

Greenford High School

Policy Document



Behaviour Policy

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Policy Type	Statutory other
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Staff Responsible	Mrs L Grimley DHT
Governing Committee	Students
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Approved by	Mrs M Pye HT
Update	
	GHS Shared Drive Website
	February 2024 February 2024

1) Aims of the policy

Greenford High School is committed to providing a secure and safe environment for the development of individuals so that they are morally, socially and academically equipped to take their place as responsible citizens in society. The school strives to offer the best possible curriculum, suited to the needs and aspirations of our students and maximising their learning opportunities.

In this context our Behaviour Policy is governed by our three key rules: **Ready, Respectful, Safe.**

Ready

- ❖ Believes that excellent learning can only take place in a positive working environment, normally in lessons that are calm and orderly, an atmosphere that allows teachers to get on with the business of teaching and students the business of learning.
- ❖ Students should be ready for learning, ready for work, ready for school.

Respectful

- ❖ Believes that good behaviour is based on respect for each other and for the school as a place of learning. We show this respect through politeness.
- ❖ No student has the right to disrupt the education of others.

Safe

- ❖ Asserts that no student has the right to threaten the wellbeing or safeguarding of others.
- ❖ We will strive to develop in students an awareness of how to be safe – in school, online and in the outside world.

Our behaviour policy is also underpinned by the three-way relationship between students, staff and home. We will strive to communicate with parents/carers to try to establish an active partnership as a key means to aid, support and promote good behaviour.

2) Home-School Agreement

The school's expectations of parents, and its commitment to them, are outlined in the accompanying document, the **Home-School Agreement** to be found below on **Appendices 1 and 2**, depending on what year the student joins the school. All students joining the school are required to sign the **Home-School Agreement**, as are their parents or carers. This agreement is then to be kept in the student's file. The school acknowledges that the vast majority of parents are supportive of the school's aims and that we are fully committed to working in partnership with them.

3) Student Conduct

While following our golden rule *Ready, Respectful, Safe* students will be awarded with the following:

- Character points
- Commendations
- Postcards home
- Hot Chocolate Friday
- Student of the Week in Assemblies
- Attendance certificates
- Phone calls home
- Reward prizes

Students receive character points as rewards for good effort in their work or behaviour and for good attendance, and for demonstrating one of the five character strengths. The points are recorded electronically and can be viewed by the student, parent and members of staff to monitor student achievement.

The 5 Character Strengths at Greenford High School are:

- Community
- Courage
- Compassion
- Resilience
- Responsibility

Students will also accumulate Behaviour Points for not following our key school rules. We measure student conduct by deducting their Behaviour Points from their Character Points. Please see **Appendix 3** for a copy of both the **Character and Behaviour Point Tariffs**.

4) Staff Conduct

Staff at Greenford High School will commit to the following when it comes to managing behaviour:

- ❖ That the management of student behaviour is the responsibility of all members of the school community and that this management should be firm, fair, positive, assertive and whenever possible proactive. Staff will work to ensure the de-escalation of incidents wherever possible, especially when student emotions are running high;
- ❖ The value of praise over reprimand but acknowledging the need for the appropriate use of both;
- ❖ The use of PIP and RIP: *Praise in Public; Reprimand in Private*;
- ❖ The use of *Meet and Greet* and *End and Send* to promote a healthy and inclusive atmosphere at the start and end of each lesson;
- ❖ Staff should try to develop in students a set of values for life, and the courage to live by them, as we are preparing citizens capable of making a valuable contribution to society.

5) Parent/Carer Conduct

As acknowledged above, parents/carers are required to sign the **Home-School Agreement** when their child joins the school.

Where there is a persistent lack of parental cooperation, and this is affecting the child's behaviour, the school will take appropriate action, which may involve outside agencies. We will also take appropriate action against parents/carers that are unreasonably challenging or aggressive in their conduct towards staff or in exceptional cases, against other students. Such action may include referral to the police and other external agencies and may also involve banning parents from coming within any given proximity to the school site.

Pupils will not be discriminated against because of the actions or behaviour of their parents.

6) 3-way relationship

If the golden rule of **Ready, Respectful, Safe** is followed, and the three way relationship is working, then this is what we aim to achieve:

- ❖ To foster and encourage good behaviour and to recognise and reward it.
- ❖ To encourage mutual respect between all individuals and groups within school and outside it.
- ❖ To maintain an attractive, stimulating and purposeful working environment.
- ❖ To seek to develop self-disciplined and self-motivated young people who will be encouraged to see learning and their own personal development as life-long activities.
- ❖ To foster a school climate in which individuals think through and accept responsibility for their own actions.
- ❖ To encourage individuals to accept that education in school represents many rights and privileges together with a number of obligations and responsibilities.
- ❖ To make it clear that the support and promotion of good behaviour is applied both in and outside of school.
- ❖ To recognise that each student will have individual circumstances and needs that will influence their conduct, such as an EHC plan, bereavement or Children Looked After status.

- ❖ To ensure that students who may be excluded are not being discriminated against or harassed based on disability, gender, race, class, religion or sexual orientation.
- ❖ All of the above are underpinned by our 5 Character Strengths - these are our 5 fundamental values that are at the root of all that we do as a school.

7) Behaviour Levels

There will be occasions when students do not display the behaviours the school would like to see - at this point, certain sanctions and/or interventions may be deployed, along with the liaison with key members of staff. Please see **Appendix 4** for the levels that certain behaviours may be at.

8) Support around behaviour

All students will receive universal support to help them to manage behaviour in the form of their designated year team, who, along with their form tutor and other school staff, will help them to understand the school's expectations and also support them when they are struggling. For additional behaviour. Where additional support is deemed as required, the school will discuss with parents any measures relevant to each student's individual needs to try to reduce the likelihood of a student being suspended or excluded from school. The School will consider the most appropriate support to address each student's needs.

Some of the interventions that can be considered include:

- Student screening: i.e. Lucid (learning strengths and weaknesses) Boxall profile assessment for students with behaviour and social and emotional difficulties.
- Establishing behaviour support and or pastoral support plans.
- SEN assessment and support
- Amended curriculum
- Alternative provision
- Restorative meetings and restorative approaches
- A therapeutic approach to working with students
- Mentoring (individual or group) by pastoral support workers and or tutors
- Use of external professionals and groups.
- LA behaviour team
- Educational Psychologist
- School counsellor
- Managed move to another High school
- Alternative curriculum provision (in consultation with Subject Leaders)
- School Safety Officer intervention
- Liaison with social care professionals such as the SAFE team, Young Offenders Team, Child and Adolescent Mental Health Services, Parenting Programmes, External mentoring provision, Social Services, Alcohol and Drugs support.

Discussion around interventions appropriate for each student take place at weekly meetings between the AHT i/c of Inclusion and SENCO, fortnightly meetings with Year Teams, and half-termly MAP and SENplan meetings. Each of these meetings will consider appropriate assessment, support and external agency involvement for the student and family. Students with identified SEND concerns will be placed on the School's SEN register at the appropriate stage.

The School will work closely with parents/carers to support students who experience difficulties with their behaviour. When incidents of poor behaviour arise, the School will consider and take into account each student's individual needs.

How are behaviour needs identified?

Students' behaviour and SEMH concerns can be communicated in the following ways:

- Direct staff referral, following repeated behaviour concerns or barriers to learning;
- Referral or report from parents/carers;
- Referral or report from the student's previous School or external agencies;
- A trigger incident such as a child protection referral or exclusion;
- Feedback in relation to a student's failure to respond to allocated support.

Referrals will be discussed at the above meetings to allocate appropriate support.

Students with identified behaviour & SEND needs will be assessed and may be added to the School's Special Educational Needs register by the School's SENCo.

As part of behaviour incident investigations and sanction recommendations, the School will take into account and consider the special educational needs and support plans of each student.

9) Sanctions and Interventions used to support behaviour

Greenford High School will, at times, feel that it is necessary to impose sanctions or interventions to support behaviour. Sanctions used at school include the following:

- **Behaviour for Learning Pathway**

So that learning in the classroom can be maximised, student conduct needs to be positive and not hinder learning - students are supported in this through the **Behaviour for Learning Pathway**. Please see **Appendix 5** for a record of what happens at each stage of this pathway.

- **Detentions**

Detentions normally last for 15 minutes, 30 minutes, 60 or 90 minutes at a time. Parents must be notified of all detentions over 15 minutes in length. This will be done by text, email or phone call and may also be followed up with a note in the student's Contact Book. They may take place during break-time or at the end of the school day. However, students must be allowed to have sufficient time for lunch even if they are given detentions.

Detentions will increase in length of time and severity, according to why they have been given and whether an earlier detention has been missed - please see **Appendix 6** for a table on how detentions are set and the detention schedule.

There are a variety of reasons why detentions are given - please see **Appendix 4** for clarification of this. The reason for a detention will always be communicated to parents/carers. It is also important to note that behaviour outside of the classroom, such as conduct in the playground or lateness to school, may also result in detentions, and possibly more serious sanctions. **Appendix 6** gives clarity on this.

- **Behaviour Reports**

A student may be placed on report to their Form Tutor, Year Team, Learning Mentor, Boys' and Girls' Achievement, or another senior member of staff. This may be an e-report, which appears on registers, or a hand-held card one.

There will be a variety of reasons why a student is placed on report but any decision will be underpinned by supporting the student to improve certain identified behaviours. A student may also be placed on report because of a certain number of Behaviour Points accrued as indicated in the **Behaviour Tariff**.

- **Behaviour Points**

If there are concerns about a student's conduct either in or out of lessons, that student may be given a Behaviour Point, to be recorded on SIMs, the school's information system.

If a certain number of Behaviour Points are accrued, this may lead to further sanctions and interventions - please see the **Behaviour Tariff**.

- **Patrol**

A student may be removed from a lesson by a senior member of staff if their attitude to learning is poor, if they are preventing others from learning and teachers from teaching or their behaviour is dangerous. There are red lines that the school has and if these are crossed, patrol will be called.

Here are the red lines:

- Fighting;
- Positive Handling;
- Swearing at staff;
- Dangerous behaviour that puts staff or students at risk;
- Damage to school property;
- Leaving a lesson without permission;
- Poor behaviour in the Red Card room or refusing to move to the Red Card room.
- Medical Emergency.

Any student removed from a lesson by patrol will have a detention on the same evening for 60 mins with a member of SLT. Parents/carers will be contacted by patrol staff to inform them of the detention.

If a student receives 3 or more Patrols in a week they will incur an Internal Exclusion Day.

In addition to the above, students may also be removed from lessons to work with a senior member of staff if they choose to wander around the school site rather than go straight to lessons. Due to the potential safeguarding risks involved in not being able to account for a student's whereabouts at any given time, they will be supervised by either the Headteacher or one of the Deputy Headteachers, and families will be informed. There is likely to be a further sanction. In extreme circumstances, where a child refuses to follow instructions of senior members of staff, parents may be asked to come in and collect the child, in order to ensure that safeguarding protocols are met.

- **Community Service**

Students may be given community service for certain sanctions including: damaging school property; theft; jumping queues and persistent lateness. This will be in the form of litter picking or clearing trays in the canteen or any other activity that will benefit the school.

- **Internal Exclusions**

The school runs Internal Exclusions for students in response to poor behaviour as an alternative to Fixed Term Exclusion. The student remains in school, but is removed from lessons. He/she studies in isolation in a supervised room. Parents are notified of this sanction in advance. The day runs from 8.15 to 16:00, with the possibility of students staying later if behaviour is inappropriate.

Not attending or poor behaviour/patrol during an Internal Exclusion could lead to an External Exclusion for 1 day. The procedures to be followed in the Internal Exclusion Room are to be found in **Appendix 7**.

- **Restorative Approaches**

This enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully by Year/Pastoral teams to resolve situations that could otherwise have resulted in exclusion. However, this can only work with the consent of all parties.

- **Behaviour outside school**

Pupils' behaviour outside school on school trips, sports fixtures, work experience placements, is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school and the appropriate sanctions given. For behaviour outside school, but not on school business, sanctions may continue to apply to a pupil (including exclusion) if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if the school feels that the wellbeing or safeguarding of the student body may be compromised by a student's behaviour outside of school.

- **Mentoring**

Depending on the behaviours that are presented, the school may decide to set up sessions with one of our Pastoral Support Workers or a Learning Mentor. Parents/carers will be informed if these 1-1 sessions need to take place.

- **Use of external professionals**

In addition to internal support, there may also be times when the school may make the decision to enlist the support of external agencies to help with behaviour. Again, parents/carers will be informed if this intervention is to take place.

- **Stages of Intervention**

Students who do not improve in their behaviours will move through the **Stages of Intervention** - please see **Appendix 8** for a table showing what may trigger a student being on each stage, what will happen and the interventions that will be put in place.

- **Suspensions, 1-5 days**

Suspensions lasting between 1-5 days are a response to more serious concerns about poor behaviour and mean that students will work at home during the period of suspension. The length of the suspension will reflect the nature of the offence and the student's previous record. Suspensions may also be given due to the number of Behaviour Points accrued, as shown in the Behaviour Tariff.

Parents/carers are required to meet the Headteacher, or her representative, at some point during the suspension period – before, during or after the completion of this sanction. Due to the serious nature of this sanction, the school will endeavour to not only send a letter home concerning the suspension, but to speak to the parent/carer as well.

- **Suspensions, over 5 days**

Suspensions of over 5 days are a response to incidents of poor behaviour which are exceptionally serious in nature. From the sixth day of suspension, the student will continue his/her education at an alternative provision, under supervised conditions.

In some cases, the Headteacher may decide that a suspension is to be permanent exclusion. For further details of this, and for more information on Exclusions generally, please refer to the School's **Suspensions Policy**, available to view online on the school's website. Governors also have the right to direct students off site through **Section 29**; please see the **Suspension Policy** for more information.

- **Managed Moves**

In conjunction with the parents and receiving school, a Managed Move to another school may be explored. There is a protocol to be followed if a Managed Move is to be considered and a student is to be put forward for a panel. Please see **Appendix 9** for the **Managed Move Protocol**.

- **Governors Intervention Panel**

On occasion, members of the governing body will meet with particular students about whom the school has concerns. This can be for a variety of reasons, and may take place pre or post-suspensions. A student may meet with the governors on more than one occasion.

10) Bullying

Bullying (in person or online) or harassment in any form will not be tolerated at Greenford High School. The emotional distress caused by bullying can prejudice achievement, lead to truancy and in extreme cases suicide.

All incidents of bullying are logged on SIMS and will then be tracked by the group of senior leaders responsible for overseeing these incidents. Year Teams will be involved and parents and carers will be kept updated about any investigations and actions taken.

Bullying incidents will be sanctioned in line with the School's Behaviour and Anti-Bullying policies. As part of this, students will be required to attend a series of bullying workshops, particularly where there have been repeated instances of bullying. Where bullying continues, higher level sanctions will apply, including suspensions and permanent exclusion, in very serious and persistent cases. Victims of bullying will have the opportunity to engage in restorative meetings led by the Head of Year or a member of the pastoral team.

Greenford High School has a discrete **Anti-Bullying Policy** which can be found on the School's website. The school records and investigates all bullying, racism, homophobia or sexual harassment. Parents/carers (victim and perpetrator) will be informed of all reported bullying incidents.

The School monitors bullying, racist, homophobic and sexist incidents. A termly report is produced for the Governing Body and Local Authority to monitor the pattern and frequency of bullying and racist incidents.

11) Searching of students and confiscation of inappropriate items

The School will confiscate mobile phones, headphones and other electronic/digital devices, including smart watches, if used inappropriately, as set out in the policy below. The school has zero tolerance of these being used on school site. All other items, for example banned uniform items, will be confiscated and returned at the end of the working day by the teacher. These must be kept safe.

The school will search students without consent if members of staff believe a student is carrying weapons, knives, alcohol, illegal drugs, stolen items, any item that could be used as a weapon, or an imitation or toy weapon. The only exception to this is if a student is carrying a *Kirpan*, for religious reasons, and only if this has been signed for. Searches will only be done by the Senior Leadership Team, Head of Year and Deputy Head of Year, Heads of Department. The Headteacher and authorised members of staff also have the right to search devices, such as mobile phones, if they feel there is good reason to do so. What is then done with the device, and/or the material found on it, is at the discretion of the school, and may involve external agencies, such as the police.

Unless there is a real urgency for this to happen, searches will be undertaken by a member of staff of the same sex as the student and will not be done alone. There should be at least two members of staff present. All details of the search should be recorded on SIMs and the Head of Year informed. This is for the protection of staff.

On occasions, the police will be used to conduct safety sweeps - this is done in liaison with the Safer Schools Officer Team and is a preventative measure. Parents/carers will be informed if their child has been involved in a safety sweep. School staff will also be present during safety sweeps.

12) Mobile Phones

Due to concerns about the disruptive use of mobile phones by students at Greenford High, the Year Teams, Senior Leadership Team and Governors took the decision to ban their use by students in 2011. This brings us into line with the vast majority of schools and the Government's views on this issue.

The ban on mobile phones and other electronic devices applies to any location on the school premises or grounds, from the gates at the Lady Margaret and Ruislip Rd entrances onwards. If a student is seen with a mobile or headphones, they will be confiscated by the member of staff there and then and be kept by the school for a week. This includes break and lunchtime and any weekends which fall during the ban. Post 16 students are allowed to use their phones in the Common room only. They must understand that this is a privilege due to their senior position within the school. If they use them elsewhere, they will be confiscated.

If a student is seen with a mobile or other electronic/digital devices, members of staff are to ask the student to hand the phone or device over to them. All staff are expected to do this. If a student refuses to hand over a phone then a suspension may result in the following days.

When the member of staff confiscates the phone they should note the student's name and form group. This is then taken promptly to the Head of Year or Deputy Head of Year. The Head of Year or Deputy Head of Year will put the phone in an envelope with the student's name and form on. This will then go into the Pastoral safe. Please note that the school will not reimburse students and parents for any loss of a phone as they should not have been brought onto the school site in the first place. In addition, the school will not investigate any theft of a mobile from a student.

The Year team will contact parents to tell them when the phone is available to be picked up. All information must be noted on SIMs including when and who will be picking up the phone. A letter will also be generated that is sent home with these details on them. A receipt will be given to the child for the phone.

13) Movement to and from school

Students need to ensure that their behaviour to and from school is sensible, safe and that they make their way straight to school and home. In particular, they should not go to the petrol forecourt. Staff have the right to move students on at any stage while they are under our supervision. This includes staff duty periods outside of the school site before and after school.

Electric scooters are not allowed on the school grounds and should be discouraged from being used at all times.

14) Smoking, vaping and alcohol

Smoking of cigarettes, E-cigarettes, vaping and drinking alcohol by students is not permitted on or off the School site.

Any student caught smoking or vaping on or off site in school uniform will be reported immediately to their Head of Year and the incident must be logged on SIMS behaviour by the reporting member of staff. Following an investigation, a student may be sanctioned using either internal or external suspension.

Staff are required to confiscate cigarettes, vapes and lighters and dispose of these items. Parents/carers will be informed and asked to attend a meeting with their child's Head of Year. Students will be referred for support to help them stop smoking or vaping.

15) Plagiarism

Plagiarism will not be tolerated in any year or in any subject. If there is an incident where a student is suspected of plagiarism, the incident will be thoroughly investigated, and an appropriate sanction may be applied, possibly exclusion. This includes instances where AI technology may have been used. Please see **Appendix 10** for the **Plagiarism Protocol**.

16) Malicious Accusations

If a student is found to have made a malicious accusation against a member of staff, the school will take this very seriously and will sanction the student as appropriate, including the possibility of suspension.

17) Child on child sexual violence and sexual harassment

Sexual violence or harassment (in person or online) are never acceptable and will not be tolerated. All staff are asked to challenge inappropriate behaviours and language between pupils. Students who fall short of these expectations will be sanctioned in line with the school behaviour policy and the police and social care may be required to be involved.

Incidents of child on child sexual violence or harassment must be reported immediately to the DSL using either the designated email address or CPOMS with a follow up same day staff meeting. The school will follow advice and guidance set out in **Keeping Children Safe in Education 2023**. e.g. child on child sexual violence and abuse, and may also inform the local authority LADO.

18) Behaviour Incidents Online

The school recognises the seriously damaging effect on students, and staff, of all forms of online abuse: malicious and repeated comments, often anonymous, on websites, by text, by email, via Facebook, Twitter, Tik Tok, Snapchat etc.

Greenford High will work positively with students to educate them on the dangers of such behaviour and on the importance of reporting it immediately. However, parents and students must realise that the school will take appropriate sanctions against any student who is involved in online bullying or libelling members of the school community online, including the use of suspensions, or in serious cases, permanent exclusion. This includes the sharing of any online material, which may have not been created by the user initially.

Students and parents should be clear that any contravention of our mobile phone ban policy which results in filming in school and subsequent sharing online, will be taken very seriously and will result in a high level sanction for bringing the school into disrepute and for compromising school safety. Such incidents may result in a suspension or permanent exclusion.

Likewise, any creation of a video outside of school which brings the school into disrepute and/or compromises student, staff or whole school safety, may result in a suspension or permanent exclusion.

Students must also realise that in forwarding or sharing messages from others, such as "Re-tweeting" a message or sharing screenshots they are considered, in legal terms, to also be guilty of libel or online bullying.

19) Suspected Criminal Behaviour

In cases where a member of staff suspects criminal behaviour, the school's pastoral leaders will make an initial assessment (this will be documented) to see if the police need to be informed. This must be reported to the student's Head of Year for initial investigation.

Once the decision has been made to report the incident to the police, the school will ensure it does not interfere with the police investigation. However, the school retains the discretion to continue investigation and enforce their own sanctions so long as it does not conflict with police actions.

Appendix 1

HOME SCHOOL AGREEMENT – Key Stage 3 and Key Stage 4

Name: Form:

Learning to succeed is what **Greenford High School** is about: a **love of learning**; the **motivation to succeed**. Our aim is for students to fulfil their **limitless potential** – through perseverance and effort. **Excellence, in the words of Aristotle, is not an act but a habit**. We **don't select our students**, but we **do select our staff**. Each highly trained teacher is here to support, guide, inspire our students so that **whatever their starting point** when they arrive, **they leave with the world at their feet** – equipped and ready to continue their learning, at university and throughout their careers. We aim to provide the **best opportunities** – academic, cultural and sporting - and a sense of **moral and social responsibility** so that each child realises that humanity is their business and the **common good their aim**.

MISSION STATEMENT

At Greenford, we believe the success of our pupils depends upon a three-way partnership between the school staff, pupils and parents. We ask you to read and sign the following agreement reflecting on the partnership.

As Parent/Guardian, I agree to:

1. Ensure that my child attends school regularly and is punctual each day;
2. Avoid taking family holidays during term time;
3. Confirm any absence by letter on the day of return (or within the 1st week in the case of long term absence);
4. Send my child to school in full uniform as described in the school policy;

5. Ensure that my child comes to school with the correct books and equipment each day;
6. Check and sign the Contact Book every week;
7. Provide a quiet space and sufficient time at home for the completing of homework, and check that homework is being completed;
8. Contact the school (Form Tutor/Head of Year in the first instance) if I have any worries, concerns or relevant information (including change of address etc.);
9. Attend Parent's Consultation days/evenings, wherever possible, to discuss my child's progress with the teachers;
10. Return reply slips etc. promptly;
11. Accept and support the school's **Behaviour Policy** and **Student Code of Conduct**;
12. Support the school's endeavour to provide a range of extra-curricular enrichment opportunities.
13. Avoid bringing the school into disrepute and avoid compromising student, staff and whole school safety by not creating, sharing or commenting on malicious online content about the school.

As a student, I agree to:

1. Accept and abide by the **Behaviour Policy**;
2. Accept and abide by the **Student Code of Conduct**;
3. Attend school regularly, on time and in uniform;
4. Care for the school environment by putting all of my litter in bins/recycling;
5. Bring all the equipment I need every day;
6. Do my classwork and homework as well as I can;
7. Accept and abide by the rules for the use of the school's computer systems;

In return I expect that the school staff will:

1. Educate my child to her/his full potential;
2. Regularly set and mark homework in accordance with the school's Homework and Assessment Policies;
3. Keep me regularly informed as to my child's progress via termly reports and regular Parent Consultation days/evenings, and also update parents and carers on school news through the newsletter on the school's website;
4. Communicate promptly in the event of an emergency or other cause for concern;
5. Check and sign the Contact Book weekly;
6. Care for my son/daughter's safety, welfare and happiness;
7. Provide a balanced curriculum and meet the individual needs of my son/daughter;
8. Invite my son/daughter to participate in a wide range of extra-curricular activities;
9. Work with me to solve any problems, which could harm my child's progress at the school.

In addition, I understand that the school may occasionally need to confiscate inappropriate items from students. These will be returned, at the latest, at the end of the school week. Similarly, in rare circumstances, we ask you to support us if it is necessary to search a student's bag/clothing for prohibited items.

Signed: (On behalf of the family)

Signed: (Student)

Signed: (Form Tutor on behalf of the school)

Date:

Appendix 2

Home School Agreement – Key Stage 5

As a Parent/Guardian I agree to:

- Ensure that my child attends school and is punctual every day.
- Work to ensure that my son/daughter attends 100% of their lessons.
- Contact the school if I have any worries, concerns or relevant information
- Attend Parents' Evenings, to discuss my child's progress with teachers.
- Support the school behaviour policy and student code of conduct.
- Ensure that no holidays are taken during the school term.
- Encourage my child to do at least **3 hours** of study/homework each day.

As a student I agree to:

- Wear my Identity Card visibly at all times.
- Attend all lessons and be punctual.
- Complete all assignments on time.
- Attend all agreed tutorial sessions.
- Accept and abide by the behaviour policy.
- Abide by the Post 16 Dress Code. Dress smartly and not wear baseball caps, hoods or inappropriate clothing for a place of learning.
- Switch off Mobile phones around the school.
- Make all medical and personal appointments outside of school hours.
- Ensure that no holidays are taken during the school term.
- Attend all exams punctually and abide by exam rules.
- Not copy or plagiarise any of my coursework.
- Not bring drugs/alcohol to school for my own use or for others. If staff suspects me of either possessing or being under the influence of drugs/alcohol I may be searched and parent/police will be contacted as appropriate.
- Do not use chewing gum in school.

In return a student at Greenford can expect to have:

- Well prepared and appropriate teaching.

- Adequate resources.
- Specifications and course outlines.
- Study time.
- Tutorial advice.
- Progression guidance.
- Assistance with Higher Education applications, guidance and counselling.
- Access to Information Technology.
- Enrichment activities including the opportunity of a residential experience.
- Target Setting and Action Planning
- Open access to the Learning Managers
- Appropriate advice and guidance

Appendix 3

Character Points and Behaviour Points Tariff

Character Points Tariff

Number of Points	Action	Actions & Responsible to.
0-20	Shout out in form (FT)	FT – Parents notified – phone/email.
21-40	Shout out in Assembly (YT)	FT – Parents notified – phone/email.
41 – 60	Positive postcard home (FT)	FT – Parents notified – postcard.
61 - 80	Positive phone call home (FT)	FT – Parents notified – phone.
81 - 100	Positive postcard home (YT)	YT – Parents notified – postcard.
101 - 120	Positive phone call home (YT)	YT – Parents notified – phone.
121 - 150	Head teacher letter of commendation.	HT – Parents notified – letter.
150+	Hot Chocolate Friday / Reward Trip	HT – Parents notified – letter.

Behaviour Points Tariff

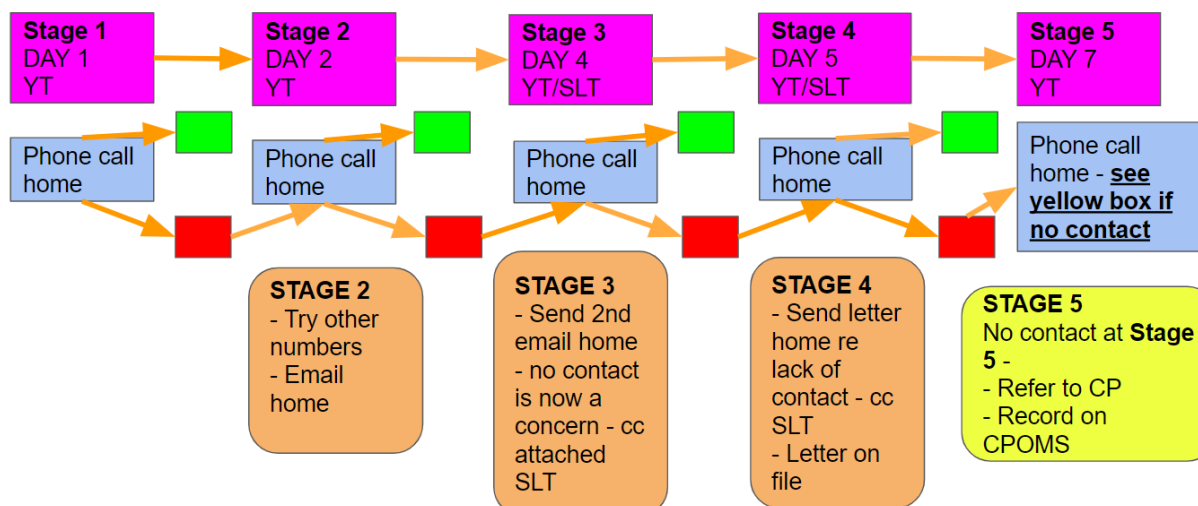
Number of points	Action	Sanction & Responsible to.
<u>200</u>	<u>Headteacher & Governors Meeting</u> <u>Headteacher Report.</u>	<u>Headteacher & School Governors</u> <u>Parent Meeting – Risk of PEX or Alternative provision.</u>
<u>150</u>	<u>Deputy Headteacher Report</u> <u>4 weeks if successful or 6 weeks if not.</u>	<u>Deputy Headteacher & AHT i/c Behaviour</u> <u>Parent Meeting – DHT & Year Team</u> <u>FTE & Managed Move Offered</u>

<u>125</u>	<u>Assigned Assistant Headteacher Report</u> <u>4 weeks if successful or 6 weeks if not.</u>	<u>Assigned Assistant Headteacher</u> <u>Parent Meeting – AHT & Year Team</u> <u>FTE Disruptive Behaviour</u>
<u>100</u>	<u>Assigned Assistant Headteacher Report</u> <u>4 weeks if successful or 6 weeks if not.</u>	<u>Assigned Assistant Headteacher</u> <u>Parent Meeting – AHT & Year Team</u> <u>Internal Exclusion</u>
<u>80</u>	<u>Head of Year Report</u> <u>2 weeks if successful or 4 weeks if not.</u>	<u>Year Team</u> <u>Parent Meeting</u> <u>SLT Friday Detention (2 weeks)</u>
<u>55</u>	<u>Band Leader Report</u> <u>2 weeks if successful or 4 weeks if not.</u>	<u>Year Team</u> <u>Parent Meeting</u> <u>SLT Detention</u>
<u>30</u>	<u>Form Tutor Report</u> <u>2 weeks if successful or 4 weeks if not.</u>	<u>Form Tutor</u> <u>Parent Meeting or phone call</u>
<u>15</u>	<u>Conversation with Form Tutor regarding behaviour with 3 targets set.</u>	<u>Form Tutor</u> <u>Parent phone call</u>

Successful report card = no 3's in a week – all 1's and 2's.

Please note the **Protocol for Contacting Home** below, if members of staff are unable to make contact at any stage in the above:

Protocol for Contacting Home



Appendix 4

Behaviour Levels

All School rules apply both before and after school when a student is in school uniform, on school trips and on the way to and from school. The policy also applies to behaviour that takes place beyond these periods, but which may potentially lead to disruption within school, or compromise the reputation of the school.

	Behaviour Type	Sanction / Intervention	Staff Responsible
Level 1	<ul style="list-style-type: none"> ● Litter ● Defiance ● Rudeness ● Dishonesty ● Use of a mobile phone. ● Disruption to learning. ● Shouting out. ● Poor classwork. ● Incorrect uniform (including hair dying & lines/patterns, and the wearing of incorrect footwear). ● Lateness to school or lessons. ● Poor language or swearing. ● Chewing gum. ● Disrespect to others. ● Lack of effort. ● Equipment. ● Homework concerns. ● Not following instructions (defiance) 	Restorative conversation or Detention (Pastoral / Faculty / SLT) Year Leader/DYL	<ul style="list-style-type: none"> ● All staff.

	<ul style="list-style-type: none"> ● Throwing water. ● Spitting. ● Inappropriate behaviour in exams. ● Missing study club & revision sessions. ● Missing homework club. ● Poor behaviour in the canteen. ● Movement through the Behaviour for Learning pathway – Yellow/Red Card. 		
Level 2	<ul style="list-style-type: none"> ● Damage to school property ● Persistent failure to follow school rules. ● Fighting or assault. ● Any form of discrimination. ● Bullying or cyberbullying. ● Plagiarism. ● Aggressive or dangerous behaviour. ● Truancy. ● Smoking / Vaping / Drinking alcohol ● Bringing the school's name into disrepute. ● Theft. ● Repeated missed detentions or refusal to attend a detention. ● Persistent flouting of uniform rules. 	<p>Internal or External Exclusion</p> <p>Year Leader in discussion with Attached SLT</p>	<ul style="list-style-type: none"> ● Year Team / HoD ● Attached SLT
Level 3	<ul style="list-style-type: none"> ● Persistent disrespect of school rules. ● Unprovoked violence / assault. ● Rude and threatening behaviour towards staff. ● Possession of a weapon, an imitation weapon, or an object that could be used as a weapon. ● Sexual misconduct or assault. ● Malicious allegations towards staff. ● Possession and/or distribution of drugs and alcohol. ● Persistent bullying/cyberbullying. ● Serious misuse of social media which harms others or the reputation of the school. ● Bringing the school's name into serious disrepute. 	<p>Year Leader & Attached SLT to discuss with AHT - Behaviour Suspension or Permanent Exclusion</p> <p>Governors Panel</p>	<ul style="list-style-type: none"> ● Assistant Headteacher-Behaviour ● Headteacher ● School Governors

Behaviour Points - By Type

1 behaviour Point	2 behaviour Points	3 behaviour Points	4 Behaviour Points	5 Behaviour Points
Chewing Gum	Missed Detention	Mobile phone – Refused to hand over to staff	Patrolled out of lesson	Assault - Staff
Disruptive Behaviour – Department	Rudeness towards staff	Persistent Lateness to lessons or school	Defiance – Patrol	Drugs or alcohol
Disruptive Behaviour - Form Tutor	Bullying - Name Calling	Red Card – Department	Assault – Peer	Weapons
Disruptive Behaviour Pastoral	Bullying - social media	Uniform - Persistent	Theft – Staff	Inappropriate conduct (Sexual)
Report Card not signed	Bullying - Homophobia	Water Fight	Truancy	Bullying - Persistent
Missed Study or Homework Club	Bullying - Racism		Fighting out of lesson	Racist Incident towards Staff
Mobile phone / Smartwatch / Headphones	Bullying - Other		Damage/Vandalism to student property	Fire Alarm
Uniform	Bullying - Sexism		Foul/Offensive Language - towards staff (outside of lesson)	
Yellow Card	Defiance - Department		Racist Incident – peers	
Late to school	Defiance - Form Tutor		Misogyny	
Late to lesson – Department	Defiance- Out of Lesson		Aggressive/Threatening Bhvr/Abuse - staff	
Late to form	Defiance Pastoral		Vaping or smoking	

HW insufficient standard – Department	Defiance - Duty team		Homophobia	
HW not handed in - Department	Defiance – out of school.		Theft – Peer	
Report Card – FT / YT / SLT	Foul/Offensive Language		Theft – Canteen	
Punctuality Report Card			Damage/Vandalism to school property	
Plagiarism – department			Aggressive/Threatening Bhvr/Abuse - peer	
Equipment – department			Persistent bullying (more than twice)	
			Fighting out of school.	
Restorative conversation <u>or</u> 15-minute detention <u>or</u> 30-minute detention.	60-minute detention <u>or</u> Internal Exclusion.	Red Card 45-minute detention. 60-minute detention <u>or</u> Internal Exclusion.	60-minute detention or Internal Exclusion <u>or</u> Suspension from school.	Suspension from school <u>or</u> Permanent Exclusion.

Appendix 5

Behaviour for Learning Pathway

Caution

Verbal Warning is given.

First time misbehaviour recorded.

Teacher records name of student.

Yellow card

Final warning given.

Second time misbehaviour is recorded.

Teacher records YC on SIMs.

Sanction – A **5 – 15 minutes** detention followed by a restorative conversation with the teacher at break, lunch or after school.

Red card

Final time misbehaviour is recorded.

The student will be sent to another class within the department.

Behaviour incident recorded on students file.

Sanction - A **45 minutes** faculty detention on a night selected by the faculty followed by a restorative conversation with the teacher, preferably during the detention.

(If a student receives 3 Red Cards in a week they should be placed into SLT detention instead of the 3rd Red Card detention)

Appendix 6

After School Detentions

Monday	Tuesday	Wednesday	Thursday	Friday
Patrol (60) Late to school Detention (30) Missed "Late to Lesson" Detention (30) Missed Detention (60) Year 11 Team	Patrol (60) Late to school Detention (30) Missed "Late to Lesson" Detention (30) Missed Detention (60) HAV & DHI	Patrol (60) Late to school Detention (30) Missed "Late to Lesson" Detention (30) Missed Detention (60) Year 10 & 9 Team	Patrol (60) Late to school Detention (30) Missed "Late to Lesson" Detention (30) Missed Detention (60) Year 7 & 8 Team	SLT Missed a "Missed Detention" (90) Fighting (90) Truancy (90) (SLT Rota) Year 7 B Block Library Year 8 & 9 Main Hall Year 10 & 11 BG11
Faculty detention (30/45 minutes)	Meeting time	Faculty detention (30/45 minutes)	Faculty detention (30/45 minutes)	Faculty detention (30/45 minutes)
Faculty detention Red Card (45) Defiance (30) Disruptive Behaviour (30) Homework (30) Equipment/Kit (30)		Faculty detention Red Card (45) Defiance (30) Disruptive Behaviour (30) Homework (30) Equipment/Kit (30)	Faculty detention Red Card (45) Defiance (30) Disruptive Behaviour (30) Homework (30) Equipment/Kit (30)	Faculty detention Red Card (45) Defiance (30) Disruptive Behaviour (30) Homework (30) Equipment/Kit (30)

Lunchtime Detentions

A 15 minute lunchtime detention will be issued for lateness to lessons. Students who fail to attend the lunchtime detention will have to attend the after school 'late' detention as outlined in the table above.

A 15 minute lunchtime detention will also be issued to students for every day that they continue to wear incorrect uniform after the deadline for purchasing correct uniform has passed.

Lunchtime detentions, may on occasion, be issued for other reasons at the discretion of the school.

Students will always have the opportunity to have their lunch after a detention.

On occasion, some students will be required to be out of circulation for the whole of lunchtime, and therefore detained separately to other students. In these circumstances, lunch will be collected and brought to the student.

Behaviour outside of the classroom

Punctuality – Late to school detention = 30 minutes on the day.

Every 4 Lates = SLT detention.

Every 8 Lates = Internal Exclusion Room.

Fighting – Internal Exclusion Room / External Exclusion.

Walking away from a member of staff – SLT detention.

Appendix 7

Internal Exclusion Room Procedures

- The room opens at 8:15.

- When you arrive, you will complete a Reflection Sheet.
- All work is to be completed in complete silence.
- Respect will be shown to others in the room at all times.
- No writing on desks, walls, etc.
- No electronic devices – they will be confiscated if seen.
- Full uniform is to be worn at all times.
- No chewing gum.
- Toilet breaks will be granted at the discretion of the member of staff in the Internal Exclusion Room, with the hope that students will only go at break and at lunch, although it may be around these times to avoid other students.
- Poor behaviour in the internal Exclusion Room will result in isolation with a member of SLT the following day.
- Those who work well will go at 16:00 – those who do not will be kept later.

FOOD

- If you bring your own lunch, the following items are banned: sweets, crisps, chocolate, fizzy or energy drinks or juice.
- You are allowed: fruit, sandwiches, yogurts (bring your own spoon), non-chocolate biscuits and water.
- If you have not brought lunch, or are entitled to Free School Meals (FSM), a packed lunch will be delivered from the canteen, and charged to your account if you are not FSM – you have a choice of cheese or ham in your sandwich.
- If your packed lunch contains an item you are not allowed, it will be confiscated, and a packed lunch will be provided by the canteen and charged to your account.

Appendix 8

Stages of Intervention

GHS – STAGES OF INTERVENTION

<p style="text-align: center;">STAGE 1</p> <p>A student will move to Stage 1 of Intervention if they are unsuccessful on report to a PSW/Form Tutor and fail the additional report to a HOY/SLT Member attached to the year group – this could be triggered by a one off incident or accruing a certain number of BPs.</p> <p style="text-align: center;">AND/OR</p> <p>The student has had 1 suspension.</p> <p style="text-align: center;">INTERVENTIONS</p> <p>Parent Meeting with Year Team Set Targets Weekly Report Card issued Mentoring group – PSW Parents updated weekly</p> <p style="text-align: center;">REVIEWED</p> <p>After 2 Weeks Parental Meeting required if moving up to Stage 2</p>	<p style="text-align: center;">STAGE 2</p> <p>A student will move to Stage 2 of Intervention if they have not shown adequate improvement in progress against their targets on Stage 1.</p> <p style="text-align: center;">AND/OR</p> <p>A certain number of BPs has been accrued or the student has had a 2nd suspension.</p> <p style="text-align: center;">INTERVENTIONS</p> <p>Parent Meeting with AHT Review/set Targets Weekly Report Card issued Mentoring 1-1 – PSW Parents updated weekly</p> <p style="text-align: center;">REVIEWED</p> <p>After 2 Weeks Governors Intervention Panel Managed Move discussed, if suspension Parental Meeting required if moving to Stage 3</p>	<p style="text-align: center;">STAGE 3</p> <p>A student will move to Stage 3 of Intervention if they have not shown adequate improvement in progress against their targets on Stage 2.</p> <p style="text-align: center;">AND/OR</p> <p>A student has shown serious reasons for escalation, such as BPs or a 3rd suspension.</p> <p style="text-align: center;">INTERVENTIONS</p> <p>Parent Meeting with DHT Review/Set Targets Weekly Report Card issued Mentoring 1-1 - PSW Mentoring 1-1 - BIS, if suspension Pastoral Support Plan Parents updated weekly</p> <p style="text-align: center;">REVIEWED</p> <p>After 2 Weeks Managed Move offered to parent/Carer Update to governors, if 3rd suspension</p>	<p style="text-align: center;">STAGE 4</p> <p>A student will move to Stage 4 if they continue to accrue Behaviour Points OR the student receives a 4th suspension.</p> <p style="text-align: center;">PROCEDURE</p> <p>Agreed Managed Move Panel Meeting OR A meeting with the HT and a Behaviour Plan to be put in place (Reviewed at 4 weeks) Further suspensions or a failure to change behaviours will lead to Stage 5</p>
<p style="text-align: center;">STAGE 5</p> <p>Greenford High School can no longer accommodate the student's behaviour in its school.</p> <p style="text-align: center;">CONCLUSION</p> <p>May lead to Permanent Exclusion</p>			

Appendix 9

School to School Managed Move Protocol, September 2023

Managed Moves

A managed move is when a student is moved from one school to another for a fresh start. It is done with the knowledge and consent of all the parties involved, and may be suggested and used for a number of reasons.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

Aims of the Managed Move Panel:

- To acknowledge that a fresh start may be in the best interests of the student and the school community;
- To ensure transparency, consistency and fairness in the allocation of managed moves across the Local Authority (LA);
- To establish a clear rationale for an improvement in the behaviour of the student at the receiving school;
- To fulfil the duty of care, as outlined in **the DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units Sept 2023**
- To reduce the number of Permanent Exclusions in the borough;
- To share and showcase best practice in the support of our most vulnerable students.

The role of the Managed Move Panel:

- A managed move should only be carried out with the full knowledge and co-operation of all parties, including the parents and the Local Authority (LA), and in circumstances where it is in the best interests of the student concerned and the school community as a whole;
- A managed move will be arranged, facilitated and tracked through the **Managed Move Panel**;
- The nature of the information shared at **Managed Move Panel** is confidential and can be highly sensitive, and as such, must only be shared between the panel and with relevant pastoral leaders, once an allocation is made. This should be done in the time scales stipulated later in this protocol - please see the table on page 4;
- The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.
- The **Managed Move Panel** meets once a month, or more frequently if necessary, to discuss those students proposed for a managed move. The school representatives will then discuss each case, and allocate a school, if appropriate;
- Schools will determine within their own structures whether a student is to be offered a managed move and brought to panel. This decision will be made within the parameters of the school's own policies and may vary from school to school.
- The panel will either allocate a school or may decide that a student is not appropriate to be placed, depending on either the student's needs or the specifics of the case. Each case is looked at individually and assessed on its own merits;
- The school representatives tend to be senior leaders in Inclusion, but not exclusively. The representative needs to have sufficient authority to act on the behalf of the school at the panel, and should have knowledge of pastoral systems, and, preferably, the students involved. Each school needs 2 named representatives, in order to facilitate the managed move process in a timely manner, although it is not necessary for both representatives to attend the panel.

- The panel will be chaired by a representative from the high schools who are part of the scheme – the length of tenure will be decided by the panel;
- It is acknowledged that the panel does not represent all secondary schools in the borough. There may, therefore, be managed moves that may take place outside of the panel. This is discouraged as it is not in keeping with the ethos of the panel;
- It is also acknowledged that although Ealing Alternative Provision (EAP) is not part of the **Managed Move Panel**, and, therefore, cannot be named as an allocated school, the meetings will either be held at EAP, after Fair Access Panel (FAP), to ensure some alignment between the mechanisms that deal with the borough's potentially most vulnerable students, or EAP will be kept informed of panel decisions, if not present at the meeting. EAP will always be invited if meetings are held online;
- Individual schools will incorporate the role of the **Managed Move Panel** in their relevant policies, and ensure that their own methods of identification of appropriate students are clearly signposted for their school community;
- As part of this protocol, the **Managed Move Panel** will keep a record of all managed moves between high schools in the area. The panel will also track the journey of those students discussed and allocated in order to give an accurate picture of how managed moves may impact on behaviour.

Exceptions to a managed move:

- This protocol does not apply to pupils with an EHC Plan, as separate processes govern a change of placement for such students;
- It is acknowledged that there will still be permanent exclusions and that schools will be approached outside of this process to accept students via the SEN team and the Fair Access Protocol;
- As the corporate parent, the LA will see the rights of Children Looked After (CLA) involved in managed moves as a priority. Where a school is considering a managed move for CLA, the CLA Virtual School must be consulted.

Role of the Headteacher:

- Although managed moves placements are allocated through the panel, the protocol does not seek to put headteachers under any pressure to accept a student;
- If a headteacher considers that a managed move is not in the interests of a student or the school community, a managed move does not need to take place;
- Also, if a headteacher considers that the managed move should not take place for any other reason, this is at the discretion of the head;
- It should be remembered, however, that it is considered good practice to consider a managed move as a response to breaches of the school's behaviour policy.

The role of the Local Authority:

- Where a headteacher decides a managed move is not in the best interests of a student, and the student is later permanently excluded (for another incident), the LA representative may ask at the Governors' Review Meeting whether the headteacher had given any consideration to a managed move as an early intervention strategy;
- A representative from the LA may attend the **Managed Move Panel** as appropriate;
- The LA is responsible for ensuring that the **Managed Move Protocol** is in line with any national guidance and/or legal requirements;

- The LA has a role to ensure that the interests and welfare of the students are protected at all times;
- Although it is acknowledged that not all schools in the borough, and on the panel, are LA schools, the LA, however, oversees the panel, as a centralising mechanism. Schools remain responsible for sending information required to the panel and the LA will collate that information.

Process of the Managed Move Panel

1) Identifying students for referral:

- A student may be considered for a managed move and discussed at panel:
 - If the student has a history of challenging behaviour and other support strategies have not been successful (**Appendix A** should be sent);
 - If there has been a 'one off' incident which means the student would benefit from a fresh start but which would not lead to permanent exclusion in the absence of a school to school move (**Appendix A** should be sent);
 - If the relationship between the student and the school / school community has broken down to an irrevocable degree (**Appendix B** should be sent).
 - A student may also be considered for a managed move if there are safeguarding reasons.
- A school representative must be present at the Managed Move Panel if a student from that school is being presented - this is to answer any questions that may come up and guard against prolonging the allocation of a move, if appropriate.

2) The decision:

- Once a decision is reached that a student would benefit from a managed move to another school, and parental consent has been obtained, the case should be referred to the **Managed Move Panel** using the referral form [see **Appendix C**];
- Relevant details of the student's history should be revealed and no attempt made to minimise the nature and extent of the challenge the student may represent, as stipulated in **Suspensions and Permanent from maintained schools, academies and pupil referral units in England, including pupil movement - September 2023**;
- If the **Managed Move Panel** chooses not to place a student, following discussion of the case, **Appendix D** should be sent;
- Please note that information shared on students at panel will be sent securely to the Chair and LA representative, and then between schools, using an appropriate server, where an allocation has taken place. If whatever reason meetings are held in person, all paper copies of information used in the meetings will be destroyed.
- It is important to note that allocations made at the **Managed Move Panel** do not need Headteacher approval, unless the panel agrees that a case needs to be considered by the Headteacher of the allocated **receiving school**.

3) Actions after Panel:

- Once the **Managed Move Panel** allocates a school, a meeting should be arranged with the student, his/her parent(s), relevant staff from each school and a representative from the Behaviour & Inclusion Service (if applicable)

- Ideally, the meeting should take place within 7 working days of the date of allocation, and the start date as soon after that as possible - please see below for the timescales following the allocation of a receiving school at **Managed Move Panel**;

STEP 1 Week 1 Wednesday	STEP 2 Week 1 Friday	STEP 3 Week 2 Monday - Wednesday	STEP 4 Week 3 Monday - Tuesday	STEP 5 Week 3 Wednesday
Managed Move Panel meet - allocation made.	Email contact between home and receiving school to take place to agree meeting date.	Initial meeting at receiving school to take place and contract signed (Appendix E).	Student starts at receiving school .	Student on dual-roll at both home and receiving school - feedback to Managed Move Panel Chair .

- The purpose of the initial meeting at Step 3 should be to:
 - Underline the **receiving school's** expectations in terms of behaviour;
 - Detail the support to be put in place for the student;
 - Make clear what the integration strategy is, in order to make the move as effective as it can be;
 - Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform;
 - Agree dates of the fortnightly reviews, or at least every 3 weeks;
 - Detail the outcome should the managed move not be successful.
- The agreement found on **Appendix E** should be devised by the **receiving school** and signed by all parties at this meeting;
- If a parent refuses to accept the proposal of a managed move, or declines on the basis of the school that has been allocated, **Appendix F** should be sent.
- If a parent agrees to the managed move, but the placement has not started within 4 weeks of the Managed Move Panel at which the place was allocated, that student can be brought back to panel, if appropriate.

4) **Trial period of the Managed Move:**

- All managed moves will start on a trial basis;
- Ideally, the trial period will be a complete half-term (6 weeks) and will be reviewed on a fortnightly or three-weekly basis. It is important that these meetings take place, at agreed times between the 2 schools, so that a record of conduct is kept, and a dialogue kept open;
- The date of the final review will be the date on which the decision is made as to whether the move becomes permanent. That review must be within 12 weeks of the agreed start date, the start date ideally being 7 working days from the date on which the **Managed Move Panel** allocated the **receiving school** (please see table above);
- In extenuating circumstances, the trial period may extend beyond the 12 weeks, but this must be done through discussion at a review meeting, and with the consent of all the parties involved, as opposed to not following the stages of the protocol;
- Where the managed move is not in relation to an incident that meets the criteria for permanent exclusion, the student is entitled to continue to attend the **home school** whilst arrangements are being made;

- Where the managed move is in relation to an incident that could otherwise have led to permanent exclusion, the home school will need to formalise any time out of school with a suspension 'pending investigation' or make arrangements for the student to remain in school in isolation if appropriate. This is to ensure that the situation does still meet part two of the two-fold test (please see **Appendix G**) in the event that a decision is made to permanently exclude the student instead of proceeding with a managed move;
- Students remain on-roll at the **home school** during the trial period. The **home school** should record the student as 'C' [current single registration]; the **receiving school** records the student as 'S' [subsidiary].
- If a student does not attend the **receiving school**, the **home school** needs to be contacted on that day, as well as normal procedures at the **receiving school** being followed;
- On the date agreed for permanent admission to the **receiving school**, the student will be removed from the register of the **home school** and admitted to the register of the **receiving school** where he/she will enjoy the same rights of tenure to a school place as any other student. Any remaining school records should be transferred to the **receiving school** within 2 weeks of the off-roll date;
- If the trial period at the receiving school is unsuccessful the student will return to the **home school**.

5) **Termination of a managed move**

- It is acknowledged that some managed moves may need to be terminated at some stage once the process has started;
- If this is the case, both schools and parents/carers need to be very clear about the reason for the termination;
- A child who has not had a successful managed move cannot then join the **receiving school** through another means, either through FAP or In-Year Casual Admissions, under the same conditions stipulated by the **Ealing Fair Access Protocol 2021** in point 3.1;
- A letter should be sent by the receiving school to the student's family informing them of the termination and the reasons why - **Appendix H** is an example of a letter that may be sent in these circumstances;
- Each student referred to panel can only undergo one managed move that actually commences, regardless of time scale. In very rare circumstances, a second Managed Move may be considered for safeguarding reasons, but this will be at the discretion of the Managed Move Panel.

Ongoing support:

- During the trial period at the **receiving school**, an appropriate member of staff from both the **home and the receiving school** will be jointly responsible for monitoring levels of support and for making the necessary referrals to support services. If possible, an integration plan could be drawn up to support the student's move;
- This will be supported by the **Behaviour & Inclusion Service Behaviour Consultant**, if appropriate;
- As stated earlier, the success and development of placements will also be discussed and monitored by the **Managed Move Panel**, when it meets;
- Students are identified for and referred to the **Managed Move Panel** in good faith, and on the understanding that a managed move is in the best interests of that student but not at the detriment to the **receiving school's** own community.

Funding:

- An established process already exists for the transfer of funds once a student is permanently excluded and later reintegrated to another mainstream school (AWPU/Money following excluded students);
- When a student is subject to a successful managed move, funding will be transferred from the **home school** to the **receiving school** in the same way;
- If a managed move becomes unsustainable during the trial period, the student will return to the **home school** and there will be no transfer of funds between schools.

Logistics of managed moves:

- The **home school** will keep the student's files, until a student successfully completes a managed move, at which point they will be transferred in the same way as schools would ordinarily transfer student records;
- If there is confidential information on a student that needs to be transferred in order to protect either the student or the receiving school, this will be discussed through liaison between the most appropriate members of staff at both the **home and receiving school**. This information could pertain to safeguarding, Child Protection, medical issues, work with external agencies, or any other information the **home school** feels is relevant;
- Although parental preference will be considered, it is in no way determinant of what school the **Managed Move Panel** may allocate. A second school may be identified at the **Managed Move Panel**, and this may be offered to families, but only if the reason for declining the first named school is deemed appropriate by panel. The timescale for this process would be decided by the panel, and parents would need to put their reasons for declining the place in writing;
- **The Managed Move Panel will take note of the guidance and expertise of the** home school when it comes to best placing a student deemed suitable for a managed move;
- Currently 10 out of Ealing's 16 mainstream secondary schools are represented at the **Managed Move Panel**. It is recognised that the more schools on panel, the greater the opportunity to help some of our more vulnerable students.

Appendix A

Dear **[Parent's Name]**

As you are aware, the school has tried several strategies to support improvement in **[pupil's name's]** behaviour. In my view, we have reached the stage where **[pupil's name]** would most benefit from a fresh start at another school. **OR** As you are aware, due to a one-off incident, we have reached a stage where **[pupil's name]** would most benefit from a fresh start at another school.

In the circumstances, I will be making a referral to the **Managed Move Panel**; **[pupil's name]** will be discussed at the next panel and a school will be allocated, if appropriate, as part of a 'School to School' Managed Move.

Once you have had the opportunity to consider the offer of a referral to the **Managed Move Panel**, please complete the form below and return it to us to confirm whether you wish to accept the referral. If the school does not hear from you by **[date]** (*allow 5 school days from the date of this letter*) I will assume you do not wish to consider a managed move. This will mean that we cannot put your child forward for consideration for a fresh start at a new school, which may in turn mean that other interventions need to be used.

If you would like further advice on the managed move process, please contact the Principal Officer or the Support Officer – Behaviour Service and Exclusions on 020 8825 5070.

Yours sincerely,

Head teacher

cc : Governing body (*relevant members*)
Principal Officer – Behaviour Service & Exclusions
Social Services (*if a looked after child*)
Home LA (*if not Ealing*)

.....
Please complete and return to the school by **[date, allow 5 school days from the date of this letter]**.

Name of parent/guardian giving consent:

Name of pupil:

Address:

Daytime telephone number:

I confirm that I agree to the referral to the **Managed Move Panel** **[name of pupil]**
.....

Signed: Date:/...../.....

Appendix B

Letter from headteacher notifying parents where a 'School to School' managed move is being considered because the relationship between the pupil/parents and the school / school community has broken down to an irrevocable degree.

Dear **[Parent's Name]**

As you are aware **[enter brief details of circumstances leading to the managed move being offered. It is important to be clear the offer is being made because of circumstances other than the pupil's behaviour. Given that the parent is under no obligation to accept the offer, it**

is also important to avoid including wording that may be construed as pressure to accept].
Would you agree that the solution could lie in an opportunity for a fresh start in another school?

If so, I propose that **[pupil's name]** be referred to the **Managed Move Panel** and discussed at the next meeting, in order for a school to be allocated, if appropriate, as part of a 'School to School' Managed Move.

Once you have had the opportunity to consider the offer of a referral to the **Managed Move Panel**, please complete the form below and return it to us to confirm whether you wish to accept. If the school does not hear from you by **[date]** (*allow 5 school days from the date of this letter*) I will assume you do not wish to consider a managed move. This will mean that we cannot put your child forward for consideration for a fresh start at a new school, which may in turn mean that other interventions need to be used.

If you would like further advice on the managed move process, please contact the Principal Officer or the Support Officer – Behaviour Service and Exclusions on 020 8825 5070.

Yours sincerely,

Head teacher

cc : Governing body (*relevant members*)
Principal Officer – Behaviour Service & Exclusions
LAC Team (*if a looked after child*)

.....
Please complete and return to the school by **[date, allow 5 school days from the date of this letter]**.

Name of parent/guardian giving consent:

Name of pupil:

Address:

Daytime telephone number:

I confirm that I agree to the referral to the Managed Move Panel for **[name of pupil]**

.....
Signed: Date:/...../.....

Appendix C - Managed Move Referral Form

Managed Move Referral Form (Sept 2020)

Please complete this form and return it to lgrimley@greenford.ealing.sch.uk at least 7 days in advance of the panel meeting at which you would like the student discussed. *please attach records

Date form submitted					
Current School					
Key contact at current school name and contact details including email					
Name of student					
DOB		Year		Gender	

Parent/Carer(s) Name(s)			
Address			
Parent/carer email(s)			
Parent/carer telephone number(s)			
CONSENT RECEIVED from family and consent to share information at panel			
Reason(s) for proposed managed move (give details)		Breakdown in relationships Behaviour record – persistent or one off Other	
Date of entry to current school			
Previous school(s) attended if applicable			
Attendance %		SEN Y/N and code	
Authorised Absence %		PP/ PP+/ LAC/ Post LAC/CP/CIN (list all that apply)	
Lates to a school %		Ethnicity	
Medical information (including mental health) if applicable. Is a medical care plan in place?			
CP concerns if applicable			
DSL to DSL handover necessary?			
Behaviour Points*(compared to average for year group)		Achievement Points* (compared to average for year group)	
FTEs – number, days*, reason/s			
Academic details* attach a copy of most recent academic report			
Other agencies involved (such as social services, CAMHS), give contact details including name, phone number and email			
Issues with child's behaviour/ engagement			
Strengths and positive about the child including things they like doing such as sport			
School based interventions: (such as learning mentor, contract, BIS, alternative provision, time out card include those refused by child or parents and the degree of success of strategies)			
Any other relevant information or requests from school			
Any relevant requests by parents/carers or child			
GCSE	Board		
English Lang and Lit			
Maths			
Science			
Options			

Appendix D – Letter for non-allocation at panel

DATE

Dear

On **(date)(name)** was discussed at the **Managed Move Panel**. This is a panel that meets once a month to discuss those students across the Local Authority who the school feels would benefit from a fresh start in a new provision.

The reasons for students being considered for a managed move are varied, and can differ from school to school. The **Managed Move Panel** considers the merits of each case, and where a child may best be placed. The **Managed Move Panel** also considers whether a student is suitable for a managed move, which again is based on the merits and circumstances of each case. Unfortunately in **(name's)** case, the panel did not feel it was appropriate to name an alternative school because **(give reason)**.

We realise this may be disappointing. If, therefore, you have any questions about the process, or how best to move forward, it would be advisable to contact the pastoral lead for **(name)**.

Yours sincerely

School's MM Panel Rep/Inclusion Lead

Appendix E - School to School Managed Move Agreement

This agreement is between:

[name of parent / carer]

[name of young person]

[name of home school]

[name of receiving school]

Having recognised that a fresh start in a new school would be in the best interests of **[pupil's name]**, the head teacher of **[name of home school]** has offered to support a School-to-School Managed Move to **[name of receiving school]**.

The head teacher of **[name of receiving school]** has agreed to temporarily admit **[pupil's name]**, with the decision of permanent admission being dependent upon successful completion of a 6 week trial period.

The purpose of this meeting is to agree:

- The expectations each school has of the pupil in terms of behaviour / attendance, with reference to the receiving school's behaviour policy etc.
- The details of support that will be offered to the pupil.
- Practical arrangements, such as uniform.
- The trial period review meeting dates (*fortnightly during the 6 week trial period*).
- The anticipated trial period end date.

Please insert details of the

receiving school's expectations in terms of behaviour and attendance:

Please insert dates:

Trial period start date:	
Date of first review meeting:	
Date of second review meeting:	
Date of final review meeting:	

All parties are reminded that if the placement breaks down during the trial period, for whatever reason, **[pupil's name]** will return to **[name of home school]**.

During the trial period **[name of home school]** should mark the pupil as 'educated off-site and **[name of receiving school]** should register the pupil as present or absent in the usual way.

If the managed move is successful, on the agreed date of permanent admission the pupil will be removed from the register of **[name of home school]** and placed on the register of **[name of receiving school]** where he/she will enjoy the same rights of tenure to a school place as any other pupil, and be subject to the school's behaviour policy in full.

In the event that the pupil does not fully meet expectations during the original trial period, the trial period may be extended but a further agreement should be reached with additional review meeting dates, and the new document signed by all parties.

The entire trial period is not expected to exceed twelve weeks. If **[pupil's name]** behaviour remains unacceptable at the end of the extended trial period, **[pupil's name]** will return to **[name of home school]**.

We the undersigned agree to the arrangements set out above and commit to attending the review meetings as scheduled.

	Name	Signature	Date
Pupil:			
Parent(s)/carer(s):			
Home school's representative:			
Receiving school's representative:			
Local Authority's representative:			

Appendix F – parental refusal of Managed Move

DATE

Dear

I am writing to confirm that you have turned down the managed move allocated at the **Managed Move Panel** held on **(date)**.

Managed moves are offered for a variety of reasons in the hope that a fresh start at a new school will enable our young people to move forward in their academic careers.

As you know, **(Name)** was referred to and discussed at a recent **Managed Move Panel** and was offered **(school)**. I understand that you have since decided not to accept this offer, for the following reasons, as stipulated in your letter/email dated: **(give reason)**

As you have decided not to accept the managed move, **(name)** will remain on-roll with us, abiding by the same expectations as always, and following the procedures that are already in place in terms of achievement, behaviour and conduct.

If you have any queries, please do not hesitate to contact me.

Yours

School's MM Panel Rep/Inclusion Lead

Appendix G – the two-fold test

The DfE guidance sets out what is known as the two-fold test which is that the head teacher's decision to permanently exclude a pupil must be for either a serious breach OR persistent breaches of the behaviour policy AND that allowing the pupil to remain in school would seriously harm their education or welfare or that of others in the school.

Appendix H – letter for the termination of a managed move

Date

To whom it may concern

_____ came to _____ School via a placement agreed on the **Managed Move Panel** in _____ 2019. The placement started on _____, but unfortunately the managed move was terminated on _____.

_____ was in some ways doing well at _____ School and a couple of review meetings had taken place where clear strengths were identified, along with targets for improvement. There were, however, a few high level incidents which meant that the Headteacher of _____ School at the time of _____'s placement, in line with the **Ealing Managed Move Protocol**, decided that the managed move needed to be terminated.

These incidents were:

-
-
-

Yours faithfully

MM Panel representative from receiving school

Appendix 10

Plagiarism Protocol

- Warning to be given at the beginning of the course. Teaching staff to outline protocol based on the course outline and exam boards own protocols. Definition of what plagiarism is to be given to all Level 3 students and information on how to avoid it by subject leaders. A Home School Partnership agreement to be produced by each subject area and signed by all parties concerned- student, school and parent/guardian. The course outline should include the depts. Plagiarism/malpractice policy.
- The First time minor plagiarism is discovered Learning Managers and tutors will be informed. Interview held and protocol explained once again. A warning is given and a letter sent home, reminding all parties of the Home school Partnership agreement. Mr Lewis and Mr Jones **LEI/DUJ** informed and Post 16 Learning Managers inform all teaching staff.
- Second time minor plagiarism is noted or first time a significant piece is handed in for marking/assessment, parents are informed and interviewed by **LEI/DUJ** with Learning Manager or tutor and subject teacher. A reminder is given regarding Home School Partnership agreement and the students place on the course that will be in jeopardy.

- Third time minor plagiarism is noted or second time a significant piece is handed in for assessment the student will go before a Quality Control Panel to include Ms Johal (**JOH**) and one other member of SLT. **LEI/DUJ** will provide the evidence that panel will use to consider the case after a period of investigation. Parents will not be invited to attend and a student will be given no more than 15 mins to present their case. A Learning Manager will be present to support the student and take notes.
- More serious cases of Plagiarism will go straight to point 2 or in some cases point 3.
- A final appeal against the panel's decision can be made by parents/guardians on behalf of the student via the school's Head teacher.