

# Greenford High School

## Policy Document



# Behaviour Policy

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Staff Responsible	Ms L Grimley ADHT
Governing Committee	Students
Approved Date	July 2018
Approved by	Mr M Cramer HT

## BEHAVIOUR 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 one key rule: **Ready, Respect, 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.

### Respect

- ❖ 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.

### Student Conduct

While following our golden rule *Ready, Respect, Safe* students will:

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

Students will also accumulate behaviour points for not following our key school rule.

We measure student conduct by deducting their behaviour points from their achievement points.

## **Staff Conduct**

- ❖ Maintains 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, rather than aggressive and reactive.
- ❖ Values praise over reprimand but acknowledges the need for the appropriate use of both.
- ❖ PIP and RIP: *Praise in Public; Reprimand in Private*
- ❖ 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.

## **PARENT\CARER CONDUCT**

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. 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.

Where there is a persistent lack of parental co-operation, 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.

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

## **AIMS**

**If the golden rule of *Ready, Respect, 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 Looked After Children 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 The GHS 5, seen below – these are our 5 fundamental values that are at the root of all that we do as a school.

### The GHS 5

- 1. We are Learning to Succeed – so we will be in the right place, at the right time, doing the right thing.**
- 2. At Greenford High School we do not answer back or challenge staff.**
- 3. Respect is important to us – so we treat others as we want to be treated.**
- 4. We will look after OUR community because the reputation of Greenford High School is in the hands of each of us.**
- 5. Success or failure, good or bad, the outcome is our own.**

### **SANCTIONS/STRATEGIES**

Greenford High School will, at times, feel that it is necessary to impose a sanction for poor behaviour. Sanctions used at school include the following:

- Detention
 

Detentions normally last for 15 minutes, 30 minutes or 1 hour at a time. Parents must be notified of all detentions over 15 minutes in length. This will normally take the form of a note in the student's Contact Book but may be arranged via telephone or text. 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.
- Behaviour reports
 

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

- Patrol

A student may be removed from a lesson by a senior member of staff if their attitude to learning is poor: preventing others from learning and teachers from teaching. Please see later – the **four red lines**.

- Community Service

On occasions, poor behaviour between lessons or at lunchtime/breaktime may warrant removal from lessons. Similarly, a student may be needed during the investigation of a particular incident.

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.

- Consequence days

The school runs Consequence Days 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 4.00. The procedures to be followed in the Consequence Room are to be found in Appendix 4.

- 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.

- The BRAIN

The BRAIN (**B**EHAVIOUR **R**ESULTS by **A**DDRESSING **I**SSUES **N**OW) is an extended internal intervention that is used as an alternative to Fixed Term or Permanent Exclusions to work with those students for

- Behaviour outside school  
whom mainstream curriculum is proving to be difficult, and whose behaviour is disrupting the learning of others. It offers intensive support on how to change behaviours so that learning and progress can take place, as well as offering small group or 1-1 support in key subjects.

Pupils' behaviour outside school on school trips, sports fixtures, or 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, the Headteacher may take sanctions 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 Headteacher feels that the wellbeing or safeguarding of the student body may be compromised by a student's behaviour outside of school.

- Exclusions, 1-5 days  
Fixed Term Exclusions 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 exclusion. The length of the exclusion will reflect the nature of the offence and the student's previous record.

Parents/carers are required to meet the Headteacher, or his/her representative, at some point during the exclusion 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 exclusion, but to speak to the parent/carer as well.

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

In some cases, the Headteacher may decide that an exclusion is to be permanent. For further details of this, and

- Managed Moves
- for more information on Exclusions generally, please refer to the School's **Exclusions Policy**, available to view online on the school's website.

- Governors' Intervention Panel
- In conjunction with the parents and receiving school, a Managed Move to another school. 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.

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

### **Confiscation of Inappropriate Items and the Power to search without Consent.**

The School will confiscate mobile phones, MP3s and headphones as set out in the policy below. 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 or stolen items. 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, it will be done by a member of staff of the same sex as the student and it 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.

### **Mobile Phones policy**

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. This brings us into line with the vast majority of schools and the Government's views on this issue. We note that an increasing amount of students were using mobiles in lessons, which is simply unacceptable. Our policy is now zero tolerance.

Mobile phones, MP3 players and headphones were banned at Greenford High school from September 2011. This 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. 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 MP3 player, members of staff are to ask the student to hand the phone over to them. All staff are expected to do this. If a student refuses to hand over a phone then an exclusion will 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.

Confiscated phones will only be returned between 2:30 and 3:30 on a Friday, but all phones will be confiscated for at least 4 days – please see the table below for clarification on when a phone will be returned.

<b>Day confiscated</b>	<b>Day returned</b>
Monday	Friday of same week
Tuesday	Friday of same week
Wednesday	Friday following week
Thursday	Friday following week
Friday	Friday following week

The Year team will contact parents to tell them when the phone is available to be picked up. All information must be noted the 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.

### **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.

### **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 exclusion.

### **Cyberbullying**

The school recognises the seriously damaging effect on students, and staff, of all forms of cyber-bullying: malicious and repeated comments, often anonymous, on websites, by text, by email, via Facebook or Twitter etc. Greenford High will work positively with students to educate them on the dangers of such behaviour and on reporting it immediately. Our exceptional work with *Cyber-mentors* has been recognised nationally. However, parents and students must realise that the school will take appropriate sanctions against any student who is involved in cyber-bullying or libelling members of the school community on line, including the use of exclusions. Students must also realise that in forwarding messages from others, such as "Re-tweeting" a message, they are considered, in legal terms, to also be guilty of libel or cyber-bullying.

## 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. 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 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 JOH and one other member of SLT. 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.

# Appendix 1

## GREENFORD HIGH SCHOOL

### 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 1<sup>st</sup> 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.

#### 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

## Behaviour Point Tariff

Number of points	Sanction	Responsible
5	Conversation with FT regarding behaviour	FT
10	FT Report (1 week)	FT – parents notified – phone
20	FT Report (2 weeks) + 1 Day Community service	FT – parents notified – meeting
30	DHoY Report (2 weeks) + SLT detention (2 weeks)	DHoY – parents notified – meeting
40	HoY Report (2 weeks) + SLT detention (2 weeks)	HoY – parents notified – meeting
50	AHT Report (2 weeks) + Consequence Day	AHT – parents notified – meeting
60	AHT Report (2 weeks) + 2 Consequence Day	AHT – parents notified – meeting
70	DHT Report (2 weeks) + 1 Day FTE	DHT – parents notified – meeting
80	Governors Meeting + 2 Day FTE + PSP	AHT & YT
90	Head Teacher Meeting + 3 Day FTE	HT
100	Head Teacher Meeting – Risk of PEX	HT

## Detention Procedure

### Detention Procedures & Intervention

Teacher Detention 15min	Department Detention 30 min	SLT Detention Friday 1 Hour	Consequence Day 1 Day out of lessons
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- Detentions will last for 15 minutes, 30 minutes or 1 hour at a time.
- All detentions are logged on SIMS by teachers
- Parents will be notified by phone or text.
- They may take place during break-time, lunch-time or after school.
- All detentions will involve a conversation with students and staff where the incident will be discussed.
- Failure to attend a detention will mean that it is escalated.

**READY**

**RESPECT**

**SAFE**

# Appendix 4

## Behaviour for Learning Pathway



## Behaviour for learning pathway

Ready – Respect – Safe

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**Caution**  
Verbal Warning is given.  
First time misbehaviour recorded.  
Teacher records name of student.  
*"I've noticed .... Be careful of your next step"*

**Yellow card**  
Final warning given.  
Second time misbehaviour is recorded.  
Teacher records name of student  
15 minute detention followed by a restorative conversation with teacher.  
*"I've noticed .... This is your last chance"*

**Red card**  
Final time misbehaviour is recorded.  
Student will be sent to another class within department.  
30 minute department detention on a night selected by the department followed by a restorative conversation with teacher.  
Behaviour incident recorded on students file.  
*RIP "I've noticed .... your behaviour is stopping learning and teaching, we will discuss this later"*

Red lines – breach of these will result in an instant patrol call to remove student:

Fighting  
Swearing at staff  
Dangerous behaviour (that puts students or staff at risk)  
Damage to school property



There may be trouble ahead



Ready – Respect – Safe

## Appendix 5

### Consequence Room Procedures

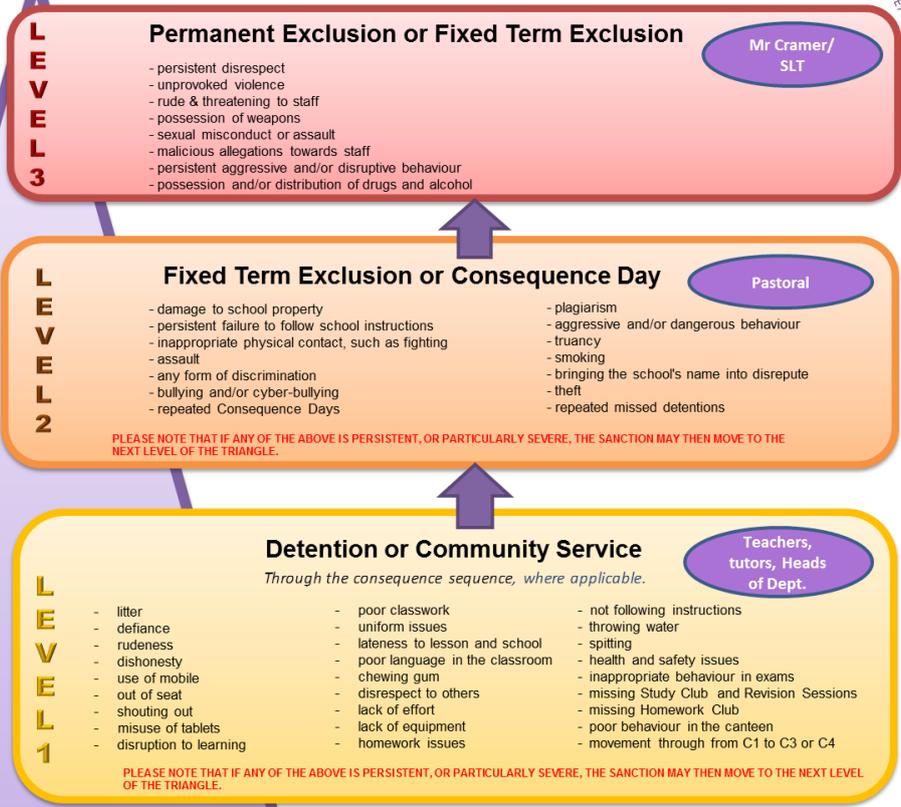
- The room opens at 8:15.
- When you arrive, you will complete a Reflection Sheet.
- All work is to be completed in complete silence.
- Respect will be shown to others in the room at all times.
- No writing on desks, walls, booths etc.
- No electronic devices – they will be confiscated if seen.
- Full 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 Consequence 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 Consequence Room will result in isolation with a member of SLT the following day.
- Those who work well will go at 3:15 – those who do not will be kept until 4:00.

#### 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 6

## Behaviour Triangle



# Appendix 7

## Greenford High School - Achievement Points

	<b>Achievement</b>	<b>Points</b>
<b>Bronze</b>	Good work in class Helping a teacher Helping another student Producing an excellent piece of homework Making good progress Contribution to form activities	<b>1</b>
<b>Silver</b>	Working consistently well over a period of time Exceeding target grades Making an outstanding contribution to the form/subject area Supporting extracurricular activities 100% attendance over a half term Helping the school community 5+ Level 1 for effort in interims	<b>5</b>
<b>Gold</b>	100% attendance over a half term Being an outstanding GHS student over a period of time – referral made by HOD/YL/FT	<b>10</b>

<b>Achievement Points (carried over throughout the year)</b>		<b>Prize</b>
50		GHS Pencil
100	Bronze Certificate	Mention in assembly
150		Text home
200	Silver Certificate	Postcard home
250		GHS Pen
300	Gold Certificate	Letter from AHT
400+		Letter from HT

Every half term students with the highest number of achievement points will have their names put into a hat, the winner will receive a £25 voucher.

In addition to the rewards detailed above, further reward programmes will be employed by the pastoral team such as movie afternoons and reward trips.

# Appendix 8

## Protocol for School to School Managed Moves

DfE guidance recommends that head teachers consider a managed move as one of a number of alternatives in response to a serious breach of the school's behaviour policy and suggests that schools within an area have a protocol in place.

Managed moves 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 pupil concerned and the school community as a whole.

It is acknowledged that there will still be permanent exclusions and that schools will be approached outside of this process to accept pupils via the SEN team and the Fair Access Protocol. Data on Fair Access Panel referrals will continue to be circulated to all high school head teachers on a fortnightly basis along with data on managed moves so that head teachers can have regard to that when making decisions about managed moves.

The protocol does not seek to put head teachers under any pressure to accept a pupil if they consider that a managed move is not in the interests of that pupil or of others in the school community if the school does not have the capacity to support them. Equally, a head teacher should not feel under any pressure to attempt a managed move save that it is good practice to consider alternatives in response to serious breaches of the behaviour policy, unless they feel it is in the best interests of all parties.

In all managed moves a clear rationale must be established for an improvement in the behaviour of the student at the receiving school.

### **A managed move may be considered:**

- If the pupil has a history of challenging behaviour and other support strategies have not been successful / if there has been a 'one off' incident which means the pupil would benefit from a fresh start but which would not lead to permanent exclusion in the absence of a school to school move (model letter 1).
- If the relationship between the pupil and the school / school community has broken down to an irrevocable degree (model letter 2).

### **The decision:**

Only the head teacher should decide that a managed move to another school is an appropriate response. Once that decision is reached and the potential receiving school has been approached, the head teacher should notify the Behaviour & Inclusion Service, Principal Exclusion Officer and Behaviour Consultant.

### **Next steps:**

If the receiving school gives a positive response then the 'home' school should approach the parents of the pupil for their written agreement [see appendix, model letters 1 or 2] and send a copy of that letter to the LA's Principal Exclusion Officer.

Once parental agreement has been secured the head teacher or his or her representative should formally approach the head teacher of the 'receiving' school. Relevant details of the pupil's history should be revealed and no attempt made to minimise the nature and extent of the

challenge the pupil may represent. Correspondence should be copied to the LA's Principal Exclusion Officer along with the notification form and any other relevant documentation.

If the head teacher of the receiving school is in a position to accept the pupil, a meeting should be arranged and the pupil, his/her parent(s), relevant staff from each school and a representative from the Behaviour & Inclusion Service should attend [see appendix, agreement template].

The purpose of the meeting should be to:

- Underline the receiving school's expectations in terms of behaviour.
- Detail the support to be put in place for the pupil.
- Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform.
- Agree dates of the fortnightly reviews.
- Detail the outcome should the managed move not be successful.

### **Trial period:**

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 basis, the date of the final review will be the date on which the decision is made as to whether the move becomes permanent and that review must be within 12 weeks of the agreed start date. There should be no more than 4 weeks between planning a move and starting the new school. As the move is not as an alternative to permanent exclusion, the pupil is entitled to continue to attend the home school whilst arrangements are being made.

Pupils remain on-roll at the 'home' school during the trial period. The 'home' school should record the pupil as 'C' [current single registration]; the receiving school records the pupil as 'S' [subsidiary]. On the date agreed for permanent admission to the receiving school, the pupil 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 pupil. 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 pupil will return to the home school.

### **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, supported by the Behaviour & Inclusion Service Behaviour Consultant as appropriate.

### **The role of the Local Authority:**

The role of the LA is to facilitate a proposed managed move, giving advice on best practice and helping schools liaise with relevant agencies. It is not the role of the LA to attempt to persuade either school to agree to a managed move. Where the head teacher decides a managed move is not in the best interests of the pupil, and the pupil is later permanently excluded (for another incident), the LA representative may ask at the governors review meeting, whether the head teacher had given any consideration to a managed move as an early intervention strategy. As part of this protocol the LA Exclusion Officer will keep a record of all managed moves between high schools in the area, to facilitate this we would ask schools to keep the LA Exclusion Officer informed of school to school managed moves.

**Funding:**

An established process already exists for the transfer of funds once a pupil is permanently excluded and later reintegrated to another mainstream school (AWPU / Money following excluded pupils). When a pupil is subject to a 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 pupil will return to the home school.

**Looked After Children:**

As the corporate parent, the LA will see the rights of looked after children involved in managed moves as a priority. Where a school is considering a managed move for a looked after pupil, the LAC team must be consulted.

**Model letter 1**

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. In the circumstances and having been in contact with colleagues in other schools I am; subject to your agreement; able to make arrangements for **[pupil's name]** to have a trial placement at **[name of receiving school]** as part of a 'School to School' Managed Move.

Once you have had the opportunity to consider the offer please complete the form below and return it to us to confirm whether you wish to accept the move to **[name of receiving school]**. 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 the managed move.

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 proposed managed move to **[name of receiving school]** for **[name of pupil]** .....

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

**Model letter 2**

**Letter from head teacher notifying parent 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?

I have been in contact with colleagues in other schools and can make arrangements for **[pupil's name]** to have a trial placement at **[name of receiving school]** as part of a 'School to School' Managed Move.

Once you have had the opportunity to consider the offer please complete the form below and return it to us to confirm whether you wish to accept the move to **[name of receiving school]**. 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 the managed move.

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 proposed managed move to **[name of receiving school]** for **[name of pupil]** .....

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

## 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:*

<i>Trial period start date:</i>	
<i>Date of first review meeting:</i>	
<i>Date of second review meeting:</i>	
<i>Date of final review meeting:</i>	

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.

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