacher	Ideally, the teacher gives at least 24 hours notice by recording the detention in the homework diary and requiring the parents' signature next to the notice. But a student may agree to serve the detention with less than 24 hours notice (e.g. the same day) but teachers cannot require this. During the detention the teacher may discuss the student's behaviour one-to-one, require the student to do additional work related to the subject or to complete simple tasks ("service") designed to improve things for others in the school (such as "litter-pick" or cleaning desks). A break-time detention is not recorded, but frequent instances may give rise to a further HOY detention.
After school detention of 30 minutes	When a student has failed to respond to previous sanctions, where there have been repeated problems or where there has been a breach of the code of conduct (e.g. damaging another student's work) which has not caused serious harm.	All teachers	A phone call, email, note or letter home gives at least 24 hours notice and explains the reasons for the detention. During the detention the student may be asked to discuss the issue, be asked to complete additional work or complete service. After school detentions are recorded in the student file - the contact (email, letter or note of phone

			call) is copied to the tutor.
After school detention of 1 hour	When a student has failed to respond to previous sanctions, especially if a lunchtime detention has already been imposed for similar behaviour, where there have been repeated relatively minor problems or where there has been a breach of the code of conduct which has not caused serious harm.	All teachers	A letter home gives at least 24 hours notice and explains the reasons for the detention. During the detention the student may be asked to discuss the issue, be asked to complete additional work or complete community service. bThe letter is placed on file. After school detentions may be organised by departments or year teams so that the teacher supervising the detention may be different to the teacher who imposed it.
Referral to Head of Department or Head of Year	When a student's on-going behaviour is causing concern without necessarily causing serious harm or disruption. When the concern relates to behaviour in lessons the referral is to the Head of Department, when in tutor time or outside lessons it is to the Head of Year.	All teachers	Teachers explain their concerns by completing a "cause for concern" form which they pass to the Head of Department or Year who can then decide on what action should be taken which might include assessment of the student, being "on report" or other forms of support, temporarily changing arrangements (e.g. teaching or tutor group) or the application of sanctions.
Loss of privilege e.g. removal from a club, trip or activity, loss of computer access rights, removal of general permission e.g. to stay after school	When aspects of repeated behaviour make it likely that a student will abuse a privilege, harm a trip or activity or be at risk of serious sanction if s/he takes part	Head of Year, Head of Department, Head of Key Stage	Following a conversation with parents, a letter home (which is also placed on file) explains what privilege has been withdrawn and why.
<i>Serious Sanctions</i>			
School Detention (one hour after school, on any working day)	When there has been a breach of the code of conduct which has caused significant but not yet serious harm (e.g. name-calling, failure to comply with an instruction from a teacher, persistent, deliberate lateness, minor rudeness or insolence to a teacher) or where there has been truancy from lessons. This sanction may also be imposed on any student who does not co-operate with a lesser sanction (e.g. failure to attend a detention)	Head of Year or Head of Department	A letter home from the Head gives at least 24 hours' notice. The detention is supervised by a senior member of staff (Head of Year or department) on a rota. Students may be required to reflect on their behaviour, complete work set and/or do service. This is a serious disciplinary sanction which will be recorded on the student file and which may be considered in deciding whether to take further disciplinary action (e.g. if an exclusion becomes necessary) This sanction may only be imposed once in each

			school term. Further instances of similar behaviour will result in Head's Detention.
Financial Contribution (Imposition of a requirement to pay part or full compensation for damage)	Where a student has deliberately or recklessly caused damage to school property, or the property of others.	Assistant Head	A letter home from an Assistant Head or from the School Business Manager explains why the student is required to pay compensation, how much is required and the arrangements for paying. Efforts will be made to ensure that, so far as possible, the student should take responsibility for the compensation (e.g. by losing pocket money) and agreement will be sought with parents over the terms of payment to support this. Where compensation is due to another student (e.g. because property has been destroyed) the school will pay over the full amount imposed and recover this from the offender and his/her parents.
Head's detention (two hours on a Friday after school)	When there has been persistent poor behaviour causing significant (but not serious) harm to others, where there has been significant truancy from school or where there has been a single incident of poor behaviour causing real harm to others or to good order (e.g. damaging property, graffiti, reckless or loutish behaviour causing harm, rudeness to a teacher) This sanction will also be imposed where a student has failed to co-operate with a lesser sanction (e.g. failure to attend school detention)	Assistant Head i/c Key Stage	A letter home from the Head gives at least 24 hours' notice. The detention is supervised by a member of the senior management team. Students will be required to perform significant service and perfect behaviour will be expected and enforced during the detention. This is a serious disciplinary sanction which will be recorded on the student file and which may be considered in deciding whether to take further disciplinary action (e.g. if an exclusion becomes necessary) This sanction may only be applied once in each school year – further instances of the same behaviour will result in isolation or exclusion.
Isolation [internal exclusion] (the student is removed from lessons to work alone under direct supervision at all	When there has been persistent poor behaviour or a single incident where a student has caused serious harm to others or to good order – e.g. direct defiance of a teacher, rudeness to a teacher, failure to comply with previous sanctions, low-level bullying or verbal aggression to other students.	Assistant Head i/c Key Stage	A letter home from the Head reports that the sanction has been applied and warns that formal exclusion will follow if the behaviour is repeated. Parents may be requested to meet with senior staff and the student to discuss how to avoid any repetition of the behaviour.

times for up to two consecutive school days)	Isolation may be immediately applied if, in the opinion of the Head of Key Stage, a student is likely to commit a serious breach of the code of conduct if s/he remains in "general circulation"		
Loss of Social Time (the student is kept with a member of staff during break and/or lunch time, away from other students)	When there has been persistent poor behaviour or a single incident where a student has caused serious harm to others or to good order during break or lunchtime or where there is good reason to believe that a serious breach of discipline might occur if a student is allowed to mix freely. This sanction is often imposed where there has been a "breach of trust" (e.g. a student has acted poorly in a way which has abused, or suggests that s/he might abuse, the lower level of direct supervision outside lessons).	Assistant Head i/c Key Stage	A letter home from the Head of Key Stage reports that the sanction has been applied. Arrangements are made to allow the student a reasonable break from work and to eat and/or purchase lunch.
Fixed Term External Exclusion	When there has been a serious breach of the code of conduct or a student's behaviour has otherwise caused real harm to others or a major threat to good order (e.g. the student has committed a crime) or where a student has failed to comply with other sanctions. Fixed term exclusion will usually be imposed where there has been any physical violence including "fights", crime (e.g. theft), bringing any kind of weapon, drugs or alcohol to school, verbal abuse of a teacher or student, deliberate bullying or harassment or actions which destroy the good order of the school and well-being of others. There is a national policy to guide the Head's decision in imposing a fixed term exclusion but each case will be treated on its merits in accordance with current regulations and guidance.	Headteacher (or Deputy Head acting for the Head in her absence)	Parents will be notified as soon as possible (e.g. by telephone) on the same day by a senior member of staff. There are specific procedures which apply to exclusion including legal obligations on parents, rights to have alternative education provided and rights to have views considered or to appeal. These will be explained in writing along with a formal notification from the Head. Support will be available for parents by independent bodies and in the most serious cases officers from the local authority/other external agencies will be directly involved. Governors are notified.
Permanent Exclusion	Where there has been a very serious and/or repeated serious breach of the code of conduct and/or where strong efforts to ensure appropriate behaviour have failed and the Head	The Head (or the Deputy Head in any rare instance of the Head's prolonged	See above. Governors are notified. In the event of an appeal a Governors' Exclusion panel is formed. Guidance on this aspect is found in the Department for Education

	<p>concludes, after careful investigation and thought, that the student should not be allowed to remain at Robert May's. Permanent exclusion will be considered where any student has received three fixed term exclusions for similar behaviour. Permanent exclusion may also be imposed where the student has repeatedly failed to comply with this policy or to cooperate in addressing serious discipline issues. Permanent exclusion may also be imposed (even where there has been previous good behaviour) for violent or aggravated bullying or harassment, sexual assault or harassment, supplying illegal substances or alcohol, possessing illegal substances, possession of a weapon or an item that could be construed as a weapon, serious and planned theft, criminal damage or other crime or deliberate, serious, verbal or physical attack or threats on staff or where a student breaches a written warning from the Head or has already had at least 15 days of external exclusion in one academic year. This also applies if the Prevent strategy has been deployed, but the student has reverted to terrorist related crimes/communications.</p>	<p>absence)</p>	<p>Exclusion statutory guidance.</p>
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All teachers may do any of the following in order to support their teaching and students' learning or to support good order in general. These are not sanctions since no judgement is made about any individual's guilt or responsibility, but are means of making teaching and learning effective:

- Keep a group, some members of it or an individual behind at the end of a lesson for no more than five minutes in order to finish work or to talk with them. This right applies at all times (including break, lunchtime and after school) but given the large number of students who depend on school buses should only be used after school where urgently required and where the teacher takes responsibility for ensuring that all students can go home safely afterwards.
- Require a student or students to see the teacher during break or lunchtime for no more than five minutes
- Require a student to move to or work in a particular seat or place whether this is for the whole lesson, or is changed during the lesson
- Require a student to work on his/her own in the classroom or immediately outside the

rest of the class Require a student to work in another class under supervision of a colleague

- Require a student to leave the room and remain outside the door for no more than ten minutes (e.g. to calm down)
- Require a student to do additional work in his/her own time
- Require a student to attend a session or session in the school Inclusion area, where they can continue to work under supervision

Ask a senior member of staff (“On-Call”) immediately to remove the student from a lesson. If this is a result of poor behaviour sanctions will be decided and imposed later.

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### **Jurisdiction**

The provisions of this policy apply to all students currently registered at the school:

- Whenever they are on school premises – at any time
- Whenever they are part of a trip or visit organised by the school for any purpose – at any time
- Whenever they are recognisably a student of the school e.g. while wearing uniform on the way to or from school or in any circumstance where those around would associate them with the school (and therefore poor behaviour is capable of bringing the school into disrepute). This includes behaviour in such contexts as social networking sites where the school is identified in the group name or is otherwise referred to.
- Whenever they are using school systems (e.g. email or web services) wherever they are located.

The school does not otherwise have jurisdiction over student behaviour when they are at home or with their parents outside school (whether in uniform or not) or are in public but not associated with the school, even if they are later identified as students.

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### **Investigations**

The school will always seek to investigate concerns or issues of poor behaviour to establish:

1. A clear and objective view of the facts (what happened) and
2. A reasonable and fair view of the significance of events (why it happened)

The time and effort expended in the investigation must be proportionate to the concern and consequences. The school will seek to undertake only the minimum investigation necessary to:

1. Allow the person making the disciplinary decision to reach a judgement on “the balance of probabilities” (i.e. it is “more likely than not” that the events happened and what the meaning was). This means that the school will never attempt to investigate so that things are “beyond reasonable doubt” or that every possibility has been explored except in the very rare circumstance that the behaviour being investigated is equivalent to serious crime.
2. Avoid serious miscarriages of justice. More care will be taken where a serious sanction is in question and a very brief investigation indeed may be justified where an honest mistake (e.g. to impose a detention on the wrong person) would not have significant consequences.

#### **Where a minor sanction only is being considered:**

There will be no formal investigation and no records will be kept. The teacher or other member of staff must be reasonably sure that s/he knows what happened and why it occurred. This may be possible without any investigation (e.g. if s/he saw what happened) or with the briefest of discussions with those involved or it may take a slightly longer discussion. If it is not possible to reach a reasonable conclusion from a short investigation in a minor case, no sanction will be

imposed (but please note that students' failure to co-operate with an investigation is itself a serious breach of the code of conduct and sanctions may be applied for this)

In the case of intermediate sanctions, investigation will be informal but staff must ensure that a student has had the opportunity to give his/her version and view of events (albeit briefly) and be allowed to write a statement if s/he wishes. Where other students or staff may have relevant information, they must also be allowed to give their version and view of events. When contacting parents, the member of staff must briefly explain why s/he decided to impose the sanction.

**Where a serious sanction is being considered:**

All students involved and potential witnesses must be offered the chance to make their own written account. They must also be given (even if briefly) the opportunity to speak with a member of staff who is investigating to give their views. These verbal views must be noted (in written form but not verbatim) by the member of staff. Students must also be told that they are free to make whatever statement they wish and in their own words. The member of staff who is investigating may "go back" to anyone who has given a verbal or written statement to ask questions. S/he may also ask questions of anyone else who might have relevant information. Answers to questions should be noted. Any physical evidence (e.g. seized items) must be kept safely.

Where the case is serious (and in all cases that might involve crime) two members of staff must be present whenever a student is being interviewed or is giving an account. Where an issue could lead to permanent exclusion or Police involvement students must be allowed to give an account in the presence of a parent before a decision is made – though accounts made before parents arrive (verbally or written) may also be considered.

Where an investigation begins to suggest that a serious crime has occurred (or if a student admits to this) the investigation must be stopped, the student concerned must be kept (as comfortably as possible) in isolation and the Police informed and their instructions followed. Parents should be informed at the earliest opportunity either by the Police or by the school, but the Police have the right to make decisions about how they will conduct their investigation and will be in charge of events.

Where a fixed term or permanent exclusion is being considered, the steps taken and the conclusions reached must be summarised on an investigation form and the Head (or Deputy) must see this and any written statements, notes or physical evidence as well as discussing the investigation with the member of staff before making any decision.

All notes, statements and forms must be placed on file – either with the exclusions letter or in the student file.

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**Decisions**

Ultimately the member of staff dealing with any disciplinary matter has the right to make his/her own decisions about what happened, what it meant and what response to make and except in very limited circumstances, these decisions will stand.

This will sometimes mean that the student or parent(s) do not agree with the decision, but this does not alter the fact (and law) that the decision has been made and will remain. In law, a decision and actions are unreasonable only where no reasonable person could have reached the same decision or taken the same actions given the same information and circumstances. It is extremely rare for school decisions and actions to be judged "unreasonable". It is not so rare for students and parents to disagree with them. The school will always listen to concerns and take them seriously, but it cannot promise that all its decisions will have the support and agreement of every student and parent.

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**Searches**

The school has the right in law to search students in certain circumstances. At Robert May's School this right will be exercised as follows:

Only a member of the senior leadership team may decide that a student's property should be searched.

A search of student's property may be undertaken only where there are reasonable grounds to believe that the student may be in possession of items which would be a serious disciplinary issue to bring to school (alcohol, illegal substances, weapon) or which would be evidence of other serious disciplinary issue (e.g. stolen property). It is impossible to define "reasonable grounds" to cover all cases, but the member of the leadership team who authorises a search must believe that it is "more probable than not" that the search will reveal something which will lead to a serious sanction. A student may be searched even if s/he is not a "suspect" provided that there are reasonable grounds for believing that they are in possession of such an item (perhaps without realising as someone may have hidden something in their bag or locker).

A member of the senior leadership team and one other teacher must be present when an authorised search is to be undertaken. So far as possible, the privacy and gender of the student should be respected (e.g. female staff should search the property of female students, a male teacher should be present when a male student is searched). All items must be treated carefully and items irrelevant to the reason of the search must not be examined in any more detail than is necessary to discount them.

Students must be asked to reveal anything they have which they should not have. Students must be given the opportunity (asked) to show the content of their pockets, socks, insides of shoes, bag(s) and lockers. If a student will not do this voluntarily, bags and lockers may be gone through by the staff in the presence of the student.

The results of the search must be made known to the student. If the search reveals an item or items likely to attract a serious sanction, parents must be involved and informed as described in this policy. If a search was made against a student's will, parents have to be informed as soon as possible why the search was done and what the result (if any) was. Students must be offered the right to make a written statement of their own if anything is found which could be of concern.

If a student will not co-operate with turning out his/her pockets or if there are reasonable grounds for believing that the item(s) being searched for may be hidden on the student's body or in their clothing and it is believed that the matter is serious enough (e.g. it is criminal) the suspicions must be reported to the Police who will be asked to search the student. School staff may not conduct any form of body or clothing search against the will of the student. Students may be kept in complete isolation under supervision by two staff and may even be accompanied to the lavatory until the Police arrive in order to prevent evidence being destroyed. Detailed notes of times and actions must be made if such drastic action is taken.

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### **Confiscation**

In accordance with the law the school will exercise the right to take from students any items which it believes are dangerous, inappropriate for school (whether or not so defined in this policy) or which are being used, or are likely to be used, to support bad behaviour. Any teacher may exercise this right on his/her discretion. Failure to hand over an item when asked is a serious disciplinary offence of "non-compliance".

Confiscated items will be deposited with the school office as soon as possible and locked in the safe. Such items may only be collected by a parent (at any time when the office is open) or by a student at the end of the term in which the item was confiscated. Heads of Year and Heads of Key Stage have discretion to vary this arrangement (e.g. by handing the item back to a student

earlier)

**Dangerous, banned or illegal items (any form of weapon, item that could be used as a weapon, drugs, alcohol, tobacco, lighters etc.) or items which are reasonably believed not to belong to the person from whom they were confiscated will not be handed back to the parent or student.**

The school accepts responsibility for the physical safety of any item confiscated but not for “unintended consequences” (e.g. loss of data when a battery runs down during storage)

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### **Physical intervention**

Schools are allowed to intervene physically with students in certain limited circumstances. At Robert May's we interpret this as follows:

Using non-forceful physical contact (e.g. placing a hand lightly on a student's arm, tapping someone on their shoulder, gently pushing a student in a crowd so that s/he moves in a particular direction or standing in a doorway to block an exit) in order to communicate effectively or to reinforce verbal communication is NOT physical intervention (nor is it any form of “assault” – teachers are entitled to act as any reasonable parent might in dealing with the children and young people in their care). Teachers are advised and trained to use such physical contact cautiously, especially where there might be any misunderstanding of their motives or intentions, but it is not physical intervention unless at least some element of physical force is involved. We require all staff (and students) to avoid any form of physical intervention (holding, pushing, hitting) if it is possible to do so. Physical intervention is a serious matter which will always be investigated fully and is very much a “last resort”. No member of staff is required to put him/herself at risk by intervening physically. Robert May's does not train any member of staff in physical intervention techniques: we do not believe that physical intervention is a legitimate part of anyone's role. On the very rare occasions where it is required, staff are acting as an emergency response to an extreme situation. Staff should not intervene physically except where obviously right and necessary to avoid serious, immediate harm.

Having said this, staff may physically intervene with students if they reasonably believe:

- That they must act to prevent a student causing severe harm to another (e.g. to break up a fight)
- That they must act to prevent a student causing him or herself severe harm (e.g. if a student is “out of control”)
- That they must act to prevent serious crime taking place or to apprehend someone who has just committed a serious crime

When used, physical intervention should be made in the least possible degree to achieve the goal and the action taken must be proportionate to the situation. In general, staff should try to hold back or separate students rather than use force against them.

If any form of physical intervention has occurred the member of staff should summon immediate help to contain the situation but must also report the incident directly to the Headteacher as soon as it is safe to do so. The Headteacher will investigate the incident and place her findings on record. If the Head has had to intervene physically she must report to the Chair of Governors.

Such situations are, thankfully, extremely rare but can sometimes happen unexpectedly and can arise within a difficult situation. The school will strongly support staff who decide on the spur of the moment to intervene if they genuinely and reasonably believe they are acting for the

*Excellence every day with learning at the centre of all that we do*

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reasons described above. The school will take action against any member of staff found to intervene physically without such justification. The school will take very strong action against any student whose behaviour causes physical harm to a member of staff including where this occurs as a result of the member of staff intervening physically.

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### **Reviews, appeals and complaints**

Parents may raise any issues with a member of staff and we welcome discussions so that we are working together to promote positive behaviour, good progress and student well-being. This does not mean that we are able to devote a great deal of time to the discussion of minor or relatively minor issues.

The school will not discuss the imposition of minor sanctions nor will we enter into any correspondence, though the tutor and if necessary Head of Year will be happy to discuss any wider concerns (e.g. why a student has begun to act poorly) which might emerge.

In the case of intermediate sanctions, we are happy to place any parental views on the student file alongside the records of the sanction and will note any parental views (having already noted student views) when informing parents of the sanction. There is no right of appeal against any intermediate sanction, nor will we re-open a case unless there is compelling evidence of a real injustice. It is important for all concerned that the school is able to quickly settle a disciplinary matter so that everyone can “move on”. Staff will be happy to explain our view of what happened and why we imposed the sanction, but we will not be willing to “renegotiate” our decision.

In the case of serious sanctions, we will seek to involve parents in working together to avoid any risk of poor behaviour in future. We will not usually be willing to negotiate our decisions, but will be happy to work together to understand what poor behaviour occurred, to agree how best to work together to support the student and what action might be needed to provide support. In many cases, we will arrange a meeting with the student and parent(s) to allow this discussion to take place.

In the case of exclusion, there are specific rights and requirements so that parents may register their views and where an exclusion is more than a few days, such a serious decision can be reviewed objectively and carefully if necessary. Details of these arrangements will be provided with the notification of exclusion.

Parents have the right to use the school’s complaints procedure where they feel that staff have acted improperly or unreasonably, including in relation to this policy. Initially, they must seek to resolve concerns with the member of staff directly, or if this is not appropriate or unsuccessful, with the Headteacher (or senior member of staff delegated by him) and ultimately with a panel of Governors. It is very unlikely that a complaint simply disagreeing with a disciplinary decision will be successful, nor will a complaint expressing dislike of a member of staff, but we will always investigate and impartially pursue genuine concerns about whether actions of staff have been professional and fair, both to ensure that we treat all students fairly and well (recognising that staff may make mistakes or even act wrongly) and that we uphold the rights of all staff to take difficult decisions.

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### **Disability and special needs**

We recognise that the school community has some members who will find it more difficult than others to meet the school’s expectations due to particular learning or emotional difficulties or disabilities. The school supports students who have such difficulties (whether temporarily or permanently) by:

- Providing programmes aimed at controlling and moderating poor behaviour (e.g. anger management)
- Providing means of monitoring and advising students about their behaviour (e.g. being “on report”)
- Providing “escape” mechanisms (e.g. “exit” cards) that prevent a situation from escalating
- Providing emotional and cognitive support (e.g. counselling and behaviour intervention programmes)
- Providing specific support for particular conditions (e.g. asking staff to follow an “individual education plan” or “individual behaviour plan” in dealing with a student who has recognised needs)

Parents will usually be invited to be involved in discussions where such measures are considered and parents are always welcome to raise concerns with the school (via the tutor or Head of Year) so that assessment can be made and this provision put in place if it is necessary. Students may also seek and gain support without parental involvement (e.g. go for counselling) if the student is “Gillick competent” (i.e. capable of making a reliable “adult” decision not to involve parents).

It is important to note that ALL students are expected to meet the school’s behavioural expectations, whatever their personal needs. It is never acceptable to hurt someone, disrupt learning or otherwise cause harm and sanctions will be applied though it may be appropriate to consider special needs (e.g. lack of understanding of the consequences) or other needs (e.g. emotional difficulties, family circumstances) in mitigation when deciding what sanctions to impose.

The school will generally seek to avoid excluding students who have significant, recognised special needs (including emotional difficulties) or who are in public care, but we reserve the right to impose these sanctions (including permanent exclusion) where we believe this is necessary to protect the learning of other students, to reflect the severity of the behaviour or to protect good order.

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### **APPENDIX 1: Roles, responsibilities and rights**

In British law, the school acts “in loco parentis”. It has the right to act as a reasonable parent during school hours and when an incident is related to the normal working of the school. On the school’s behalf, the Headteacher and staff delegated by her, may establish rules and impose discipline whether or not students or their parents agree. The school may make and impose disciplinary decisions. It is obliged to listen to the views of students and parents but (like a reasonable parent) it is entitled to do what it thinks is right even if the student or parent disagrees. In the most serious decisions there is a process of review and appeal, including to an independent panel. What follows is a more detailed listing of the responsibilities and rights involved:

#### **Students:**

All students have the responsibility to behave well at all times: in ways which promote the well-being and happiness of others and which also support their own learning and development. They have the responsibility to follow this policy, which includes the responsibility to follow the code of conduct, to co-operate with any sanctions imposed on them and generally to obey the instructions of staff. Students have the right to be protected from others’ bad behaviour and the

right to be treated fairly: this includes the right to give their view of events and to have this view considered. Students do not have the right to “opt out” of parts of this policy (whether or not they agree with it) or to decide whether or not to co-operate with the school over matters of discipline. Students have a right to an education.

**Parents/carers:**

Parents/carers have the responsibility to support their children in behaving well, which includes ensuring that they come to school and that they are equipped to learn and to meet the requirements of this policy. Parents have the responsibility to co-operate with the school, including co-operating with any sanctions or arrangements made to respond to a student’s behaviour. Parents have the right to raise concerns about any aspect of school life, and to have their views considered. Parents have specific rights, in certain circumstances, to raise questions or appeal against disciplinary decisions made about their children. Parents do not have the right to “opt out” of parts of this policy (whether or not they agree with it) or to decide that a student will not co-operate with the school.

**Staff:**

All staff have the responsibility to care for all students and to take immediate actions needed to keep them safe and secure. All staff have the responsibility to follow this policy, which includes a duty to deal with or report any behaviour which breaches our expectations but also to act in accordance with it themselves. All staff have the right to issue reasonable instructions to students and to expect those students to obey without argument. All staff have the right to be treated with respect at all times by students, parents and colleagues.

**Teachers:**

In addition to the rights and responsibilities shared by all staff, teachers have specific responsibility for the learning of students in their care and for good order in lessons or other times when they are in charge. This means that they have the right to issue instructions and to have these obeyed, whether or not the reason for these is immediately clear to students. They have rights to make rewards and impose sanctions as described in this policy.

**Heads of Department:**

The teacher in charge of a subject team has additional responsibility for the learning of students in that subject, but also to support its teachers. They have specific responsibility for implementing this policy in their department. This means that they have additional rights to make rewards and to issue sanctions as described in this policy.

**Tutors:**

The tutor has particular responsibility for the well-being and progress of students in his/her form. This includes being a key person in helping students to meet school expectations of behaviour by monitoring the tutor group’s behaviour across school, providing advice and feedback to students, raising concerns so that support may be provided and communicating with parents. Tutors have the right to expect that students and parents will tell them about anything that might affect the well-being and progress of students, including information about any students whose behaviour is causing problems.

**Heads of Year:**

The Head of Year is a senior member of staff with responsibility for ensuring the well-being and progress of students in the year group, and for promoting and embedding the school ethos. The Head of Year has considerable authority to deal with behavioural concerns and issues including arranging support, imposing a range of sanctions and applying rewards and dealing with students, their parents and external agencies.

**Assistant Heads in charge of Key Stage:**

The Assistant Headteacher in charge of the Key Stage is responsible for the school ethos and positive behaviour of all students in the Key Stage. S/he has considerable authority to develop and apply systems for promoting good behaviour and responding to issues and concerns, to deal with serious cases in conjunction with the Head of Year or Head of Department and to

apply very serious sanctions when necessary.

**The Deputy Headteacher:**

The deputy has the Head's powers when she is not present or when she delegates a particular issue or task to him. This means that she may support other senior members of staff (e.g. Heads of Year or Heads of Key Stage) in dealing with serious cases. He shares the responsibility to promote and implement this policy.

**The Headteacher:**

The Headteacher has overall responsibility for the good order of the school and for ensuring that all students and staff have a good experience here. She has a wide range of statutory powers and responsibilities in relation to this, including the right to decide to exclude students from the school. She is also responsible for this policy and how it is implemented.

**The Governing Body:**

The Governing Body establishes principles for the way in which the school promotes good behaviour and holds the Headteacher accountable for the proper working of the school. The Governors' discipline committee reviews a number of important decisions the Head makes and acts as part of the appeals process in the most serious cases. The Chair of Teaching, Learning and Well-being Committee receives exclusion reports, and holds the Headteacher to account on the manner and frequency of exclusions.

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## **Appendix 2: The Length of Exclusions**

Exclusion from school is a serious sanction, to be avoided as far as possible, but it is a proper response to serious or continued breaches of our expectations or direct threats to good order and the safety of staff and students. This behaviour policy indicates the type and seriousness of behaviour, which could warrant consideration of exclusion. This document is an "aide memoire" for the Head, and when appropriate, Deputy Head, to aid consistency and fairness.

**Permanent Exclusion**

Rightly, this is an extremely serious decision that must only be taken by the Headteacher, who has detailed statutory guidance provided by the Department for Education to consider. Scrutiny of that decision is automatic and thorough. Fortunately, the need for such decisions is very rare. Every case must be considered on its individual circumstances. Extremely detailed evidence will be required before such a serious step can even be considered.

Permanent exclusion is usually a "last resort" where a variety of support and sanctions have been applied in order to attempt to improve behaviour to acceptable levels. It will usually be the culmination of a sequence of problems and increasingly strong responses and during this process a clear warning will be given that permanent exclusion will occur if the poor behaviour does not improve.

Immediate permanent exclusion may also be imposed (even where there has been previous good behaviour) for violent or aggravated bullying or harassment, sexual assault or harassment, supplying drugs or alcohol, possessing more than a very small amount of illegal drugs, possession of a weapon, any implement likely to be used as a weapon, serious and planned theft, criminal damage or other crime or deliberate, serious, verbal or physical attack or threats on staff or where a student breaches a written warning from the Head.

**Temporary Exclusion**

Guidance requires that any temporary exclusion is as short as possible, while remaining an appropriate response to the behaviour. Each case must be carefully considered and a "summary

of evidence” form must be completed. A judgement must then be made, using the following guidelines:

If this is the first time that a student has been excluded the exclusion should be for less than five days unless the incident involved serious, direct and planned violence or serious crime (sufficient to make a custodial sentence likely e.g. drug dealing, serious theft) or was otherwise seriously aggravated (e.g. direct and public abuse of a senior member of staff, racist bullying)

In the case of particularly serious behaviour, when exclusions of more than five days are likely, the case must be fully considered on its merits, a summary of evidence must be completed and the reasons for the length of the exclusion must be noted. The Head must be involved directly in such decisions.

**For a first exclusion (basic tariff):**

Incidents involving violence to others, verbal abuse, deliberate serious damage to property, possession (without any hint of sharing or supplying) of very small amounts of illegal drugs or alcohol, theft and comparable behaviour where the safety and well-being of others was deliberately threatened, should be four or five days. Where an exclusion follows a pattern of non-compliance over generally less serious behaviour (as provided in the behaviour policy) the exclusion should be two, three or four days. Other incidents should be one, two or three days.

**For a second or subsequent exclusion:**

If the second exclusion is more than two school terms after the first, it should be treated as a first exclusion. Where the second exclusion is within two terms of the first, two or three days should be added to the “basic tariff”. If the second incident is directly related to the first (e.g. a second fight) four or five days should be added to the basic tariff. Where a third exclusion is necessary, between five and ten days should be added to the basic tariff and consideration should be given to permanently excluding the student for repeated non-compliance. A fourth or fifth exclusion within two terms should always be at least fifteen days in length. Serious consideration should be given to permanent exclusion for non-compliance.

**Aggravating and mitigating factors**

When considering the length of exclusion, weight should be given to any of the following factors:

- Circumstances which may have encouraged, or should have discouraged, a student to act badly including whether s/he was being influenced, advised or goaded by others, social and family factors, recent upset or loss and so on
- The extent to which the student understood or could have realised the consequences of his/her actions
- The extent to which the student co-operated (or not) with attempts to investigate the incident and deal with its aftermath, including the degree of truthfulness and openness shown
- The degree of remorse or concern for others shown after the incident
- How planned or pre-meditated the incident was
- How far, generally, the student co-operates and engages with school expectations
- How likely or unlikely any repetition of the behaviour is

Generally, exclusion should be imposed where the behaviour warrants it, even if there are clear mitigating factors. There is an important message that anti-social behaviour has bad consequences whatever its motivation or whatever contributed to it, but exclusion might be

reduced to one day or even a half-day, or served as an internal exclusion, if mitigation is strong.

The only exception should be children in public care (or similar very clear levels of family stress like bereavement) or those with statements of special needs. Suitable reparation and response should still be imposed in such cases, and support sought through an urgent review meeting, but exclusion is to be used only where all other approaches have failed or where there is an immediate threat to good order or safety.

**Who makes the decision?**

If she is available, the Head must make the decision, but generally she will follow the recommendations made by the relevant Assistant Head and Head of Year. Those recommendations will be based on:

1. A collection of written victim and witness accounts and any other evidence (e.g. a description of injury or loss). The evidence may be gathered by any relevant member of the senior team or by a Head of Year, or Head of Department who has been delegated by the Head of Key Stage to do so.
2. A summary of evidence form, ("On-call" sheet) completed by the Head of Key Stage, even if s/he has not gathered the evidence. This must include judgements of fact (i.e. a conclusion about what occurred) and a judgement on the appropriate response – taking this guidance and the wider legal guidance into account.

If the Head is not available (i.e. she is off the premises) the decision may be taken and imposed by the Deputy Head. If he is not available an Assistant Head may send a student home immediately (provided it is known that the student's home is safe) but must inform parents before doing so that the student has been excluded, but that a decision will be made and details confirmed as soon as possible by the Head or Deputy.

All formal statutory guidance issued by the Department for Education (e.g. concerning parental rights to make representations or appeal) must be followed in all exclusion, and official letters from the school to a parent about an exclusion contain details of parents' rights.

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*RMS Behaviour Policy and Procedures-J West- Docs/Policies*

<i>Date reviewed and revised:</i>	<i>April 2018</i>
<i>Date for next revision:</i>	<i>April 2020 or sooner if there are changes in legislation</i>