



MONK'S WALK
SCHOOL

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BEHAVIOUR FOR LEARNING POLICY

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The Monk's Walk School Behaviour for Learning Policy has been developed in collaboration with staff, students, parents and Trustees.

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Aims

The aims of the Monk's Walk School Behaviour for Learning Policy are:

- To maintain a safe environment in which each student's behaviour is conducive to effective learning and to achieving their full potential.
- To encourage personal standards and develop learning habits which prepare students for successful employment and a positive contribution to society in their adult lives and to their own and others' wellbeing

Principles

Like all of us, students work best when they have clear structures and guidelines which they understand. The Monk's Walk Behaviour for Learning Policy is based on:

- Clearly defined expectations for all students.
- Teaching learning habits based on the Hertfordshire Skills and Employability Framework that, when demonstrated, illustrate positive and productive behaviour.
- An emphasis on recognising, celebrating and rewarding progress and achievement using a staged and structured approach.
- Clearly defined consequences for not meeting the School's expectations, using a controlled, staged set of sanctions.
- On-going training for all staff in classroom management strategies.
- The power to use reasonable force when necessary, as advised in the DfE guidance on the use of reasonable force (see "Use of reasonable force - advice for head teachers, staff and governing bodies", July 2013).

Our Expectations (daily consistencies)

Students are expected to conform to these five basic daily consistencies at all times while at school:



- Attend School and all lessons every day
- Arrive to school and all lessons on time – being punctual.
- Wear the correct school uniform in the correct way every day.
- Maintain a positive attitude to learning at all times.
- Arrive to school and lessons with everything required to work (equipment)

Students will be awarded 6 start of day points for every day they attend but will have points deducted if any of the above daily consistencies are infringed. Students will need to end their week with an average of 25 points intact to be showing that they are consistently following our 5 basic expectations. Access to school trips, fixtures and the school prom may be affected by a poor points score.

Teaching behaviour through our MONKS Learning Habits.

To ensure that we have a positive approach to behaviour management, we have developed a framework of learning habits that will be taught alongside the main curricular and extracurricular activities as well as in the wider school community (during lesson changeover and at break and lunch time for example).

Every classroom will display the MONKS behaviours as shown below and students will be taught and encouraged to demonstrate these habits that have been developed from the Hertfordshire Skills and Employability Framework.

Every time a student demonstrates one of the habits, they will be recognised for this and awarded with either an M, O, N, K or S achievement point on SIMS. This will contribute to their overall achievement points score but will also help to form a learning habit report for each ARD (Academic Review Day) and enable target setting for behaviour for the following term. The most valuable benefit of this system is that Monk's Walk students will hopefully feel better prepared for work and further education. **NB. The MONKS report will only report on the points that reflect the learning habits demonstrated below and not include points gained for attending school.**

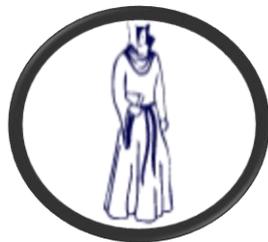
Students can achieve MONKS achievements anytime and anywhere during the school day and on trips, visits, fixtures and through extracurricular activities. We believe that learning to become 'employable' is our responsibility not just in the classroom but throughout the whole school community.

| | Learning Habit | How Do We Know? |
|----------|--|--|
| M | Be Motivated <i>prioritise and be proactive</i> | <ol style="list-style-type: none"> 1. Show a readiness and enthusiasm to learn 2. Show curiosity and independence in and outside of the classroom 3. Show how your work links to other things you have learnt in this subject or others 4. Take care and pride over the presentation of your work 5. Set yourself challenges and high expectations to meet your goals/targets |
| O | Take Opportunities <i>be ambitious and adaptable</i> | <ol style="list-style-type: none"> 1. Take part in extracurricular and House activities and events 2. Improve yourself and your work by responding well to feedback 3. Ask questions to improve your understanding or further your knowledge 4. Attend sessions and use resources outside of the classroom to help support or improve academic work 5. Take a risk by attempting challenging tasks outside of your comfort zone |
| N | Be Notable <i>confident and a team player</i> | <ol style="list-style-type: none"> 1. Volunteer for roles and responsibilities 2. Cooperate with others and recognise their skills and contributions 3. Show a willingness to positively contribute verbally to the class and to smaller groups 4. Communicate with adults and peers confidently and respectfully 5. Lead by example and bring out the best in others |
| K | Be Kind <i>show respect and have good manners</i> | <ol style="list-style-type: none"> 1. Listen to others and their views without prejudice and with interest 2. Recognise the feelings and emotions of others and show empathy 3. Use manners during your interactions with staff and your peers 4. Look after the school and wider environment 5. Offer practical help and encouragement to support others |
| S | Be Safe <i>self-regulated and resilient</i> | <ol style="list-style-type: none"> 1. Use equipment carefully 2. Follow instructions and rules without argument 3. Reflect on your actions and learning and make sensible choices 4. Show resilience and determination when faced with challenge 5. Report information to staff that helps reduce the risk of harm to others |

Rewarding and Celebrating behaviour at Monk's Walk School

Our behaviour policy is designed to promote and reward positive behaviour. Students achieve points for attending school, demonstrating learning habits and fulfilling the daily consistencies. These points are recorded and tracked throughout the school year. Where students offer their services to the school community as guides, student receptionists, librarians or reps for school and year councils, these will be recognised through the MONKS learning habits. Similarly, achievements outside of school can also be recognised in this way. The number of achievement points will differ from a student's conduct score. This is because a conduct score is calculated by subtracting behaviour points from achievement points.

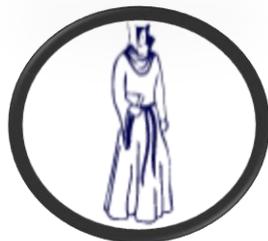
In addition to the numerous other ways we praise and reward success at Monk's Walk there are three main recognition awards that are presented at the end of year celebration assembly by the headteacher.



Gold award – for achieving

1850

conduct points



Silver award – for achieving

1600

conduct points



Bronze award – for achieving

1400

conduct points

Our methods of celebrating achievement

- Achievement Assemblies for each year group will take place termly, celebrating subject, pastoral, and cross-curricular achievements.
- Half-termly House Assemblies to share successes across age groups.
- Key Stage 3 and Key Stage 4 Celebration Evenings, attended by students, staff and parents, will take place annually.
- Departmental postcards should be sent home to students who are regularly demonstrating excellent attitude to learning and making high levels of progress in individual subjects.

- Year team postcards should be sent home by Heads of Year and Form Tutors to students who are making an impressive contribution to the life of the school, or excellent or improved attendance/ATL.
- Examples of students' work celebrating achievement should be displayed in classrooms and public areas and regularly updated.
- Students who have produced particularly impressive work should be sent to the Headteacher with their work, to share the achievement.
- Heads of Department and Heads of Year should be invited to lessons to celebrate successful learning.
- Glass covered display boards are available for departments, Houses and Year Groups to present exemplars, videos, photographic displays or slideshows illustrating students at work.
- Departments, Houses and Year Teams should use the school newsletter to celebrate achievement.
- Teachers should liaise with the Headteacher's PA to access the local press to publicise outstanding achievement where appropriate.
- Students electronic commendation totals will be recorded weekly in their planners and displayed on notice boards.

Our aim should be to create an environment where students are immersed in a culture of learning, achievement and success.

STAGED APPROACH TO BEHAVIOUR MANAGEMENT

| CONSEQUENCE | EXAMPLES OF BEHAVIOUR MAY INCLUDE: | POSSIBLE SANCTION |
|---|--|--|
| C1 | Calling out. Talking while the teacher is talking. Reluctance to follow an instruction. One-off minor misdemeanour. Slow to work. | Verbal warning Name on the board |
| C2 | Failure to respond to a C1 action. (daily consistency) Lack of equipment. (daily consistency) Uniform infringement. (daily consistency) Mobile phone infringement. Late to lesson (daily consistency) | Second verbal warning formally recorded on SIMS |
| C3 | Failure to respond to a C2 action. Lack of equipment or prep (2 nd offence+). Defiance. Behaviour which has a negative impact on the learning in the classroom. Anti-Social Behaviour | C3 40 min after school detention |
| C4 | Missed C3 detention. Misbehaviour at a C3 detention. Lack of prep/equipment (3 rd offence+). Inappropriate use of language. Dangerous behaviour. Ongoing disruption or defiance. Arguing with staff. Unsafe behaviour (COVID related) | C4 1 hour SLT after school Friday detention |
| C5 | On-going disruption to the learning of other students in several subjects. Refusal to adhere to uniform policy Smoking. Physical aggression/intimidation//bullying. Racist, homophobic or sexist abuse. Whilst an investigation is taking place | Removed from lesson/time in ACE/ |
| C6 | Persistent lateness or truancy from lessons or school. Leaving school site. Not responding to C3 and C4 detentions. | Saturday morning detention |
| Pre-exclusion warning meeting (see exclusion policy) for behaviours (C1-C6) that may lead to a fixed term exclusion | | |
| C7 | Swearing/abuse towards staff. Assault. (including coughing or spitting at others) Repeated and widespread disruption/defiance. Theft or vandalism Inappropriate use of the school's IT systems and hacking. Proven malicious allegations against staff Possession of prohibited items. ref points of clarification Persistent bullying (inc.cyber) or abuse. | Fixed term exclusion |
| C8 | Serious actual or threatened violence towards staff or another student. Sexual abuse or assault. Possession, supply or intent to supply an illegal drug (including psychoactive substance formally known as legal highs. Carrying an offensive weapon (including a bladed article) Persistent misconduct/serious breaches of the school behaviour policy. | Permanent exclusion |

"THE EXAMPLES GIVEN IN THE TABLE ABOVE ARE INTENDED TO ILLUSTRATE THE KINDS OF BEHAVIOUR THAT MIGHT WARRANT THE IMPOSITION OF A PARTICULAR SANCTION AND DO NOT CONSTITUTE AN EXHAUSTIVE LIST. THE SCHOOL WILL APPLY SANCTIONS AS CONSIDERED APPROPRIATE IN THE CIRCUMSTANCES".
PLEASE SEE THE TRIPS AND VISITS POLICY FOR TRIPS CRITERIA AS REMOVAL OF A SCHOOL TRIP OR ACTIVITY MAY BE APPLIED AS A CONSEQUENCE.

POINTS OF CLARIFICATION

Proven malicious allegations against staff.

A fixed term exclusion will be imposed in the event that an allegation made by a pupil against a member of staff is found to be false and with malicious intent. Malicious allegations can have serious consequences for the member of staff in question. School staff are valuable to any school in particular to Monk's Walk School and a zero tolerance approach to this will be taken.

Psychoactive substances

A psychoactive substance is a harmful drug containing one or more chemical substances that produce similar effects to drugs like cocaine, cannabis and ecstasy – and formerly known as 'legal highs'

Restrictive Physical Intervention

Restrictive Physical Intervention is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain students in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence likely to cause harm to self or others
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property which might lead to the harm of self or others (e.g. starting a fire)
- To stop the child from engaging in any serious behaviour which is prejudicial to maintaining the good order and discipline at the school.

More information about Restrictive Physical Intervention can be found on the school website.

Searching, screening and confiscation

The Headteacher and staff authorised by the Headteacher have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item. For a non-exhaustive list of prohibited items see list on page 19. For more detail please see our searching, screening and confiscation policy on our school website which is consistent with the DfE guidance document "Searching, screening and confiscation: advice for head teachers, school staff and governing bodies, January 2018

SANCTIONS and CONSEQUENCES: Support Strategies

The school has a clear set of expectations based on this policy. There are clearly defined consequences for students who fail to meet the school's expectations. The policy is based on a phased, step-by-step approach to behaviour management. It is important that teachers adopt an incremental, stage by stage approach. Students may on occasions 'fast track' to a higher level of sanction as appropriate.

Comparatively few students should progress beyond a C3 (detention). The knowledge that further more serious levels of response exist will usually be enough to modify the behaviour of most students.

A RANGE OF STRATEGIES ARE IN PLACE TO SUPPORT STAFF IN MANAGING STUDENTS WHO PROGRESS BEYOND C3

C3 Detentions

Central school C3 detentions take place three times a week on a Monday, Wednesday and Thursday. C3 detentions are only to be imposed after lower level behaviour management strategies have been applied without success. **Detentions must always be written into the student's Planner where possible. The office will inform parents by text and email of the detention with 24 hours notice.** Detentions must be logged on SIMS. If a detention is missed, a student will sit a 1 hour C4 detention with a member of SLT after school on a Friday. Students who miss a C4 detention will be placed in the ACE Room for a day (see page 10 and 12 for description of ACE room). Regular interrogation of this detention data by Heads of Subject and Heads of Year should lead to the implementation of alternative strategies for students not responding to detentions as a sanction.

SLT Department Link

Each member of SLT is linked to a Subject/Year Team. The SLT link will be responsible for supporting the Head of Year/Department in dealing with serious behavioural concerns. Where a student is causing on-going difficulties, the Subject or Year Head will involve their SLT line manager.

Report Cards

Three levels of Report Card will be used to monitor student progress and encourage improvement, each indicating a greater level of concern:

- Green card: Form Tutor's report
- Yellow card: Head of Year report
- Red card: SLT report (monitored by a member of the Senior Leadership Team)

Rapid Response

The response to serious incidents (eg physical assault or swearing at a teacher) should be 'fast-tracked'. Under normal circumstances a serious incident should be investigated, and a response made within 24 hours. Students being investigated for serious incidents should be isolated until the outcome of the investigation, normally under supervision in the ACE Room (see page 10 and 12 for description of ACE room)

SLT & Heads of Department/Year Learning Walks

Members of SLT, Heads of Year, Heads of Department and the behaviour support managers will conduct learning walks regularly, visiting classes to support learning.

Staff Presence

Staff Duty roles are clearly defined. Staff on duty are supported by the Duty Team Leader. All staff should be prompt for duties, to relieve pressure on colleagues.

All staff should supervise the corridors at lesson changeovers, controlling exit and entry to rooms, stairways and buildings.

Recording

Any incidents and actions ranging from C2-7 should be recorded on SIMS.

SUPPORT STRATEGIES: Withdrawal of a student from a lesson

Where a student needs to be removed from a lesson, either at short notice for 'cooling off' time or as a planned withdrawal, the following alternatives are available:

Local Subject Supervision

A teacher in an adjacent room is often able to take a student at short notice. A timetable of teachers in the local area who are available to take a student at particular times should be available.

Where a student reaches C5 in a particular subject, the Head of Department may arrange a planned withdrawal from the subject for a fixed period. In such circumstances the student will work under the supervision of the Head of Department or a nominated member of the Department. This facility should only be used by prior arrangement with the designated teacher and will allow Heads of Departments to implement a planned withdrawal of a student from a subject for one or two lessons where necessary. Parents must be informed by the Head of Department. The re-admittance to lessons must be carefully managed with the student being set precise and monitored targets. Subject isolation should be for a maximum of three lessons.

On-Call

A Behaviour Support Manager will attend a lesson in an emergency if the Head of Department is unavailable to provide support and may, in consultation with the subject teacher, remove a student from the class to work in the ACE Room for the duration of the lesson. This support can be accessed by contacting the ACE Room (Ext. 233 or 213). The subject teacher must provide work for the student. It is important that all staff are familiar with the On-Call Protocol (P.12)

The Alternative Centre for Education (ACE)

The ACE Room is used for:

- Emergency 'cooling-off' time for students removed from lessons in response to On-Call
- Students identified by Heads of Year/SLT as persistently disrupting the learning of other students
- An alternative to fixed-term exclusion for appropriate incidents.

Students working in the ACE Room will be supervised by the Behaviour Support Managers and will follow an alternative timetable denying them contact with other students in the school

Behaviour outside the classroom

It is clearly the responsibility of all staff to deal with incidents of unsatisfactory behaviour they encounter outside lessons; either at break or lunchtimes, or between lessons. Often a warning or a reprimand will resolve the issue. Where further action is required, the incident should be reported to the Head of Year who will deal with the matter through the pastoral structure.

Corridor behaviour can be significantly improved by:

- Teachers arriving at lessons before their students, greeting them and controlling their queuing and entry to the room.

Behaviour outside the school premises

The school has the power to discipline students for misbehaviour outside the school premises:

when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

See DFE Guidance: *'Behaviour and discipline in schools. Advice for headteachers and school staff. January 2016.'*

On-Call Protocol

The ACE Room provides an effective response to students removed from lessons as a result of on-call. To maximise its effectiveness, the following procedures should be adopted.

- The On-Call facility is only to be used where a student:
 1. Uses abusive or aggressive language to a teacher
 2. Is a health and safety risk to him/herself or others
 3. Is disrupting a lesson to the point that learning cannot take place

and when the Head of Department is unable to provide support.

- The facility should not be used as part of a teacher's day-to-day classroom management strategies or to short-cut the normal staged approach to behaviour management defined in the Behaviour for Learning Policy.
- The subject teacher must provide work for the student.
- The role of the Behaviour Support Manager is to facilitate teaching and learning by removing a student who is making that learning impossible. They are not expected to deal with the misbehaviour on behalf of the teacher. That responsibility lies with the teacher, liaising with the Head of Department and SLT link where appropriate.

- On occasions, the Behaviour Support Manager summoned in response to on-call, may decide to talk to the student outside the classroom, calm them and return to the classroom with the teacher's consent; staying with the student for a while if necessary, to settle and refocus them before leaving.
- Where a student is known to have behavioural difficulties in a particular subject often leading to on-call, a Behaviour Support Manager may be present in the classroom before the student arrives, to support the teacher in receiving and settling the student. The start of the lesson is often the time when things are likely to go wrong for some students. The Behaviour Support Manager will leave when the student is on task.

Follow-up to On-Call

- As follow up, the behaviour which led to the on-call must be dealt with by the teacher and the Head of Department concerned in line with the Behaviour for Learning Policy, involving parents if necessary. It is not acceptable to simply have the student removed. If the behaviour is not dealt with effectively, it is likely to re-occur in the next lesson.
- The on-call incident and the action taken by the Department must be recorded on SIMS with details of the incident.
- On-call should result in a phone call home that day from the Department, informing parents of the removal, emphasising the seriousness of being removed from a lesson, and explaining how the incident is being dealt with by the teacher and department concerned.
- Students who are removed from a lesson in response to an on-call will receive a one-hour detention in the ACE Room on the same day, supervised by the Behaviour managers. A Behaviour Manager will contact parents during the day to inform them of the detention. Where possible, during this detention, a restorative meeting between the teacher and the student will take place before the student returns to their next lesson.
- Heads of Department, Heads of Year and SLT links should regularly access the electronic log of on-call incidents (*T Drive > Admin > Pastoral > Monitoring Data*) to monitor incidents and plan intervention/support where needed.

The Alternative Centre for Education (ACE)

Identified students who have difficulty responding to the School's Behaviour for Learning Policy will work in isolation in the ACE Room for a fixed period (between one and five days, depending on the circumstances). The room will contain a maximum of ten students.

The Aims of the ACE Strategy are:

- To maintain an orderly atmosphere of high quality learning and behaviour in lessons.
- To improve the behaviour of identified students with particular barriers to learning.
- To promote inclusion by providing a more constructive educational alternative to Fixed Term Exclusion.

Target Group

- Students identified by Heads of Year/Heads of Department or SLT as persistently disrupting the learning of others.
- Students facing a possible Fixed Term Exclusion for a particular incident. (Fixed Term Exclusion will continue to be used in appropriate cases.)

Operation of the ACE Room

- Students working in the ACE Room will be supervised by a team of three Behaviour Support Managers with the support of SLT and Heads of Year/Heads of Department.
- Students will report to the ACE Room at 8.35am each morning and will end their school day after other students have left the school.
- Students will study in silence at individual desks, using work and resources provided by their normal subject teachers to ensure continuity of learning.
- Students will work through break and lunchtimes. A supervised toilet break will be allowed while other students are in lessons.
- Students will be required to bring in a packed lunch or purchase food from a menu consisting of one or two alternatives of sandwiches and drinks. The food will be delivered to the ACE Room. Students who receive free school meals will be provided with a lunch.
- Adjustments to the operational procedures of the ACE room to meet the needs of students with characteristics protected by the Equality Act, 2010. A decision as to what may be deemed reasonable will be made on a case by case scenario. This may include consideration to the length of time or utilising the support and expertise of staff from the Student Support Centre.

Referral Procedures

- Heads of Year will make a verbal referral to the Behaviour Support Managers if they feel a student is persistently disrupting the learning of others and is not responding to other forms of sanction or support.
- Alternatively, the Headteacher may take the decision to place a student in the ACE Room as an alternative to Fixed Term Exclusion.
- If it is necessary to exclude a student from a subject for a lesson because of previous behaviour in that subject, the Head of Department may, after consultation with their SLT link, place a student in the ACE Room for a period if no suitable accommodation is available within the department.

Provision of work

- All staff are expected to respond promptly and professionally to written requests for work for students in the ACE Room. On the grounds of inclusion, it is important that students access to the normal curriculum is maintained as far as possible.

Restricted use of mobile devices.

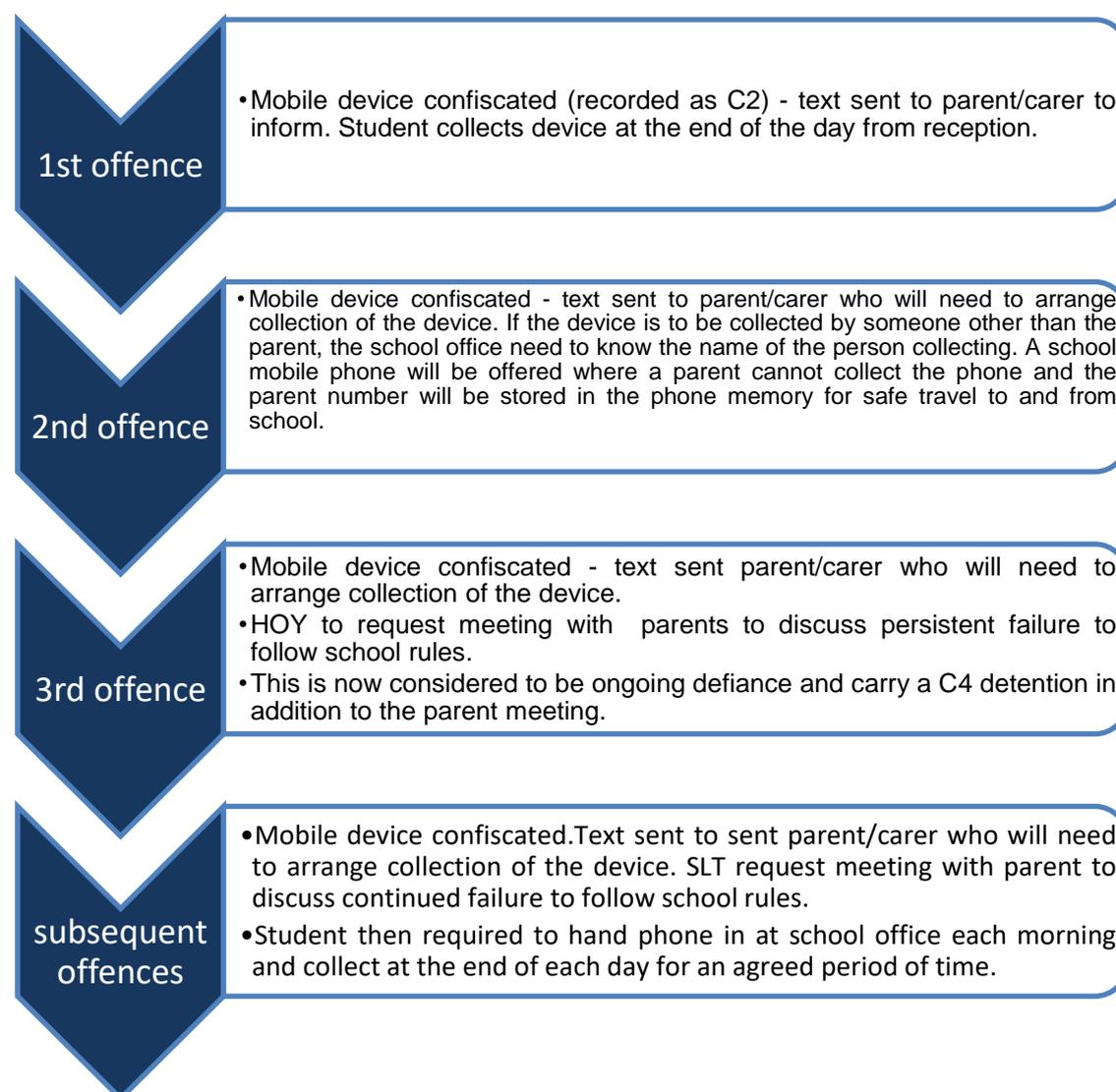
Rationale:

The school is committed to ensuring that Student Wellbeing and the climate for learning is the best that it can be. The rule governing the use of mobile devices including speakers and headphones is clear. We understand that some students may have mobile phones in their possession for safe travel to and from school. However, **they are not allowed to be seen or heard anywhere on the school premises unless a teacher instructs their use for educational purposes.**

It is important that students who have a mobile device (as defined above) follow a series of consequences that are clear and proportionate. The stages below are designed to encourage students to manage their use of phones and other devices appropriately.

Sixth form students

This policy applies to all students, including sixth form. The only exception for sixth form students is that during study periods, students are permitted to use their phones for educational purposes in the Sixth Form study area and free teaching rooms where they have been assigned for sixth form use.



The Pastoral Dimension: Support from the Year Teams

Transition (Prior to admission to Monk's Walk School)

The school takes steps to support students in transition prior to admission where it is indicated from a primary setting that issues have arisen in the past. These steps may include the following.

- Additional visits for students and meetings with key staff.
- Face to face meetings between primary and secondary school teachers to discuss need and appropriate strategies to use in and out of the classroom.
- Small group outreach workshops from the Links Academy.
- Summer school transition day designed to give the students more of a taste of school life and to pre learn some of the behaviour expectations.

It may be that behaviour becomes an emerging issue soon after admission to Monk's Walk School. Where this is identified, we will follow both the support and sanction aspects of this policy but will quickly enlist the support of parents to try and understand the antecedents to the behaviour and determine a way forward. The role of the form tutor and head of year is very important to the life of a student at Monk's Walk whatever stage they are at. The roles of each are outlined below.

Once admitted to Monk's Walk School.

1. The Form Tutor

Form Tutors are responsible for:

- Monitoring student progress and providing academic support and guidance where appropriate.
- Ensuring good attendance from all students, making contact with parents where appropriate.
- Ensuring that students attend school properly prepared with planners, equipment and uniform.
- Student wellbeing and support.

The Form Tutor has a responsibility for monitoring the progress of members of the Form, providing guidance and support where appropriate. It is important therefore that Tutors are informed of any concerns through the Student Planner and SIMS. In this way, Tutors can support the work of any subject teachers and can have an impact on the performance and achievements of each member of the Form. Regular communication with subject teachers puts tutors in a much stronger position when they discuss student progress and targets with parents at Academic Review Days. Form Tutors will be supported by their Head of Year who will provide guidance and support in dealing with difficult issues and will take over particularly problematic cases. Form Tutors will receive on-going training in guidance and support strategies.

Form Tutors have a key role in recognising and celebrating their students' successes (including achievements outside school.) For instance, Tutors can:

- Have weekly discussions on positive and negative behaviour events recorded on SIMS.
- Award Form Tutor Commendations
- Be involved in the presentation of Certificates during the termly Achievement Assemblies.
- Send postcards praising improvement in attendance, punctuality, attitude to learning and academic performance.

2. The Head of Year

Some students will always find it difficult to conform to the school's expectations and will not respond to disciplinary sanctions alone. Pastoral support is required for such students, helping them to develop the skills and strategies to survive and make progress in the classroom environment. The role of the Head of Year is crucial here. Rather than punishing students on behalf of subject departments, the role of the Head of Year is to be proactive in formulating and implementing intervention strategies through Pastoral Support Programmes, deploying appropriate internal and external resources such as:

- Counsellors
- Student mentors
- Student Support Centre
- The attendance improvement officer
- Family support worker
- Senior staff mentors
- Connexions Service
- The Education Support Centre outreach team
- Education Psychologists
- Mindful mentors

Heads of Year are expected to analyse performance data to identify students who are under-performing and who may require support.

The Pastoral Dimension: Sanctions to be applied by the Year Teams

Head of Year C3 detention

Head of Year and form tutor detentions may be imposed for offences such as:

- Regular lateness
- Persistent uniform infringements
- Persistent poor attitude to registration or assembly
- Failure to meet conditions of a Head of Year or tutor report card
- Failure to have the student planner signed by a parent on a regular basis
- Poor behaviour around the school during breaks and between lessons.

Heads of Year should interview students missing a C3 detention to determine whether the detention should be reissued or whether the student concerned should progress to a C4 SLT detention.

All detentions must be recorded in the student's Planner and SIMS.

Exclusions

The following information outlines our exclusions process. Our positive approach to behaviour management includes a clearly defined set of consequences for certain behaviours, exclusion being the most serious. As a school we work with students and their families to try, wherever possible, to avoid the need to exclude but, at times, it is a necessary step. As a school, we follow the most up to date version of the DfE guidelines on exclusions.

The school is aware of the provisions of the Equality Act 2010 and will make such reasonable adjustments as are appropriate to support a student with characteristics protected by the Act when applying the behaviour policy. This may include referrals to relevant specialist outside agencies.

The school takes steps to ensure that it does not discriminate unfairly against pupils when making decisions about whether a student is excluded or not. The trustees receive regular reports on exclusions broken down by ethnicity, gender, SEND and Pupil Premium (PP) to detect any indications of unconscious bias.

Exclusion in General

Exclusions figures at Monk's Walk School are low. This is because we have generally good behaviour in the school, but also a high threshold before we take the decision to impose an exclusion. Exclusion from school is the most serious sanction that can be imposed by the school.

Exclusion can take two forms:

- Fixed-term exclusion (FTE)
- Permanent Exclusion

A fixed term exclusion is where a student is removed from the school site for a fixed period of time, which will be notified in writing at the outset. A student will not be given fixed period exclusions totalling more than 45 days in any one school year. A permanent exclusion is where a student is removed from the school site on a permanent basis and will not be allowed to return to the school. In the event of either a fixed period or a permanent exclusion parents have the right to make representations to the Trustees. In certain circumstances the Trustees may decide to reinstate the student.

Exclusion can only be imposed by the headteacher or someone acting as the head teacher in the head teacher's absence (an acting head teacher is someone appointed to carry out the functions of the head teacher in the head teacher's absence or pending the appointment of a head teacher).

Behaviours that may lead to a fixed term or permanent exclusion will be outlined below. Exclusion will only be used as a last resort. The school will use a range of preventative measures to minimise the use of exclusion. One of the methods we use is a pre-exclusion warning meeting.

At Monk's Walk School it is our practice to give a pre-exclusion warning before imposing a fixed-term exclusion. This is to give the student another chance to consider their behaviour without having the sanction imposed. Sometimes, if the offence is particularly serious (such as physical assault) we may move directly to imposing a fixed-term exclusion without giving a warning.

Parents are asked to attend a meeting with the headteacher. The student's behaviour will be discussed with parents and then the student asked to join the meeting. At this point the warning will be given and the student is informed that further serious behaviour will result in exclusion from

school. Following the meeting, the headteacher will write home recording the fact that a warning has been given. A copy of the letter will be placed on the student's file.

The school may at this point decide to put into place a Pastoral Support Plan or Risk Assessment Management Plan (RAMP). These plans contain targets for the student and any support strategies for the student. Parents will be asked to attend school to review the plan. This process is normally led by the Head of Year.

Fixed-term Exclusion (FTE).

Examples of behaviour which may lead to fixed term exclusion are:

- Swearing at staff.
- Physical aggression or assault.
- On-going bullying.
- Repeated and widespread disruption of learning.
- Theft.
- Misuse of drugs.
- Racist abuse.
- Bringing the school's reputation into disrepute.
- Possession of a prohibited item
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that a member of staff reasonably expects has been, or is likely to be used
 - i. to commit an offence, or
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)

The examples given are indicative, not exhaustive and are meant to illustrate the kinds of behaviour which, in the head teacher's judgement, might warrant the imposition of either a fixed period or a permanent exclusion.

A decision to exclude a student for a fixed period would only be taken after a thorough investigation into any incident that might lead to this sanction being applied. At this point we aim to telephone parents to inform them that an investigation is going on. This investigation is normally carried out by a member of the senior team. As part of the investigation we will take a statement from the student concerned, or if they refuse, record that fact. The student will be put in the ACE room whilst an investigation is carried out.

The burden of proof is different for schools than it is for criminal law. The head teacher need only to be satisfied that the student's behaviour is proven 'on the balance of probabilities', not 'beyond all reasonable doubt'. In other words, the head teacher need only be satisfied that it is more probable than not that a student has done what he/she is alleged to have done to apply an exclusion if that is an appropriate response to the alleged behaviour.

The colleague carrying out the investigation will then discuss the possibility of an exclusion with the headteacher. Parents will always be informed in writing if an exclusion is imposed. We are also required to inform the Local Authority of any fixed-term exclusions. The exclusion is also recorded on the student's school record.

Implementing an exclusion

- The duration of any exclusion is kept to minimum, to protect the learning of the student. The significance lies in the exclusion itself, rather than its length.
- Parents are informed of the decision by the head of year, who will agree a time for a re-admission meeting.
- The student is informed of the decision at the end of the day by a senior member of staff.
- A meeting is set with the parent to readmit the student following the period of exclusion.
- During the period of the exclusion it is parents' responsibility to keep the student away from the school premises and to ensure they are not in a public place at any time during school hours without reasonable justification. Failure to do so may result in the parents being given a fixed penalty notice or be prosecuted.

Work will be provided during the period of exclusion and the student should bring that with them to the re-admittance meeting.

After the meeting you will receive a letter from the school summarising the main points of the discussion. A copy of the letter will be placed on the student's file.

If a student has been excluded for a fixed period the parents (or the student if over the age of 18) have the right to make representations to the trustees if they wish to. If the total number of days of exclusion in any one term is five or less the trustees may deal with the matter by correspondence or they may ask to meet with the parents. In any event they are not empowered to overturn the head teacher's decision nor direct the student's reinstatement. In cases where a student has been excluded for more than five but not more than fifteen days in a term, the trustees will hold a hearing to consider representations should the parents (or the student if over the age of 18) request it within 50 school days of notification. In these circumstances the trustees have the power to direct the student's reinstatement if they believe this is an appropriate outcome. If the student has already served the exclusion by the time the hearing is held and the trustees feel that reinstatement should have happened they will record this on the student's record.

In cases where a student has been excluded for more than fifteen days in a term, and in cases where a fixed period exclusion will mean that the student would miss a public examination or national curriculum test, the trustees will hold a hearing usually no later than 15 school days after notification to consider whether or not the student should be reinstated even if the parents (or the student if over the age of 18) has not requested such a hearing. This is because these exclusions are deemed so serious that they must in any event be reviewed by the Board of Trustees.

Managed Moves

If your child has several exclusions and is therefore deemed to be at risk of permanent exclusion, the school may discuss with you the possibility of a managed move to another school. A managed move is the transfer of a student who is at high risk of permanent exclusion from one school to another school to give them a fresh start and a new beginning. Parents must give consent for a managed move. In considering this, parents should take into account that a managed move is a strategy to avoid permanent exclusion, a very serious sanction which has the potential to significantly affect the student's education and therefore their future.

The school will request that you and your child attend a meeting of the inclusion panel to discuss future provision. This panel, organised by the Local Authority, is attended by you and your child, school staff as well as a range of other professionals. The panel recommends a next step for your child. These may include:

- A move to another school. If this is the case the Inclusion Officer will approach other schools on your behalf. This may take some time as several discussions may be needed to try and secure a place and to arrange suitable support measures to make the chances of a successful transfer more likely
- A managed move to alternative provision. Our provider for this is The Links Alternative Provision Academy in Hatfield. This may be for a short period for intensive behaviour work or for a longer period, according to the difficulties presented
- The panel may also recommend that the student return to Monk's Walk with recommendations for further support.

Permanent Exclusion

Permanent exclusions are rare at Monk's Walk and the decision to impose a permanent exclusion is only taken after the utmost consideration has been given to the circumstances of the case and never taken lightly.

The following incidents or offences will almost certainly lead to permanent exclusion. This list is intended to indicate the degree of severity of offences but is not intended to be exhaustive:

- Actual or threatened violence against a member of staff
- Possession and/or use of an illegal drug.
- Serious actual violence against another student
- Persistent misconduct/serious breaches of the school behaviour policy.

We have a zero tolerance policy towards the supply of drugs and the possession of weapons in school and any action regarding sexual abuse and exploitation. The following offences will result in permanent exclusion from the school:

- Supply or intent to supply an illegal drug
- Bringing a weapon onto the school premises, or having a weapon in school.
- Sexual abuse or assault
- Behaviour leading to child protection issues, such as peer on peer abuse including sexual exploitation or grooming

Note:

For clarification, a weapon is deemed as anything that can inflict harm and may include, amongst other things, a knife, blade, pen knife, swiss army knife or similar.

A decision to exclude a pupil permanently will only be taken if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion is a very serious sanction that could have a significantly detrimental effect on a student's education and therefore their future. In making this decision the school has to balance the impact it would have on the excluded student against the impact of the student's behaviour on the rest of the school community.

A decision to exclude a student permanently would only be taken after a thorough investigation into any incident that might lead to this sanction being applied.

- An investigation into the incident leading to the permanent exclusion is normally carried out by a member of the senior team. During this time the student will spend time in the ACE room. As part of the investigation we will take a statement from the student concerned, or if they refuse, record that fact.
- The burden of proof is different for schools than it is for criminal law. The head teacher need only to be satisfied that the student's behaviour is proven 'on the balance of probabilities', not 'beyond all reasonable doubt'. In other words, the headteacher need only be satisfied that it is more probable than not that a student has done what he/she is alleged to have done

to apply an exclusion if that is an appropriate response to the alleged behaviour.

- The colleague investigating will then bring the findings of the investigation to the head teacher. At this point the headteacher will review not only the latest incident but the students' behaviour record as a whole, including the number of fixed-term exclusions imposed. Permanent exclusion can only be imposed by the headteacher or someone appointed to act as the head teacher in the absence of the headteacher.
- If your child is on our SEN register, particularly if it for social emotional mental health (SEMH) reasons, the headteacher will also look carefully at the amount of support that has been given to the student. Some parents tell us it is illegal to exclude a child with special needs; this is not the case as long as the school is using the exclusion to achieve a 'legitimate aim' (e.g. safeguard the education and well-being of other students) and has put in place appropriate support (sometimes called reasonable adjustments) for that child . All students at Monk's Walk have to follow the Behaviour for Learning policy.
- It is also our usual practice when considering a permanent exclusion to discuss this with a colleague headteacher as a way of checking that the headteacher's judgement in this circumstance is correct. We may also consult with a member of the board of trustees but not anyone who may later play a part in reviewing any decision that might be taken to permanently exclude.
- It is this school's practice to ask parents to a meeting to inform them of the permanent exclusion. Parents can then choose whether to inform the student themselves or ask that the headteacher does so. Parents will then receive a letter confirming the headteacher's decision to exclude the student permanently from the school. The letter will also provide details of the Local Authority inclusion officer who they can contact to discuss the permanent exclusion and what might happen if the decision is confirmed, as well as organisations which support parents in these circumstances.
- During the period of the exclusion it is parents' responsibility to keep the student away from the school premises.
- Work will be provided for the first 5 days of the permanent exclusion. The Local Authority inclusion team then has the responsibility to provide education for the student from day 6 of the permanent exclusion. This is usually, although not always, provided by The Links AP Academy at Hatfield.

As this is a serious sanction, there are a number of checks and balances to judge whether this decision is correct before it is confirmed or not. In cases where a student has been permanently excluded, the trustees will hold a hearing usually no later than 15 school days after notification to consider whether or not the student should be reinstated even if the parents (or the student if over the age of 18) has not requested such a hearing. This is because these exclusions are deemed so serious that they must in any event be reviewed by the Board of Trustees.

Regardless of the level of sanction or exclusion avoidance strategy that has been implemented, parents will be offered guidance throughout each stage of the process as it is understood by all parties that although a necessary part of the behaviour for learning policy, it can be a distressing time. This guidance includes the parental rights to have an exclusion reviewed and the process for requesting this.

End