



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

Personal Best (Behaviour Policy)

	Position/Committee	Date
Prepared by	Deputy Headteacher: Progress and Experience	October 2016
Approved by	Headteacher	October 2016
To Be Reviewed	Deputy Headteacher: Progress and Experience	June 2019

FOR WEBSITE



ILKLEY GRAMMAR SCHOOL

PERSONAL BEST

RATIONALE

All students enjoy being effectively rewarded for their efforts but also need clear guidelines in terms of expectations and what constitutes acceptable behaviour. The Personal Best strategy supports these as well as clear and effective communication between teachers, parents, carers and students.

The Personal Best strategy builds on good practice, is designed to give rewards a high priority and ensure consistency in these and in addressing indiscipline, in particular the lower level disruption that interferes with effective learning.

OBJECTIVES

- To raise progress and achievement even further
- To promote a positive learning environment where all students have the opportunity to achieve
- To raise the profile of recognising success and rewarding achievement
- To ensure clarity, consistency and fairness in both rewards and sanctions
- To promote choice: students should understand the consequences of the choices they make
- To support all staff, both new and experienced: there can be no opting out
- To optimise the use of the Planner and involve parents in Personal Best
- To manage effectively more extreme indiscipline, for example, the possession of weapons or drugs in or near school or on a school visit

GUIDELINES

The Personal Best strategy is set out in the Staff Handbook, and in the Student Planner and is reviewed and refined on a regular basis to ensure it is fit for purpose.

Appendices:

- A Personal Best: Rewards and Sanctions
- B Mobile Phones / Smart Watches
- C Search Policy
- D Student Exclusion: Bradford Metropolitan Council Guidance
- E Knives and offensive weapons
- F Drugs and Alcohol

Student Planner Personal Best Strategy

REWARDS

Ilkley Grammar School prides itself on celebrating effort and achievement and recognising good behaviour. Good progress which has been achieved through effort and resilience is rewarded accordingly.

STAMPS

Teachers will recognise and praise good work, progress and homework, effort, participation, extra-curricular contributions and good conduct by giving subject and pastoral stamps.

CREDITS

Stamps convert into credits. 5 stamps make 1 credit.

CERTIFICATES

Credits go towards certificates.

40 credits:	Bronze Award
80 credits:	Silver Award
120 credits:	Gold Award
160 credits:	Platinum Award

The Planner includes Credit Charts for students to keep track of their progress and for parents to celebrate their child's effort with them at home as well as in school.

SUBJECT POSTCARDS

These will be awarded for outstanding effort, progress or achievement.

PERSONAL BEST – VISION AND VALUES

As well as subject based rewards, students are also rewarded for their involvement in the activities they take part in both in and out of school as part of Personal Best Time. Ilkley Grammar School not only prides itself on the academic success of our students, but how they develop their skills and attributes in ways which are just as important to prospective employers and in the wider world and this is underlined by our vision that during our time with us students become;

- i) Successful students,
- ii) Excellent friends
- iii) Exceptional citizens

Students collect evidence of their contributions to developing their tie values as listed in their planner, and demonstrating enrichment and extra-curricular participation over each year and can achieve:

- Level 1 (2 pieces of evidence to demonstrate skills in each tie value)
- Level 2 (4 pieces of evidence)
- Level 3 (6 pieces of evidence)

These are recorded within a Unifrog platform and the planner, and go towards credits similar to the ones described above within each year. However, it is a journey which lasts for the 7 years, and students can gain accreditation at Apprentice (5 points – roughly equivalent to Level 5 over 2 years), Graduate (8 points) and Master (12 points).

AWARD CEREMONIES

These will be held regularly to recognise effort, achievement, progress and improvement. In addition, formal GCSE and A Level presentation evenings will celebrate exam success. A snapshot of the best of this examination success, in terms of progress made from starting points as well as achievement, is on display in our foyer, where photographs of students celebrate their success.

CHALLENGE AND CELEBRATION WEEK

This 4 day programme of activities, which are bespoke to each year group, takes place in July for everyone who has worked hard and behaved well over the year. Students who have received repeated sanctions will not be able to participate in the year group activity but will take part in alternative challenges in school. This 'choice and consequence' is clearly communicated to all students in assemblies at the beginning of the academic year.

Choice and Consequence

- At Ilkley Grammar School we expect students to work hard and behave well in order to make sure they get the best out of school.
- We expect students to follow the school's expectations at all times.
- Students who choose not to follow these expectations will be sanctioned in line with our internally developed ABC – Actions Bring Consequences. This is a guideline to enable all staff to be consistent with sanctions as far as possible.

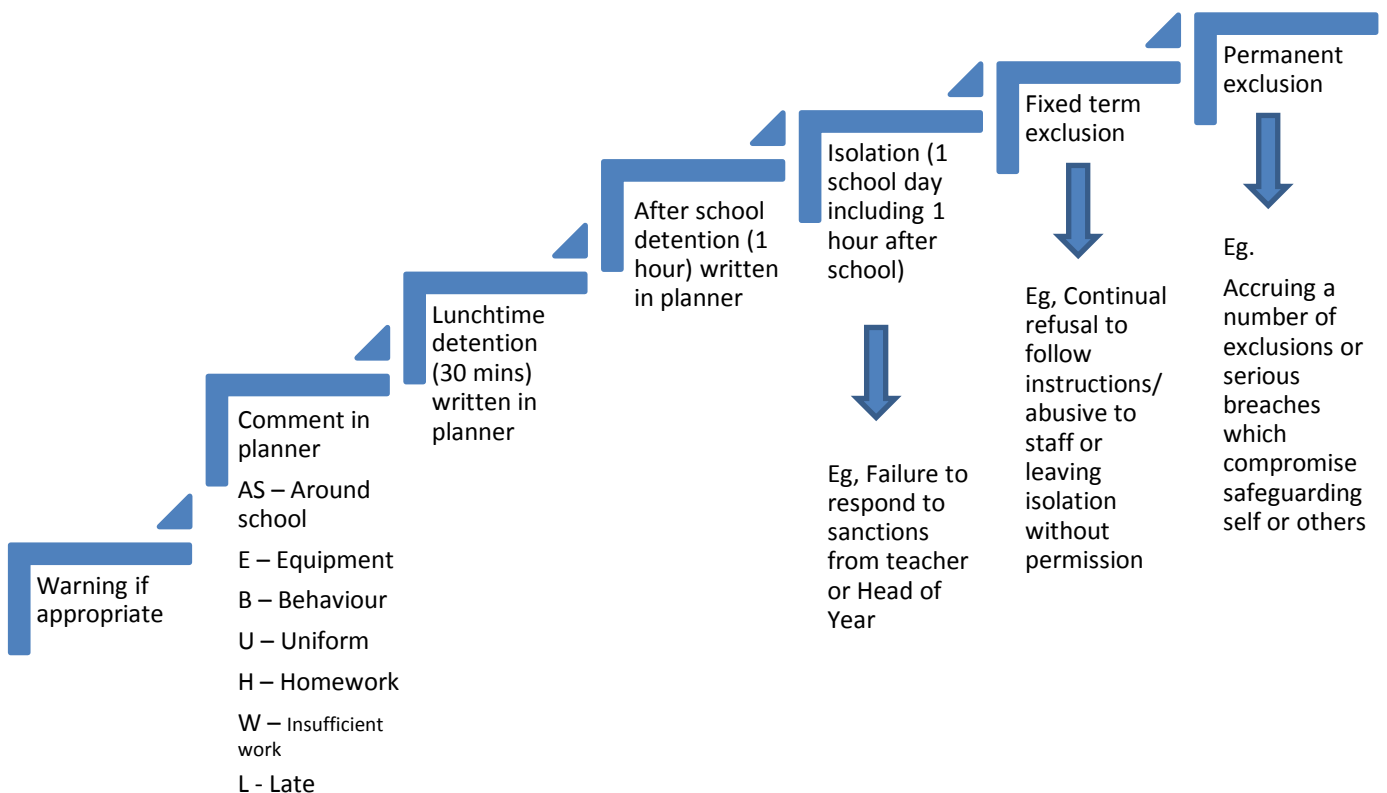
In lessons (ABC)

- If a student's behaviour is unacceptable the teacher will give a clear verbal warning and the student's planner will be placed on the teacher's desk.
- Continued unacceptable behaviour in that lesson will result in a written comment being entered in the student's planner.
- If after two warnings the behaviour does not improve the student will be moved, either to another seat within the room, or outside for a brief cooling off period. A 10 minute private detention may be issued by the teacher in order to discuss expectations at a suitable break time if available.
- Further unacceptable behaviour will require the student to be removed to another room – called a transfer. A 30 minute departmental detention will be issued where transfers become necessary.
- If a student has 3 comments in the same subject in any one half term, a 30 minute departmental detention will be issued by the teacher and written in the student's planner
- If a student has 3 comments in a week, they should be referred by the tutor to the Head of Year
- If a student has 3 B (Behaviour) comments in a week, they should be issued with an after school 60 minute detention
- If a student has 5 comments of any combination in a week, they should be issued with an after school 60 minute detention.
- If a student has 3 U (Uniform) comments in a half term, they should be issued with an after school 60 minute detention.
- Failure to attend a subject detention will result in an after school 60 minute detention.
- Failure to attend school detention will result in isolation for a whole day until 4pm.
- More than 3 after school detentions in a term will lead to a Head of Year Contract.
- Persistent failure to meet our expectations will mean isolation and a Leadership Team Contract. This may jeopardise a place on Challenge and Celebration Week.

- Failure to have your Planner on 3 occasions in a half term will result in isolation. As a planner is so crucial to our systems students are expected to collect a planner sheet if they have no planner and an E (equipment) comment will be issued.

It is of course possible that students will receive detentions, a period in isolation, or exclusions for one-off serious breaches of discipline in or out of class (see Appendix D). For the purposes of consistency and clarity regarding these incidents, our ABC (Actions Bring Consequences) system helps to guide staff in issuing sanctions. This is a comprehensive, but not exhaustive reference point for unacceptable behaviours, for example, a consequence of a student refusing to work in isolation in the hierarchy as seen below can only lead to a Fixed Term Exclusion. However, as a result of making this choice, the student will be expected to complete the day in isolation on return.

THE HIERARCHY OF SANCTIONS – with examples for higher tariff sanctions



The school continues to work with commitment with students and their families in order to provide suitable preventative measures to improve behaviour and in conjunction with our ABC (Actions Bring Consequences) system.

We are part of the ‘Three Valleys Behaviour and Attendance Collaborative’ (BAC) in conjunction with other local secondary schools and we have good access to alternative arrangements for those who have received a fixed term exclusion on more than one occasion, or for whom there are significant concerns, and who therefore might benefit from other interventions and support. We are therefore able to offer a range of opportunities; for example, a fresh start at another school

(managed move) or external provider (Pupil Referral Unit – PRU and Behaviour Support Unit – BSU) in addition to the supportive measures our pastoral teams can offer through making referrals to outside agencies.

APPENDIX A – PERSONAL BEST REWARDS AND SANCTIONS

If you make the RIGHT CHOICES at IGS...

How far will YOU go?

If you do NOT meet our EXPECTATIONS...

TEACHERS

- Inappropriate use of iPad = B comment
- Missed homework = H comment and new due date.
If this is missed = subject detention*
- 3 comments (any combination B/L/E) in a half term = subject detention*
- Transfer from lesson = subject detention*

Missed subject detention = after school detention

All comments to be dated and initialled in the student planner.
*detentions must be written in student planner
For after-school detention, please email detentions@ilkleygs.co.uk

TUTORS

Inappropriate uniform (hair, make-up, clothing) = refer to HOY.

- Any 3 comments in a week = refer to HOY.
- 3 B comments in a week = after school detention.*
- Any 5 comments in a week = after school detention.*
- 3 U comments in a half term = after school detention.*

HEAD OF YEAR

Planner sheets will be issued and logged by the hub.
E comments in student planner. 3 x planner sheets in a half term = isolation.
Overview of sanctions including isolation with reference to ABC.

Together we achieve
our Personal Best

Appendix B – Mobile Phone / Mobile Device / Smart Watch Policy

RATIONALE

To support safeguarding, students may bring their mobile phones to school; they may however only be used at appropriate times and in appropriate places. Parents and students must understand that school cannot accept any responsibility for the loss or theft of any phone / mobile device / smart watch or earphones etc. accompanying electronic equipment

OBJECTIVES

1. To support student safety and well-being.
2. To ensure phones / other mobile devices are not used inappropriately, ie: for inappropriate texting, photographing staff or other students without consent.
3. To ensure that phones / other mobile devices do not disrupt learning and are not used during lesson times unless at the teacher's request.
4. To permit use by students only in their own time outside of classrooms – before and after school, at break and lunchtimes.
5. To promote student responsibility for their own valuable property, if a phone / other mobile device is voluntarily brought into school.

GUIDELINES

- Phones, mobile devices or smart watches will be confiscated if they interrupt lessons or are seen in use around the school during the timetabled day. They will be returned at the end of the school day.
- Phones, mobile devices or smart watches must not be taken into examinations; if necessary they must be left, switched off, in the care of the teacher or invigilator concerned. Students can have their exams cancelled if they are caught in possession of a phone, mobile device or smart watch etc. in a public exam and they must be aware that the same applies if a phone / other device rings in a bag or elsewhere in the room and disturbs the exam.
- Phones / mobile devices that are designed to take photos may not be used to photograph staff or lessons without staff consent; students must not photograph other students outside of lessons / in the buildings without their consent.
- Students must not, for health and safety reasons, move about the school site with headphones in either listening to music or participating in calls if it is absolutely necessary. If students are making calls from their phones, they should do so in a stationary position in order to safeguard themselves and others from the risk of accident.

Appendix C - Search Policy

Ilkley Grammar School is committed to safeguarding and promoting the welfare of the members of its community. There may be occasions when it becomes necessary to search the person or the belongings of a student. These instructions set out the circumstances in which such searches can be carried out and the means by which they should be done, in accordance with the Education and Inspections Act 2006 and DfE Guidance for Schools on Searching, Screening and Confiscation (February 2014).

In the general course of school life, given students' good conduct overall and taking into account the very good relationships between students and staff, it is unlikely that searching students will be necessary. There are however some occasions when it might be for example, if drug or weapon possession is suspected; at those times, this policy should be followed.

Objectives

- To ensure the safety of students and staff
- To carry out any search fairly and according to the law
- To ensure records are kept of any search where possible, according to the law

Guidelines

Those in the school who can carry out any such search are members of the Leadership Team or the Head of Year of the student. In exceptional circumstances members of the Leadership Team may authorise others to carry out such a search.

This policy also applies to school trips or residentials where school rules are in force, where the most senior person present would conduct the search. In all circumstances the consent of the student to any search should be requested. A second adult witness should always be present. At least one member of the search pair of staff should be the same gender as the student where possible.

Banned items

The following items are banned from schools:

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and cigarette paper
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Essentially there are two types of search: those with consent and those without consent. These searches are outlined below:

Searching with Consent

- Authorised school staff can search students with their consent for any item which is banned by the school rules.
- Schools are not required to have formal written consent from the student or parents for this sort of search – it is enough for the teacher to ask the student for them to turn out their pockets or if the teacher can look in their locker or bag.
- If the student refuses to comply, this is not necessarily an admission of guilt; however the matter should be referred to a member of the Leadership Team.

Searching without consent

- Items that can be searched for under these powers include knives, weapons, alcohol, illegal drugs and stolen items (referred to as prohibited items).
- The search should always be carried out in the presence of another adult witness; at least one member of staff should be the same gender as the student wherever possible and especially in the case of searches of items of clothing/personal belongings.
- The search may be carried out if there are reasonable grounds of suspecting that a student is in possession of a prohibited item.

Searching a Student's Person

- If a student is suspected of carrying a prohibited item they should be asked, in the presence of a second adult witness, to turn out their pockets.
- Authorised staff should not touch the student but are allowed to ask them to remove any outer clothing in order to conduct the search. (Outer clothing refers to any item which is not immediately touching the skin.).
- If this fails and possession of such items is still strongly suspected, they should then be told that the police will be called, who are allowed to conduct a personal search if they believe that a crime has been committed.
- Parents or carers need to be informed of the search irrespective of the outcome.

Searches of a Student's Personal Property

- There may be circumstances in which a member of staff wishes to search a student's personal property, such as a bag, mobile phone or locker.
- Under common law powers, if a student consents, any item may be searched for.
- If a student does not consent to a search, it is only possible to search for the prohibited items listed earlier.
- Any such search must be witnessed by a second adult and, ideally, the student. It is strongly advised that proper records should be kept of any searches.
- Parents or carers need to be informed of the search irrespective of the outcome.

Searches of School Property

- Those authorised to carry out searches may search school property, such as a student's locker, if they believe illegal drugs or weapons or stolen property to be stored there. Prior consent can be sought, but individuals should be made aware that the school may still proceed with a search even if consent is refused. The decision to go ahead in such circumstances would have to take into account the likelihood of an offence having been committed. A second adult witness should always be present and, if possible, the student concerned.
- For less serious items, the same rules apply as above, but the extent and nature of the search should be proportionate to the value of the item sought and the likelihood of the

item being found. Great care must be taken to avoid persistent targeting of individuals where allegations of victimisation or discrimination might arise.

- Forcible entry into locked school property is only justified in extreme circumstances and would also need the authorisation of the Headteacher or member of the Leadership Team.
- Parents or carers need to be informed of the search irrespective of the outcome.

General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug and police intervention should be sought.

School Trips

- This policy on searches of students and their belongings applies at all times, irrespective of whether the student is at the school or on a non-residential, or residential, trip, outside Ilkley Grammar School

There may be occasion to carry out a search on a school trip. If this occasion arises, the adult in charge of the trip should make an effort to contact either the Head or a member of the Leadership Team. If this proves impossible and the circumstances are such as to make a search necessary, the adult in charge is empowered to carry out such a search, following all the above procedures. A second adult should act as a witness. Full notes must be kept and an incident report submitted in due course.

Appendix D

Student Exclusions: Bradford Metropolitan Council Guidance

Only the headteacher (including acting headteacher) may exclude a student. This may be for a fixed period up to a maximum of 45 days in any school year, or permanently. Lunchtime exclusions count as a half-day fixed period exclusion.

Students at Risk of Exclusion

Where a student is at risk of exclusion, the headteacher should ensure that a Pastoral Support Programme (PSP) [or updated Individual Education Plan (IEP) Common Assessment Framework (CAF) or other appropriate intervention] and the Home/School Agreement is operational, and that parents/carers have been regularly involved. Detailed written records of any incidents involving the student must be kept.

Investigating the Incident Leading to Exclusion

- **Before making a decision to exclude** the headteacher must have undertaken a full investigation to establish precisely what happened and the extent of the student(s)'s involvement. This may involve investigating whether the incident appeared to be provoked by racial or sexual harassment.
- The investigation will involve taking **written statements from all involved** and from witnesses. The statements must be signed and dated.
- It is essential that the alleged **perpetrator** is given the opportunity to give his/her version of events, even if s/he is out of school.
- In establishing the facts and coming to a conclusion as to the student's culpability, there must be **very strong evidence** that the alleged conduct occurred and that the student was responsible.

Excluding the Student before the Investigation is Completed

Immediate action may be needed where a serious incident has occurred even though the investigation may still be ongoing. In these cases it is recommended that the student be excluded for an initial fixed period to enable the investigation to be completed. If this is the case the letter to the parents must indicate this is the reason for this fixed-period exclusion. Once the investigation has been completed, the headteacher must decide whether to convert the exclusion to a permanent exclusion.

Police Involvement

- Where the incident warrants police involvement, the police should be contacted as necessary. Headteachers should also consider whether or not to inform other agencies e.g. Youth Offending Team (YOT), Children's Social Care (CSC).
- It may be appropriate to initially exclude the student for a fixed period.
- Where there is a possibility that the police may take legal proceedings, the headteacher should first check with the police before interviewing the witness and student(s) suspected to be involved in the incident.

Once the extent of the student's culpability has been established it will be necessary to decide whether exclusion is the appropriate sanction. All exclusions must be in line with the School Discipline Policy (Personal Best) and any other relevant policy such as the school's published policy on drugs. If not, the exclusion may be overturned by the PDC (the Governors' Student Discipline Committee) or by the Appeal Panel.

Provided the sanction is consistent with the policy, different sanctions may be applied to different students depending on the extent of their culpability, their previous disciplinary record and any contrition they show.

Regard must also be had to the School's Equal Opportunities Policies, where applicable the Race Relations Act 1976, as amended, and the Disability Discrimination Act 1995, as amended.

Permanent Exclusion

The DfE guidance states that to permanently exclude a student is the final step in the school's disciplinary process and it should normally be used as a last resort.

The DfE guidance acknowledges that exceptionally, permanent exclusion may be appropriate for a one-off/first time offence involving serious actual or threatened violence, sexual abuse or assault, supply of an illegal drug and carrying an offensive weapon. In all other cases exclusion should only be used when other strategies and sanctions have failed.

The DfE guidance specifically states that a decision to permanently exclude a student should only be taken:

- where there has been a serious breach of the School Discipline Policy;
- where allowing him/her to remain in school would seriously harm the education/welfare of the students/staff.

Alternative Strategies to Exclusion

Before excluding, in most cases, a range of alternative strategies should be tried. These strategies are mainly concerned with early intervention for disruptive, disaffected and emotionally-disturbed students. They may include:

- using a restorative justice process, which enables the offender to redress the harm that has been done to the 'victim, and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise lead to exclusion;
- internal exclusion, which can be used to diffuse situations that occur in school that require a student to be removed from class, but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods;
- working with parents;
- Learning or Behaviour Support Units;
- calling a multi-disciplinary meeting including outside agencies;
- mentoring;
- dis-applying the National Curriculum

- work-related learning and work experience for 14-16 year olds;
- encouraging involvement in voluntary service and community activity;
- assessment places for Key Stage 3 students at Jesse Street and Aireview PRUs;
- involving external providers
- a managed move. If a school feels that it can no longer manage the behaviour of a particular student, the school may ask another school to take over his or her education. This should only be done with the full knowledge and co-operation of all parties involved, including the parents, in circumstance where it is in the best interests of the student concerned. Parents should never be pressured into removing their child from school under threat of a permanent exclusion, nor should students be deleted from the school roll to encourage them to find another school place.

Pastoral Support Programme (PSP) / Common Assessment Framework (CAF) / Early Help

Students who do not respond to school actions to combat disaffection may be at serious risk of permanent exclusion or criminal activity. **Teachers should actively identify such young people. Each one will need a plan worked out with external agencies and parents.**

What is a PSP/CAF Early Help procedure?

It is a school-led intervention programme to help individual students better manage their behaviour. A nominated member of staff should oversee a PSP. It should identify precise and realistic behaviour outcomes for the student to work towards. It should involve outside agencies where necessary.

It should be short and practical and administration should be kept to a minimum. It does not replace an IEP or the SEN assessment process. Rather than setting up a PSP for students with an IEP, schools should ensure that the IEP reflects the appropriate strategies. A meeting should still be called involving all staff, external agencies, voluntary groups who have an involvement with the student, and her/his family.

When to operate a PSP/CAF

It should be set up automatically for a student:

- who has had several periods of fixed-term exclusion; or
- who has been identified as being at risk of failure at school through disaffection;

How to set up a PSP/CAF

The school should invite:

- the parents;
- the nominated member of staff;
- any relevant outside agencies/voluntary groups;

to discuss the cause for concern and what action is needed. The nominated member of staff should draw up a programme with agreed and realistic targets, deadlines and timescales.

When Not To Exclude

It is unlawful for schools:

- to send a student home unofficially and ask parents to return them to school after they have 'cooled down';
- to insist that parents attend a meeting in school prior to the student's re-admission back into school following a fixed-period exclusion.

Exclusion should not be used for:

- minor incidents such as failure to do homework or for not bringing dinner money;
- poor academic performance;
- lateness or truancy;
- pregnancy;
- breaching school uniform policy including hairstyles or wearing jewellery (unless there is persistent and open defiance of such policies);
- punishing students for the behaviour of parents, eg by extending a fixed-period exclusion until the parents agree to attend a meeting;
- refusing to sign a Home/School Agreement and failure to comply with the conditions of a Home/School Agreement.

When to Exclude

A decision to exclude a student should be taken only:

- in response to serious breaches of the school's Behaviour Policy; **AND**
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Types of Exclusion

Only the headteacher or teacher in charge of a PRU (or, in the absence of the headteacher or teacher in charge, the most senior teacher who is acting in the role) can exclude a student.

There are three types of exclusion:

- fixed period, lunchtime and permanent.

Fixed Period – the law allows headteachers, or teachers in charge of a PRU, to exclude a student for up to **45 school days in any one school year**. However individual exclusions should be for the shortest time necessary, bearing in mind that exclusion of more than a day or two make it more difficult for the student to re-integrate into the school.

The school should set and mark work during the period of exclusion and make appropriate arrangements with parents/carers for its collection and return. Schools must re-admit a student the day after the conclusion of a fixed-period exclusion. It is recommended, as good practice, to draw up a revised PSP to highlight the particular needs of the student.

The school must provide full time education after the sixth day of a fixed term exclusion. For a permanent exclusion it is Bradford Metropolitan Council's responsibility to provide full time education. When the total number of fixed-period exclusions has reached 45 days, no further

fixed-period exclusions can take place. Furthermore, the exclusion does not automatically convert into a permanent exclusion.

Lunchtime – students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (equivalent to one half school day) and should be treated as such. Parents have the same right to information and to make representations. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, is unlawful.

Arrangements should be made for students who are entitled to free school meals; this may mean providing a packed lunch. The Secretary of State does not expect to see lunchtime exclusion used for a prolonged period. In the long run, another strategy for dealing with the problem should be worked out.

Permanent – this is the final sanction available to a school. It is for schools to decide when to fixed-period or permanently exclude in accordance with the sanction set out in their Discipline/Behaviour Policy.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

‘Permanent Exclusion for Exceptional Circumstances/‘One-Off’ Offences

There will be exceptional circumstances where, in the headteacher’s judgement, it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon.’

Taken from the Student Exclusion Manual: Education Bradford

Schools should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies e.g. Youth Offending Team, Social Workers, etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being or the school community. Alternative provision will not be appropriate in these cases as the student still has the right to return to school if not permanently excluded.

Permanent Exclusion For Persistent and Defiant Misbehaviour, Including Bullying (which would include racist or homophobic bullying, or supplying an illegal drug on school premises)

The Decision to Exclude

Permanent exclusion should only be used:

- in response to serious breaches of the School Discipline Policy;
- if allowing the student to stay at the school would seriously harm the education or welfare of other students or staff.

The decision to permanently exclude should normally be used as a last resort – in most cases a range of alternative strategies must have been used.

Provided the exclusion is consistent with the School Discipline Policy and, where applicable, other related policies such as the school's Drug Policy, different sanctions may be applied to different students depending on the extent of their participation, their previous disciplinary record and any contrition they show.

Persistent Misbehaviour

Where persistent and defiant misbehaviour still persists despite the application of appropriate sanctions and the use of alternative strategies, then the stage may be reached when permanent exclusion is appropriate should there be further repetition of this behaviour. The headteacher may conclude that allowing the student to stay at the school would seriously harm the education (or welfare) of other students or staff.

In these cases, it is important that the final or 'trigger' incident is sufficiently serious, when taken together with the student's previous disciplinary record, to warrant permanent exclusion.

The important factors to bear in mind in these cases are as follows:

- the School Discipline Policy must specifically provide for exclusion in these circumstances;
- no assumption of culpability should be made based on the student's track record;
- as in all cases, an impartial investigation must be undertaken to determine the extent of the student's culpability;
- alternative strategies must have been explored and, and where appropriate, tried;
- full records of the previous behaviour, the sanctions applied and the strategies used must be kept;
- the decision letter must explain that the decision to exclude was based not just on the final incident but also taken into account the student's previous disciplinary record. Reference should be made to previous sanctions applied and strategies used;
- the decision letter could also specifically state that the headteacher considers that, in view of the student's persistent defiance of the School Policy, the headteacher allowing the student to stay at the school would seriously harm the education (or welfare) of other students (or staff), as the case may be.

The Secretary of State would not normally expect the Governors' Student Discipline Committee or an Independent Appeal Panel to re-instate the student where persistent and defiant misbehaviour, including bullying, or repeated possession and/or use of an illegal drug on school premises, has been established.

NB Permanent exclusion should not be imposed in the heat of the moment. It is advised that a student suspected of a serious offence, on the immediate evidence

available, be fixed-period excluded. This will remove the threat to the safety of others in the school and allow time for a full investigation to be carried out.

STUDENTS AT RISK

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Statutory guidance on identifying, assessing and making provision for students with SEN, including those with behavioural, social and emotional needs, is given in the Special Educational Needs Code of Practice. Schools must have regard to this guidance. School Governing Bodies have a statutory duty to do their best to ensure that the necessary provision is made for any student who has SEN.

Other than in the most exceptional circumstances, schools should avoid permanently excluding students with Statements. They should also make every effort to avoid excluding students who are being supported at School Action or School Action Plus under the Special Educational Needs Code of Practice, including those at School Action Plus who are being assessed for a Statement. In most cases, the teacher will be aware that the school is having difficulty managing a student's behaviour well before the situation has escalated. Schools should try every practicable means to maintain the student in school, including seeking Bradford Metropolitan Council and other professional advice and support at School Action Plus or, where appropriate, asking the Bradford Metropolitan Council to consider carrying out a statutory assessment.

Students with a Statement should not normally be permanently excluded. In the first instance, schools should make a fixed-period exclusion and involve their SEN Officer to call an urgent review meeting to look at the Statement.

SEN Partnership. The Parent Partnership should also be able to provide details of voluntary agencies that offer support to parents, including those that can offer advice concerning exclusions.

Disabled Students

Schools have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled students by excluding them from school because of their disability (for a fixed-period or permanently). The definition of disability under the Act covers students with physical, sensory, intellectual or mental impairments.

Discrimination means treating disabled students 'less favourably' than other students without justification. It also means failing to take 'reasonable steps' to ensure that disabled students are not placed at a substantial disadvantage compared to their non-disabled peers. What constitutes a reasonable step will depend on the circumstances of each case.

The Disability Rights Commission has a Code of Practice, which explains and illustrates schools' duties to disabled students, including in relation to exclusions decisions or appeals are strongly recommended to read the Code of Practice, along with the Equality Act 2010.

Appeals against permanent exclusion, where discrimination is alleged to have taken place, or the disabled student has been placed at a substantial disadvantage by the exclusion procedures, will be heard by the Independent Appeal Panel. Claims alleging discrimination in respect of fixed-period exclusions will be heard by the SEN and Disability Tribunal. Schools will be required, in disability discrimination claims to demonstrate that their actions are justified and that there are no reasonable adjustment to their policies and practice they might have made to prevent the incident which led to the exclusion. Since many disabled students will also have special educational needs, schools may wish to consider the action they have taken to address those needs in this context.

Schools are strongly advised to take legal advice as a matter of urgency where discrimination is alleged.

Children in Public Care

As children in public care are especially at risk of low attainment in school, schools should be especially sensitive to exclusion issues where these children are concerned. Schools should try every practicable means to maintain the child in school and should seek Bradford Metropolitan Council and other professional advice, as appropriate. Social Services should, in all cases, be involved at the earliest opportunity in working with the school to avoid the need to exclude the student.

Race Relations

Schools have a legal duty to have due regard to the need to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups. Support and advice is available from the Diversity and Cohesion Team at Bradford Metropolitan Council who also monitor the Racial Incident Reporting Forms, a statutory requirement for all schools.

Schools must take steps to ensure that they will not discriminate against a student on racial grounds when making a decision about whether to exclude a student. Schools should therefore monitor and analyse exclusions by ethnicity to ensure that they do not treat some groups of students more harshly than others. Schools must assess whether policies that lead to sanctions including exclusion, have a disproportionately adverse impact on students from particular racial groups. If adverse impact is identified, then the policy and practice should be revised.

Schools should ensure that all school staff and governors are fully trained to understand how their own perceptions, values and beliefs affect their behaviour and therefore their interaction with students from minority ethnic backgrounds. Good connections between schools and community groups and open discussion within schools can greatly help to facilitate this.

Headteachers (and PDC and Appeal Panel members) are advised to read:

- The Equality Act 2010

Drugs Related Exclusions

Each school's Discipline Policy or Drugs Policy should specify the sanction for possession and/or supply of illicit drugs; the policy should spell out whether the same sanctions would apply to substances purporting to be illicit drugs.

The DfES guidance "Improving Behaviour and Attendance", acknowledges that it can be appropriate to permanently exclude a student supplying an illegal drug even though this is a first or 'one-off' offence; however, this should be clearly spelt out in the School Discipline Policy or Drugs Policy.

APPENDIX E: Knives or other offensive weapons in or near school

There has been a great deal of media attention focused on the issue of teenage knife crime in particular. Although West Yorkshire and Ilkley, and Ilkley Grammar School in particular, do not experience the knife culture of other areas, we are not complacent.

The Law

- It is illegal to carry any knife if there is intent to use it, even defensively, as a weapon, even if the knife belongs to someone else.
- Police can and will search someone if they believe they are carrying a knife. Police and school staff can also search young people for weapons in school.
- Carrying a knife could mean being arrested, going to court and ending up with a criminal record or even a prison sentence. This can affect the rest of someone's life. Having a criminal record can prevent that person getting a job, going to university or college or even travelling abroad to some countries.

We expect parents to support their children, and us, in helping their child make the right choice and, in talking to them, in looking out for concerning signs, and in reminding them that they should always walk away if confronted with the threat of violence.

If a student is believed to be in possession of a knife or there is sufficient evidence that they have had a knife, or any other offensive weapon (for example, a baseball bat) where there is evidence that it could be or has been used to threaten or cause violence, the following guidelines will apply:

- a search will be conducted
- an investigation will be instigated to gather evidence and establish facts
- reference made to Bradford Metropolitan Council and their advice and guidance
- where there is evidence of possession, parents/carers will be contacted and the police informed and there will be a recommendation for permanent exclusion
- the Chair of Governors will be contacted and informed

'Permanent Exclusion for Exceptional Circumstances/'One-Off' Offences

There will be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon.'

Taken from the Student Exclusion Manual: Education Bradford

APPENDIX F – Drugs and Alcohol

The policy at Ilkley Grammar School endorses the DfE line:

'Illegal drugs have no place in schools.'

It is vital that schools send a clear message to the whole school community that the possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable.'

DfE – Drugs: Guidance for Schools

In the case of Ilkley Grammar School, 'school boundaries' incorporates:

- the school site
- in the vicinity of the school
- out of school at lunchtime
- on school buses and buses/other public transport to school
- college and work placements, including work experience
- school visits, including those in holiday time

'A decision to exclude a child permanently is a serious one. Permanent Exclusion should usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. Supplying an illegal drug is a serious breach of school rules and it may be one of the exceptional circumstances where the Headteacher judges that it is appropriate to permanently exclude a student, even for a one-off or first time offence.... Where students are permanently excluded for supplying an illegal drug, repeated possession and/or use of an illegal drug on school premises, the Secretary of State would not normally expect the governing body or an independent panel to reinstate the student.'

DfE – Drugs: Guidance for Schools

Any decision will be based on a thorough investigation, the needs of any individual involved and the wider welfare interests of the student body in school.

Drugs are those that:

- ❖ are legal such as alcohol, tobacco and solvents;
- ❖ over the counter and prescribed drugs;
- ❖ controlled substances (illegal drugs or substances purporting to be illicit) such as cannabis, ecstasy, heroin, crack / cocaine and LSD

Drugs, other than those prescribed for legitimate medical use, must not be brought on to School premises and must not be bought, sold or otherwise obtained on school premises. These regulations also apply to any location on school visits.

- Possessing or using alcohol or tobacco on school premises or in the vicinity of the school is not allowed
- Students found smoking cigarettes on or near the school premises will be subject to investigation and will normally be placed in isolation; for repeated offences they may be excluded from school.
- Any student suspected of being part of activities involving controlled substances (illegal drugs) or found in possession of controlled substances on school premises or in the vicinity of the school will be subject to a detailed investigation and will be excluded from

school. *Where there is evidence that this is not a first offence and there are no extenuating circumstances, there will be a recommendation for permanent exclusion.* A student's parent or carer will normally be informed of any drug-related incident.

- Any student found to be supplying i.e. offering to sell, giving, actually selling, obtaining on behalf of others or trading controlled substances (illegal drugs) for something of value or possessing with intent to supply another person *the student will be recommended for permanent exclusion.* The school's view of the offence is the same whether the offence occurs on school premises or not.
- The police will always be informed of any controlled substance incidents.
- The Chair of Governors will be informed.
- All the above apply to any location visited while on a school trip.
- The School will act with sensitivity towards any member of the school who wishes to seek help to overcome a drug-related problem.