# Greenford High School
## Policy Document

# Behaviour Policy

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## 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

We acknowledge the importance of praise and reward and seek to promote and reinforce our expectations of students at any given and relevant opportunity. We recognise that students thrive on praise and glow in recognition of their efforts. Praise rewards the deserving; it can inspire those who may be struggling and can inspire and motivate those who lack motivation. Rewarding and celebrating good choices is at the heart of the school. Through rewards, we will increase the motivation of students, building their self-esteem, aspirations and enjoyment of learning.

To this end, all staff at GHS will reward students whenever this is possible. This will be done:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely

Students will be rewarded for the following:

- Effort
- Attainment
- Progress
- Behaviour
- Displaying any of the five-character strengths
- Attendance
- Participation
- Enthusiasm

**Recognition**

Students are typically recognised in the following ways:

- Verbal praise
- Character points
- Vouchers
- Attendance certificates
- Attendance letters
- Postcards
- Name announced in assemblies
- Certificates in assemblies
- Prize draws
- Positive conversations/ emails
- Reward trips
- Local press
- Enrichment events
- Senior Leadership letters of recognition
- Character badges
- Pizza parties
- Departmental/ subject specific competitions (for example, Maths challenge)
- Regional competitions (For example, Chess championship)

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 information on behaviour levels.

## 4) Staff Conduct

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the Behaviour for Learning Policy consistently

- Communicating the School's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students Considering the impact of their own behaviour on the School culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

## 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 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 3** 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 screenings
- Establishing behaviour support and or pastoral support plans.
- SEN assessment and support
- 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 tea
- Educational Psychologist
- School counsellor
- School to school placement to another High school
- Alternative curriculum provision (in consultation with Subject Leaders)
- School Safety Officer intervention
- Pathway Centre Support
- 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 - The 4 Cs approach**. Please see **Appendix 4** for a record of what happens at each stage of this pathway.

- **Detentions**

Detentions normally last for 15 minutes, 30 minutes, 60 or 75 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 5** 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 5** 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 5** 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 in high numbers or for particular repeat offences.

- **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.

- **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;
- 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 consequence room or refusing to move to the consequence room.

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.

- **Out of Circulation**

- Where a pupil is suspected of involvement in a Level 3, 4 or 5 incident, as per **Appendix 3**, the school may temporarily remove them from normal circulation under the supervision of Pastoral Leaders or the Senior Leadership Team to allow sufficient time for a thorough and fair investigation before determining appropriate sanctions and interventions.
- Due to the demands of the school day and the complexity of some incidents, investigations may extend beyond one school day. Any continued removal will be proportionate, reviewed regularly and kept to the minimum duration necessary.
- During this period, pupils will remain on the school site, receive appropriate classwork, supervision, have access to toilets, food, water and their usual lunch entitlement. Break and lunchtime arrangements may take place in a designated supervised area. Parents/carers will be informed and individual safeguarding, SEND and welfare needs will be considered throughout.
- This arrangement is a temporary measure to facilitate investigation and maintain safety rather than a presumption of guilt. Pupils will return to normal lessons as soon as reasonably appropriate, following consideration of the investigation's findings and any necessary safeguarding or behavioural interventions.

- **Joint Enterprise and involvement in Behaviour Incidents**
- Where a behaviour incident involves multiple pupils, the school may consider the involvement and individual responsibility of each pupil, including those who actively encourage, support, facilitate or knowingly contribute to the incident even where they are not directly responsible for the primary act.
- This may include pupils who encourage fighting, assist in bullying or intimidation or otherwise contribute to serious misconduct. Following a fair investigation, sanctions may be issued to all pupils found to have contributed to the incident, proportionate to their individual actions and level of involvement.
- Simply being present at an incident or associating with those responsible will not, in itself, constitute grounds for a sanction. Decisions will be evidence-based and take account of individual circumstances, safeguarding considerations and any special educational needs or disabilities.

- **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. If a student is in breach of uniform expectations after the uniform adjustment period of 5 days, a student may be placed in the IE room until the uniform is corrected.

If the student is internally excluded, the student remains in school, but is removed from lessons. They will have access to learning materials including laptops to access work via Google Classroom. 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 6.**

- **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. If a student displays anti-social behaviour or is part of a large congregation of students in a nearby residential area, the school may choose to apply sanctions - this can include suspensions.

- **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**

The school operates a tiered approach to suspensions with escalating levels of intervention, support and accountability for pupils who receive repeated suspensions. Students will move through the Stages of Intervention – please see **Appendix 7** for a table of what will happen and the interventions that will be put into place.

Where a pupil is suspended on more than one occasion, they will progress through the school's staged intervention process with appropriate measures implemented to address the underlying causes of their behaviour and reduce the likelihood of further incidents.

At any stage, the school may require a pupil and their parents/carers to attend a **Senior Leader's Disciplinary Meeting**. This formal intervention is designed for pupils who demonstrate persistent disruptive behaviour or have been involved in a serious incident where permanent exclusion may have been considered.

The meeting will establish clear behavioural expectations, agreed improvement targets, appropriate support and a structured monitoring process. It will also reinforce the seriousness of the pupil's conduct and the potential consequences of further breaches of the Behaviour Policy, including the possibility of a permanent exclusion.

The school reserves the right to escalate interventions at any stage, depending on the severity, frequency or circumstances of the behaviour. All decisions will be made on an individual basis with consideration given to safeguarding, special educational needs and disabilities, and other relevant circumstances.

- **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.

- **School to school placements**

In conjunction with the parents and receiving school, a school to school placement to another school may be explored. There is a protocol to be followed if a school to school placement is to be considered and a student is to be put forward for a panel. Please see **Appendix 8** for the **School to School Placement and Off-Site Direction 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 anti-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. Greenford High School follows the Ealing guidance on Kirpans - if an item does not comply with this guidance, we will contact parents to make the necessary adjustments.

The school reserves the right to conduct a search on any pupil. This will usually be done by our security team accompanied by a middle or senior leader. 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. The school will also conduct screenings using

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.

To safeguard pupils and staff, the school may undertake planned or unannounced safety screening of individual pupils, classes or entire year groups, including in partnership with the police. Screening may involve handheld metal-detecting wands and walk-through metal detector arches without the need for individual suspicion.

## 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 for 5 working days, excluding the day of confiscation. 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. Other digital devices that can be confiscated include headphones/airpods.

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, alcohol and other banned substances

To maintain a safe, orderly and purposeful learning environment, pupils must not bring prohibited items onto the school site. These include, but are not limited to, aerosol cans, energy drinks, chewing gum, make-up, nail varnish, vapes and vaping equipment, cigarettes, tobacco products, lighters,

matches, alcohol, illegal drugs, weapons, fireworks, laser pointers and any items intended to cause harm or disruption.

The unauthorised sale or distribution of food, drinks or other goods on school premises is also prohibited. Mobile phones, smartwatches, headphones and other electronic devices must not be used during the school day unless expressly authorised by the school.

Any student caught with these items on or offsite will be reported immediately to their Head of Year and the incident will be logged on SIMS by the reporting member of staff. Following an investigation, a student may be sanctioned in line with our behaviour policy.

Staff are required to confiscate any of the above items and dispose of these items. Parents/carers will be informed and asked to attend a meeting with their child's Head of Year. Depending on the nature of the incident, the school may refer your child to the Safer Schools Police Officer or external agencies such as the Easy Project.

## 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 9** 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 2024**. 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.

## 20) Serious Breaches

The school takes a firm approach to serious breaches of its Behaviour Policy. Such incidents may result in immediate referral to Pastoral Leaders or the Senior Leadership Team and may lead to significant disciplinary sanctions including internal removal, suspension or consideration of permanent exclusion.

Serious breaches include, but are not limited to, the following:

**Physical Violence and Threatening Behaviour**

- Physical assault, fighting, punching, kicking or deliberately causing injury to another pupil or member of staff.
- Threatening violence, intimidation, coercion or behaviour that causes another person to fear for their safety.
- Encouraging, organising, facilitating or actively contributing to physical altercations.
- Deliberately throwing objects or engaging in reckless behaviour that places others at risk of injury.
- Serious acts of aggression towards staff, including physical intimidation or threatening conduct.

**Bullying, Harassment and Discrimination**

- Bullying, including repeated intimidation, humiliation, harassment or targeted mistreatment.
- Cyberbullying, including threatening, abusive or humiliating online content.
- Racist, sexist, homophobic, biphobic, transphobic, disablist or religiously discriminatory language or behaviour.
- Sexual harassment, sexual violence, unwanted sexual touching or sexually inappropriate conduct.
- Targeted harassment or abuse towards pupils, staff or members of the wider school community.

**Defiance and Persistent Disruption**

- Persistent or serious refusal to follow reasonable instructions from members of staff.

- Repeated disruption to teaching and learning despite appropriate interventions and support.
- Serious verbal abuse, swearing directed at staff, or threatening or intimidating language.
- Deliberate refusal to comply with reasonable instructions during a serious incident or emergency.
- Persistent breaches of the Behaviour Policy where previous sanctions and interventions have not resulted in sustained improvement.
- Unauthorised departure from lessons, supervised areas or the school site, particularly where this creates safeguarding concerns.

**Weapons, Drugs and Prohibited Substances**

- Possession, use, supply or distribution of weapons, knives or other articles intended or likely to cause injury.
- Possession, use, supply or distribution of illegal drugs or other intoxicating substances.
- Possession or consumption of alcohol on school premises.
- Possession, use, supply or distribution of vaping products or tobacco products, particularly where incidents are repeated or involve supplying others.
- Bringing fireworks, explosives or other dangerous items onto school premises.
- Refusal to cooperate with lawful searching or screening procedures where this constitutes a serious breach of school expectations.

**Theft, Vandalism and Damage**

- Theft or attempted theft of school property or the belongings of others.
- Deliberate or significant damage to school property, equipment or the possessions of others.
- Serious vandalism, including damage to toilets, classrooms, fire safety equipment or security systems.
- Deliberately activating fire alarms without justification or interfering with emergency equipment.
- Arson or conduct presenting a serious fire risk.

**Online Conduct and Misuse of Technology**

- Recording, photographing or sharing images or videos of pupils or staff without authorisation where this constitutes a serious breach of privacy, dignity or safeguarding expectations.
- Recording, sharing or encouraging the circulation of fights or other incidents involving pupils.
- Creating or distributing threatening, abusive, discriminatory, sexually inappropriate or humiliating digital content.
- Impersonating pupils or staff online, including through fake accounts or manipulated images.
- Using social media or messaging platforms to organise fights, threaten others or encourage serious misconduct.
- Serious misuse of school IT systems, including attempts to access confidential information or compromise network security.

**Sexual Misconduct and Safeguarding**

- Sexual harassment, sexual assault or other harmful sexual behaviour.
- Sharing, requesting, creating or threatening to distribute intimate images, including AI-generated or manipulated images.
- Coercive, exploitative or predatory behaviour towards another pupil.
- Serious breaches of personal boundaries, consent or safeguarding expectations.

**Dishonesty and Obstruction of Investigations**

- Deliberately providing false allegations or knowingly misleading information during a serious investigation.
- Intimidating witnesses, pressuring others to change their accounts or attempting to conceal serious misconduct.
- Deliberately destroying, concealing or tampering with evidence relating to a serious incident.

- Retaliation against pupils or staff who report concerns or cooperate with investigations.

**Behaviour Beyond the School Gates**

- Serious misconduct while travelling to or from school, on public transport, during educational visits or at school-related activities.
- Fighting, bullying, intimidation or harassment outside school where there is a clear connection to the school community.
- Online or community-based incidents that threaten the safety, welfare or orderly running of the school.
- Conduct that may bring the school into disrepute, where the school has lawful grounds to exercise its disciplinary powers.

**Other Serious Misconduct**

- Organising or participating in group disorder or coordinated disruption.
- Serious breaches of health and safety instructions.
- Endangering the safety of others through deliberate or reckless conduct.
- Repeated failure to comply with serious disciplinary measures, where this forms part of a wider pattern of persistent misconduct.
- Any other conduct which, having regard to its nature, severity and circumstances, constitutes a serious breach of the school's Behaviour Policy.

The above list is not exhaustive. The school reserves the right to treat other incidents as serious breaches where the nature, severity, frequency or impact of the behaviour warrants a significant disciplinary response.

Serious breaches may result in escalation through the school's behaviour system, including a Deputy Headteacher's Disciplinary Meeting, suspension or consideration of permanent exclusion. The school is not required to exhaust every stage of its graduated intervention process before responding to a sufficiently serious incident.

All decisions will be made following appropriate consideration of the available evidence, the pupil's individual circumstances, relevant safeguarding factors, special educational needs and disabilities, and the requirements of applicable legislation and statutory guidance.

Permanent exclusion may be considered for a serious breach or persistent breaches of the Behaviour Policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. The decision to suspend or permanently exclude rests with the Headteacher in accordance with statutory requirements.

# Appendix 1

## GREENFORD HIGH SCHOOL HOME SCHOOL AGREEMENT
## Key Stage 3 and Key Stage 4

**Name: ……** **Form: ……**

### Ambitious for All

As a truly comprehensive school, we have limitless ambition for all. Our mission is to ensure that all pupils, whatever their starting points, are empowered to achieve well, enjoy learning to the full and experience a deep sense of belonging in school.

**Achieve**

A record of outstanding achievement means that our pupils consistently perform well above average in national examinations. Expert teachers ensure that learners build knowledge securely, and our comprehensive careers education inspires pupils to move to the next stage of their lives with enthusiasm and confidence.

**Enjoy**

We believe that learning, in all forms, should be enjoyable and exciting. That's why we offer such a broad and varied curriculum so pupils can pursue their own talents and interests. It's also why our lessons are so active and engaging, and why our exceptional number of enrichment activities enable pupils to experience school life to the full.

**Belong**

Our inclusive ethos is central to our belief that every pupil is valued for who they are and who they may become. We aim for all pupils to leave us as highly confident individuals, able to overcome challenges and contribute positively to our wonderfully diverse community.

---

**As Parent/Guardian, I agree to:**

1. Ensure that my child attends school regularly and is punctual each day;
2. Avoid taking family holidays or reschedulable appointments during term time;
3. Confirm any absence through Absento or by calling the school on the same day.
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 my child's Satchel one everyday to keep up to date with their behaviour;
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.
14. Work closely with the school through conversations in the first instance and avoid sending lengthy, harshly toned e-mails to support the wellbeing of all.

**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. Update Satchel One with HW;

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 or disposed of depending on the item – details can be found in our **behaviour policy**. We ask you to support us if it is necessary to search a student's bag/clothing for prohibited items. The school's right to search students is also outlined in the DfE Guidance of the document 'Searching, Screening and Confiscation' in schools.

**Signed: …… (On behalf of the family)**

**Signed: …… (Student)**

**Signed: …… (Form Tutor on behalf of the school)**

# APPENDIX 3
# Behaviour Types and Levels

All behaviour breaches apply both before and after school, on school trips and on the way to and from school. Breaches apply whether the student is in school uniform or not. Persistent breaches of the behaviour types, or a one off serious breach of a behaviour type, regardless of the level it is listed in below, can lead to suspensions or a permanent exclusion.

## Behaviour Types and Levels

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| L1 - Chewing gum (30)<br>L1 - Classwork concern (30)<br>L1 - Eating in lessons (30)<br>L1 - Equipment (30)<br>L1 - HW not completed (30)<br>L1 - Lateness to School (30)<br>L1 - Littering (30)<br>L1 - Uniform (30) | L2 - Missed Study Club (60)<br>L2 - Missed 30 min detention (60)<br>L2 - Persistent Lateness to Lesson (60)<br>L2 - Report Card not Signed (30)<br>L2 - Disruptive Behaviour in Classroom (30)<br>L2 - Caution (No detention - teacher keeps behind in class for 5 to 15 minutes) | L3 - Confrontational Behaviour (60)<br>L3 - Corridor Disruption (60)<br>L3 - Defiance (60)<br>L3 - Missed 60 min detention (75)<br>L3 - Online/Social Media Misconduct (60)<br>L3 - Other Behaviour Incident (60)<br>L3 - Plagiarism (60)<br>L3 - Consequence - Removed from lesson (45)<br>L3 - Rudeness to Staff - (60)<br>L3 - Swearing - (60)<br>L3 - Report Card Lost (60)<br>L3 - Mobile Phone (60)<br>L3 - Disruptive Behaviour out of Classroom (60) | L4 - Bullying (75)<br>L4 - Fighting (75)<br>L4 - Homophobic Comment/Action (75)<br>L4 - Malicious Communication (75)<br>L4 - Misogynist/Misandrist Comment/Action (75)<br>L4 - Sexist Comment/Action (75)<br>L4 - Racist Comment/Action (75)<br>L4 - Transphobic Comment/Action (75)<br>L4 - Disablist Comment/Action (75)<br>L4 - Patrolled from Lesson (75)<br>L4 - Theft (75)<br>L4 - Truancy (75)<br>L4 - Anti-Social Behaviour (75)<br>L4 - Damage/Vandalism to School Property (75)<br>L4 - Vaping (75)<br>L4 - Exam Breach (75)<br>L4 - Missed 75 min detention (IE)<br>L4 - Behaviour Threshold Sanction (IE) | L5 - Drug/Alcohol Related Incident (75)<br>L5 - Weapons (75)<br>L5 - Physical Assault (75)<br>L5 - Sexually Inappropriate Misconduct (75)<br>L5 - IE Room Disruption (75) |
| If a student displays behaviour in this descriptor, it will usually be addressed by the classroom teacher or year team. Suggested consequences are likely to be a **loss of break/lunch or detention** alongside parental communication. | If a student displays behaviour in this descriptor, it will usually be addressed by the classroom teacher or year team. Suggested consequences are likely to be a **loss of break/lunch or detention** alongside parental communication. | If a student displays behaviour in this descriptor:<br>1) Classroom teachers should always ensure a consequence follows, including departmental detentions and parental communication.<br>2) Year teams will ensure escalated sanctions **through SLT detentions or IE days. In certain cases, persistent L3 or a serious L3 violation may lead to a suspension.** | If a student displays behaviour in this descriptor:<br>1) Classroom teachers should always ensure a consequence follows, including departmental detentions and parental communication.<br>2) Year teams will ensure escalated sanctions through **SLT detentions, internal exclusions or a suspension from school.** | If a student displays behaviour in this descriptor:<br>1) Classroom teachers should make year teams or SLT aware immediately.<br>2) Year teams will ensure escalated sanctions through either an **internal exclusion or suspension.** |

# Appendix 4

# Behaviour for Learning Pathway - The 4 C's approach

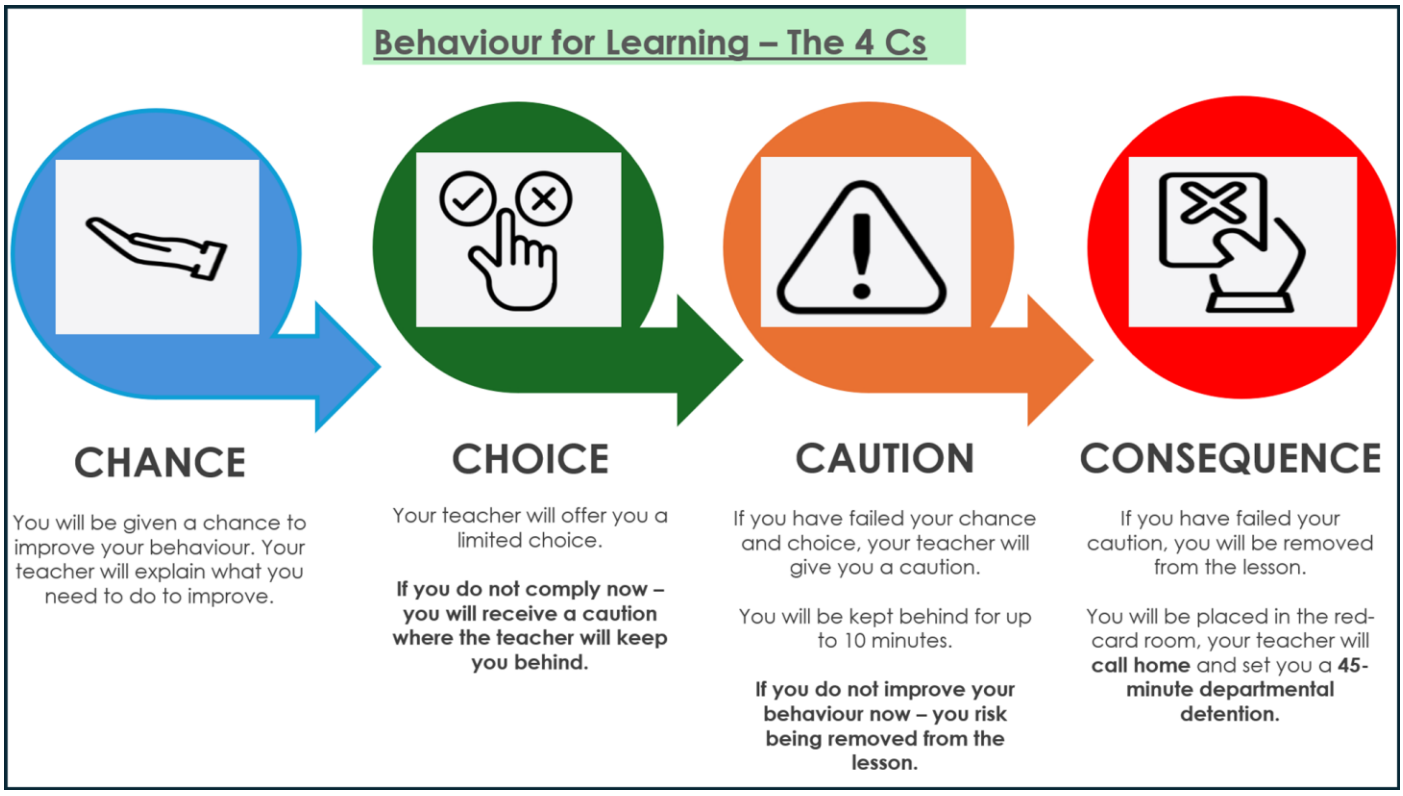
**At Greenford High School we use a 4 Cs approach in lessons.**

Students are given a **chance** - this is the student's opportunity to correct their behaviour, but also a chance to try again and re-focus.

If the behaviour has not improved, the teacher may offer them a limited **choice** if it is possible at that moment, e.g. moving seat, adapting a task.

If poor behaviour continues, they are given a **caution** which is accompanied by a 10 minute detention either at break, lunchtime or after school. If behaviour still does not improve after this caution, they will receive a **consequence** which is a removal from the lesson, a 45 minute detention and a phone call home.

Below is an example of the student version poster which has been displayed in classrooms.




# Appendix 5

# After School Detentions

| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|---|---|---|---|---|
| Patrol (60)<br>Late to school<br>Detention (30)<br>Missed 30 Min<br>Detention (60)<br><br>**Year Team** | Patrol (60)<br>Late to school<br>Detention (30)<br>Missed 30 Min<br>Detention (60)<br>Missed 60 Min<br>Detention (75)<br><br>**SLT** | Patrol (60)<br>Late to school<br>Detention (30)<br>Missed 30 Min<br>Detention (60)<br><br>**Year Team** | Patrol (60)<br>Late to school<br>Detention (30)<br>Missed 30 Min<br>Detention (60)<br><br>**Year Team** | **SLT**<br>Missed 30 Min<br>Detention (60)<br>Missed 60 Min<br>Detention (75)<br><br>**(SLT Rota)**<br>**Year 7** B Block Library<br>**Year 8 & 9** Main Hall<br>**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**<br>Consequence (45)<br>Defiance (30)<br>Disruptive Behaviour (30)<br>Homework (30)<br>Equipment/Kit (30) | | **Faculty detention**<br>Consequence (45)<br>Defiance (30)<br>Disruptive Behaviour (30)<br>Homework (30)<br>Equipment/Kit (30) | **Faculty detention**<br>Consequence (45)<br>Defiance (30)<br>Disruptive Behaviour (30)<br>Homework (30)<br>Equipment/Kit (30) | **Faculty detention**<br>Consequence (45)<br>Defiance (30)<br>Disruptive Behaviour (30)<br>Homework (30)<br>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. Students who are kept out of circulation for lunchtime will have the opportunity to use the toilet before the next lesson begins.

Defiance to a lunchtime detention can result in an internal exclusion.

**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 6
# Internal Exclusion Room Procedures

## Internal Exclusion Room Rules

### READY

- The internal exclusion room opens at **8:55 – Period 1**. You will have to place your phone in the phone pouch. This will be returned to you at the end of the day.
- When you arrive, you will complete a **Reflection Sheet** helping you to reflect upon your actions and enabling you to change your behaviour.
- Place your reading book on the desk so that you are **ready** for learning.
- Work in **silence.**

### RESPECT

- The school **uniform** policy must **always be respected** – no jackets, scarves or outdoor clothing is to be worn.
- No chewing gum.
- **Toilet breaks** will be granted at the discretion of staff. If you are allowed to go to the toilet you must use the toilet in the **medical room**.
- Any misbehaviour or failing to follow staff instructions will result in the **Internal Exclusion** being set again or a more severe sanction.

### SAFE

- Students will be **dismissed** at **4.00pm** where they will be directed to go straight home unless they are involved with Study Club or any other intervention.
- If you bring your own lunch, the following items are allowed - fruit, sandwiches, yoghurts (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, ham, egg or tuna 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 7

## Behaviour Thresholds

These behaviour thresholds represent the typical actions and interventions that will be triggered at a particular threshold. However, all behaviour incidents will be considered individually and in some instances, where there are serious breaches, interventions may be triggered earlier. Please note the following points:

1) Students can still receive a suspension or permanent exclusion if there is a serious breach of our school behaviour policy for a singular incident or as deemed appropriate by the Headteacher.

2) If a student is on a high number of behaviour points linked to **L1** or **L2**, the following interventions will be actioned.

- Daily form tutor check-in
- Mentoring from a PSW or other appropriate adult
- Access to the Girls Group/Boys Group
- Homework Clubs
- PP Workshops

| Number of Behaviour Incidents | Actions | Interventions |
|---|---|---|
| **150** | **Parental Meeting with Deputy Headteacher and relevant stakeholders**<br>**Formal letter to be sent by DHT with behaviour log attached.**<br><br>***Student is at risk of permanent exclusion or alternative provision if behaviour falls within L3, L4 or L5.*** | Students with over 50 behaviour points are likely to receive interventions involving SEN support, mentoring, alternative provisions, CP intervention or behavioural workshops. |
| **125** | **Parental Meeting with Assistant Headteacher of Behaviour and relevant stakeholders**<br>**Formal letter to be sent by AHT with behaviour log attached.**<br><br>***Student is at risk of suspension for persistent disruptive behaviour if behaviour falls within L3, L4 or L5.*** | |
| **100** | **Attached Assistant Headteacher Report**<br>**Report letter sent by year team with behaviour log attached.**<br>**2 weeks, until successful, when two report cards have been returned to the year team for filing.** | |

| | | |
|---|---|---|
| | ***Student is at risk of suspension for persistent disruptive behaviour if behaviour falls within L3, L4 or L5.***<br>**OR**<br>***Student will receive an internal exclusion.*** **(YT to log on SIMs as L3 - Behaviour Threshold Sanction)** | |
| **75** | **Head of Year Report + Parent Meeting with relevant stakeholders**<br>**Report letter sent by year team with behaviour log attached.**<br>**2 weeks, until successful, when two report cards have been returned to the year team for filing.**<br><br>***Student will receive an internal exclusion.*** **(YT to log on SIMs as L3 - Behaviour Threshold Sanction)** | |
| **50** | **Deputy Head of Year Report + Parent Meeting with relevant stakeholders**<br>**Report letter sent by year team with behaviour log attached.**<br>**2 weeks, until successful, when two report cards have been returned to the year team for filing.**<br><br>***Student will receive an internal exclusion.*** **(YT to log on SIMs as L3 - Behaviour Threshold Sanction)** | |
| **25**<br>Possibility of parent meeting before this stage is discussed weekly between HoY and AHT of Behaviour. | **Form Tutor Report**<br>**Report letter sent by year team with behaviour log attached.**<br>**2 weeks, until successful, when two report cards have been returned to form tutor or the year team for filing.**<br><br>***Student will receive SLT detention.*** **(YT to log on SIMs as L3 - Behaviour Threshold Sanction)** | |
| **15** | **Formal form tutor conversation and phone call home.** | |

# Stages of Intervention and Reintegration Meetings

| | |
|---|---|
| **Suspension 1**<br><br>Hosted by a member of the year team, attached SLT **and relevant stakeholders.**<br><br>***NAY, as AHT of Inclusion, will join reintegration meetings when deemed necessary.*** | **Actions**<br>1) Attached SLT and YT to challenge behaviour and provide parents with Letter 1 outlining what a suspension is with three targets. Copy is photocopied and kept in the student file.<br><br>2) Report to HoY for two weeks.<br><br>3) Interventions to include PSW mentoring and any referrals to either the bullying workshop or regulation workshop |
| **Suspension 2**<br><br>Hosted by a member of the year team, a member of SLT, **and relevant stakeholders.**<br><br>***NAY, as AHT of Inclusion, will join reintegration meetings when deemed necessary.*** | **Actions and Interventions**<br>1) Member of SLT and YT to challenge behaviour and provide parents with Letter 2 outlining the escalation to this stage. Copy is photocopied and kept in the student file.<br><br>2) School to school placement formally offered. If accepted, referral form completed and taken to panel. If rejected, parents are given a copy of the school to school placement rejection letter.<br><br>3) NAY to implement any SEN support. |
| **Suspension 3**<br><br>Hosted by a member of the year team, a | **Actions and Interventions**<br>1) Member of SLT and YT to challenge behaviour and provide parents with Letter 3 outlining the severity of this stage. |

| | |
|---|---|
| member of SLT, **and relevant stakeholders.**<br><br>***NAY, as AHT of Inclusion, will join reintegration meetings when deemed necessary.*** | 2) Internal behaviour panel (AHT of Behaviour, AHT of Inclusion and DHT of School Culture)<br><br>3) Any SEN support to continue. |
| **Suspension 4**<br><br>Hosted by a member of the year team, a member of SLT, **and relevant stakeholders.**<br><br>***NAY, as AHT of Inclusion, will join reintegration meetings when deemed necessary.*** | **Actions and Interventions**<br>1) Member of SLT and YT to challenge behaviour and provide parents with Letter 4 outlining the severity of this stage and how the next meeting will be with the HT.<br><br>2) Possibility of an off-site direction and Governors Intervention Panel<br><br>3) Any SEN support to continue. |
| **Suspension 5**<br><br>Hosted by a member of the year team, a member of SLT, **and relevant stakeholders.**<br><br>***NAY, as AHT of Inclusion, will join reintegration meetings | **Actions and Interventions**<br>1) Member of SLT and YT to challenge behaviour and provide parents with Letter 5 outlining the final warning letter of the process and how the next stage will unfortunately be a permanent exclusion.<br><br>2) Possibility of an off-site direction.<br><br>3) Any SEN support to continue. |

| | |
|---|---|
| when deemed necessary.*** | |
| **A student will be at serious risk of permanent exclusion if they have received five suspensions in their school journey. A student can be permanently excluded at any point prior to this for any serious breach of the behaviour policy, regardless of the number of suspensions they may have had.** | |

1) Students, categorised under/or accompanied with EHCP, SEND K, PP, contextual safeguarding, CLA or CIN plan, will have reasonable adjustments made to the interventions and reintegration process. This may include alternative sanctions or additional/specialised support.

2) Specific behaviour types/levels may require an adjustment to the reintegration and intervention process. Please see behaviour threshold document for predominantly Level 1 and Level 2.

# Appendix 8

# School to school placement and Off-Site Direction Protocol, September 2024

**School to school placements**
A school to school placement 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.

School to school placements 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 school to school placement. The MM has a short settling in period initially, to allow, for example for paperwork, of usually no more than 2 weeks,

**Off-site direction - ***(NB An off-site direction using s29 of the Education Act, can be used by maintained schools).

- Does not require parental or child consent – it is a direction given.
    - Time-related move to an off-site provision, which maybe another mainstream school, with the student on dual-roll.
    - 6 weeks in the first instance, with clear interventions in place at receiving school.
    - The off-site direction can be terminated at any time, and the student will return to their home school and return to single-roll.
    - An off-site direction cannot convert to a school to school placement, and, thus, a single-roll placement.
    - **But**, at the end of the successful off-site direction, it can be that one of the options is that the student then goes on a school to school placement to the receiving school, if everyone consents and it is in the student's best interests.
    - Any cases discussed at panel meetings will be clearly differentiated between a MM and an OSD;
    - A MM will be a permanent move to the receiving school;
    - An OSD will be time-related, with clear interventions in place, and review meetings at 3-week intervals;

It will be made clear at the start of an OSD, and in the contract signed at the start of the move, that the outcome will be one of 3:

1) Return to home school and behaviour improves.

2) Return to home school and behaviour does not improve, leading to further sanctions and/or interventions.

3) If the OSD has been successful, and the receiving school is seen as the right placement for a student and the student consents, a school to school placement can be requested[KE1] . The MM can be single-roll if there is no need for a transition period.

**Aims of the school to school placement panel:**

- To reduce the number of Permanent Exclusions in the borough;
- To fulfil the duty of care, as outlined in Exclusion from maintained schools, academies and pupil referral units in England, September 2017;
- To be more transparent and consistent and fair in the allocation of school to school placements across the Local Authority (LA);
- To acknowledge that a fresh start maybe in the best interests of the student and the school community;
- To share and showcase best practice in the support of our most vulnerable students;
- To establish a clear rationale for an improvement in the behaviour of the student at the receiving school.

**The role of the school to school placement Panel:**

- School to school placements will be arranged, facilitated and tracked through the school to school placement panel;

- The nature of the information shared at 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;

- The school to school placement panel meets once a month, or more frequently if necessary, to discuss those students proposed for a school to school placement. The school representatives will then discuss each case, and allocate a school, if appropriate;

- 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;

· Schools who are part of the school to school placement panel may send representatives as often as they wish, regardless of whether they are presenting students or not;

- 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 school to school placements that may take place outside of the panel;

- It is also acknowledged that although EAP is not part of the school to school placement panel, and, therefore, cannot be named as an allocated school, the meetings will be held at EAP, after FAP meetings, to ensure some alignment between the mechanisms that deal with the borough's potentially most vulnerable students.

- Individual schools will incorporate the role of the school to school placement 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 school to school placement panel will keep a record of all school to school placements 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 school to school placements may impact on behaviour;

- School to school placements should only be carried out with the full knowledge and co-operation of all parties, including the parents and the (LA), and in circumstances where it is in the best interests of the student concerned and the school community as a whole.

**Exceptions to the school to school placement:**

- 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 Looked After Children involved in school to school placements as a priority. Where a school is considering a school to school placement for Looked After Children, the LAC Virtual School must be consulted. This will also be the case for students who are post-LAC.

**Role of the Headteacher:**

- Although school to school placements placements are allocated through the panel, the protocol does not seek to put headteachers under any pressure to accept a student;

- If the headteacher considers that a school to school placement is not in the interests of that student or the school community, a school to school placement does not need to take place;

- Also, if the headteacher considers that the school to school placement 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 school to school placement as a response to breaches of the school's behaviour policy.

**The role of the Local Authority:**

Where the headteacher decides a school to school placement is not in the best interests of the 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 school to school placement as an early intervention strategy;

- A representative from the LA may attend the school to school placement panel as appropriate;
- The LA is responsible for ensuring that the school to school placement 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;
- It is, however, 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.

## Process of the Manage Move Panel

### 1) Identifying students for referral:

- A student may be considered for a school to school placement and discussed at panel:

    - If the student 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 student 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 – **Appendix A**);

- If the relationship between the student and the school / school community has broken down to an irrevocable degree (model letter 2 – **Appendix B**).

## 2) The decision:

- Once the decision is reached that the student would benefit from a school to school placement to another school and parental consent has been obtained, the case should be referred to the school to school placement 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;

- If a parent refuses to accept the proposal of a school to school placement, or declines on the basis of the school that has been allocated, model letter 3, **Appendix D** should be sent;

- Similarly, if panel chooses not to place a student, following discussion the case, model letter 4, **Appendix E**, should be sent;

- Please note that information shared on students at panel will be sent securely to the Chair, and then between schools, where an allocation has taken place. All paper copies of information used in the meetings will be destroyed.

### 3) Actions after Panel:

· If the school to school placement 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);

· The agreement found on **Appendix F** should be devised by the **receiving school** and signed by all parties at this meeting;

· Ideally, the meeting should take place within 7 working days of the date of allocation, and the start date as soon after that as soon as possible;

- The purpose of this meeting should be to:
- Underline the receiving school's expectations in terms of behaviour;
- Detail the support to be put in place for the student;

- 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 school to school placement not be successful.

**4) Trial period of the school to school placement:**

· All school to school placements 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. 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 school to school placement panel allocated the **receiving school**;

· Where the school to school placement 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 school to school placement 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 fixed-term exclusion '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 in the event that a decision is made to permanently exclude the student, instead of proceeding with a school to school placement;

- 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;

- 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 school to school placement**

- It is acknowledged that some school to school placements 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 school to school placement cannot then join the school through another means, either through Fair Access Panel or In-Year Casual Admissions, under the same conditions stipulated by the Ealing Fair Access Protocol 2018-2019, points 2.2 g) and 2.2 h);

- Each student referred to panel can only undergo one school to school placement that actually commences.

**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;

- 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 school to school placement panel, when it meets;

- Students are identified for and referred to the school to school placement panel in good faith, and on the understanding that a school to school placement 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 school to school placement, funding will be transferred from the home school to the receiving school in the same way.

- If a school to school placement becomes unsustainable during the trial period, the student will return to the home school and no funding will transfer.

# Appendix A

**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, I will be making a referral to the school to school placement 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 placement.

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 referral to the school to school placement panel. 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 school to school placement.

If you would like further advice on the school to school placement 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 school to school placement panel] **[name of pupil]** ……

Signed: …….. Date: ……/……../……

# Appendix B

**Model letter 2**

**Letter from headteacher notifying parent where a school to school placement 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* school to school placement *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 school to school placement panel and discussed at the next meeting, in order for a school to be allocated, if appropriate, as part of a school to school placement.

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 referral to the school to school placement

panel. 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 school to school placement.

If you would like further advice on the school to school placement 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 school to school placement panel for **[name of pupil]** ……

Signed: …….. Date: ……/……../……

# Appendix C - School to school placement referral form

**School to school placement referral form**

Please complete this form and return it to gnayyar@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** | | | | | |
| **Reason(s) for proposed school to school placement (give details)** | | | | Breakdown in relationships<br>Behaviour record – persistent or one off<br>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) is 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** – parental refusal of school to school placement (model letter 3)

**DATE**

Dear

I am writing to confirm that you have turned down the school to school placement allocated at Panel held on **(date).**

As you will know, school to school placements 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. The school to school placement panel meets once a month to discuss those students put forward by schools, and then allocates depending on where the panel thinks would be the best place.

**(Name)** was discussed on the above date and was offered **(school)**. Following discussion with those professionals involved, you have decided not to accept this offer, for the following reasons: **(give reason)**

As a result of this, **(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.

School to school placements 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 school to school placement panel and was offered **(school)**. I understand that you have since decided not to accept this offer, for the following reasons: **(give reason)**

As you have decided not to accept the school to school placement, **(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 Sincerely

**School's MM Panel Rep/Inclusion Lead**

## **Appendix E** – Letter for non-allocation at panel (model letter 4)

**DATE**

Dear

On **(date)(name)** was discussed at the school to school placement panel. This is a panel that meets once a month to discuss those students across the borough who pastoral leads in school feel would benefit from a fresh start in a new provision.

The reasons for students being considered for a school to school placement are varied, and can differ from school to school. The panel considers the merits of each case, and where a child may best be placed. The panel also considers whether a student is suitable for a school to school placement, 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)** after the summer break.

In the meantime I hope that you have a good summer.

Yours sincerely

**School's MM Panel Rep/Inclusion Lead**

## **Appendix F** - School to School placement 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 period of time in a different 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 placement 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 XX 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 (every 3 weeks)
- The anticipated end date.

*Please insert details of the receiving school's expectations in terms of behaviour and attendance*:

*Please insert dates:*

| | |
|---|---|
| start date: | |
| Date of first review meeting: | |
| Date of second review meeting: | |
| Any other meeting of required | |

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

During the placement **[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.

It may be possible to extend the period of the school to school placement

At the end of the school to school placement there will be a meeting to discuss next steps.

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 9
# 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 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** 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** 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.